The Effects of TED Talks as an Instructional Tool on Developing EFL Learners' Speaking Accuracy and Fluency: Attitude in Focus

Shouket Ahmad Tilwani (s.tilwani@psau.edu.sa) *Corresponding Author
Department of English, College of Science and Humanities, Al-
Kharj, Prince Sattam Bin Abdulaziz University, Alkharj, Saudi Arabia

Tawfeeq Abdulameer Hashim Alghazali (gazali_alkufi@iunajaf.edu.iq)
English department, The Islamic University of Najaf, Iraq

Indrajit Patra (ipmagnetron0@gmail.com)
Independent Researcher, Durgapur, West Bengal, India

Abstract

This research examined the impacts of implementing TED Talks on improving Saudi Arabian EFL students' speaking fluency and accuracy. In addition, the attitudes of Saudi Arabian EFL learners towards TED Talks were examined by using a questionnaire. To achieve these objectives, 75 Saudi Arabian intermediate EFL learners were selected and separated into three equal groups (accuracy, fluency, and control). Then, the three groups were pretested by administering a speaking test. After pretesting, both experimental groups received the treatment by applying TED Talks. On the other side, the respondents of the control group received a conventional speaking instruction. After teaching 11 topics, a speaking post-test was administered to all participants to determine the impacts of the treatment on their speaking accuracy and fluency. Besides, an attitude questionnaire was administered to the experimental groups to examine their general attitudes towards the TED Talks effects on English language learning. The data of the pre and post-tests were analyzed by utilizing One-way ANOVA and the gained outcomes showed that both experimental groups outflanked the control students on the post-test speaking. In addition, the findings of one sample t-test indicated that the experimental students presented favorable attitudes toward the implementation of applying TED Talks in the Saudi Arabian EFL context. The results of this research can produce some implications for EFL instructors, students, and material developers.

Keywords: Attitude, Speaking Accuracy, Speaking Fluency, TED Talks

Preliminaries

The effective role of technology is unavoidable in English learning and teaching. Technological enhancement can provide better opportunities for instructors to use online tools in conventional classes. Using technology makes teaching and learning meaningful and interesting. If pupils and instructors have sufficient access to the internet, they can use several audio-visual resources accessible online that can develop their learning and

teaching (Sailun & Idayani, 2021). Technology has a pivotal role in our routine life and academic contexts as well. It is an inseparable part of life and it is the means of everyday communication influencing language learning. Today's young generation is known as the Internet generation since technology is the most familiar thing for them (Naseri & Motallebzadeh, 2016). Ghobadi and Taki (2018) state that this net generation has been discovered to be used in various approaches to learning from the earlier generation. Nowadays, students are more involved and continuously connected to the net. It is assumed that today's students like independent learning styles and have a high inclination to use technology for better learning.

One sub-category of technology is educational videos which are considered one effective tool in English learning and teaching. Based on Sherman (2003), videos are great resources for teaching English to EFL learners. By using videos, students can develop their English learning even outside of the class context. Additionally, Sherman asserts that videos can be applied for discussion, writing assignments, practicing listening, and developing speaking. Based on Samldino et al. (2012), videos are accessible on almost any topic for every kind of learner in all the parts of education. Thus, videos are helpful in the learning and teaching process since they can provide attractive visual materials which make learning more interesting for the students. There are different types of videos, one of them is TED (Technology, Entertainment, and Design) Talks. TED Talks is a type of public speaking that shares experiences and gives motivation to the listeners. TED presentations are utilized to develop learners' public speaking abilities in English. It is beneficial for learners since they not only gain knowledge about public speaking but also learn about the speakers' opinions and experiences so that they can be stimulated and encouraged by the speakers' talks (Farid, 2019).

TED Talks are instructional aids that students can access by laptops or phones and watch via offline or online modes that encompass different types of topics spoken by natives. Students can develop their listening by applying TED Talks since they are suitable media with effective topics, and students can select what they want to watch like weather, sport, politics, etc. Based on Bradbury (2016), TED Talks are those talks in which a speaker delivers his opinions on several topics such as technology, culture, cinema, and so on. The speakers present in 18 min in "serious" presentations. TED Talks are talks of speakers which contain numerous subjects from biomedical to culture. A speaker presents his presentations maximum of 18 minutes; this is because individuals have more patience to listen to an 18-minute presentation (Romanelli, 2014).

One benefit of using TED Talks is that they are entirely authentic since the speakers share their personal experiences, opinions, and stories with the addressees. TED Talks are a suitable media that can be applied in speaking classes (Vasilevich, 2016). Regarding the effectiveness of TED Talks, the topic of this investigation is the effectiveness of utilizing TED Talks videos on enhancing EFL learners' speaking skills. According to Kranthi (2017), TED Talks videos help boost public speaking skills like body movements and gestures, eye contact, pronunciation, and so on.

TED uses alternate forms of media such as its website and YouTube channels, to broadcast its conferences and present opinions. TED Talks is a short speech by speakers who are from diverse social contexts and groups who want to share their valuable experiences to persuade students and develop their knowledge (Rashtchi & Mazraehno, 2019; Zhang, 2021).

TED Talks are useful methods for developing the speaking skills of EFL learners. The chief goal of learning any language is performing communications. In this regard, speaking skill makes a key component in doing any oral interaction as the production of an utterance, a word, and a phrase would reasonably transport meanings, intentions, and ideas. Particularly, speaking, in a foreign language, is considered to be a vital skill that EFL instructors and students seek to progress (Khamkhien, 2010). In parallel, speaking the English language is a fundamental skill that benefits the speakers in and outside the classrooms (Sailun & Idayani, 2021; Syamsuri & Bancong, 2022).

Moreover, speaking has long been quoted as the most important skill that EFL students are supposed to learn among the four language skills. Khamkhien (2010) and Ur (1996) state that speaking is a productive skill that encompasses a prominent role in learning a language and identifies the students' errors while applying the language, and, on the other side, comprises all the other skills of knowing that language. In brief, speaking is a language skill that is accountable for speech production. In this sense, it has been over-stressed as a vital capability that enhances the overall success of communications among speakers. Considering the importance of speaking skills, this study tried to develop Saudi Arabian EFL learners' speaking accuracy and fluency through TED Talks videos (Sailun & Idayani, 2021).

Review of the Literature

Theoretical Background

Using technology in teaching English is extensively deduced to contain an innovative use of methods, systems, instruments, techniques, and materials directly related to English language teaching and affect the accomplishments of the purposeful goals (Hazaea & Alzubi, 2016). Accordingly, while social media network is considered a distinguished instructional means in many teaching and learning situations, it is notably true of English language teaching because it provides a number of plausible chances to enhance both the content and consignment of the education usually applicable to the traditional English language pedagogy (Obari & Lambacher, 2015). according to the current educational conceptions and theories, learners are more able to improve and learn their language knowledge and competencies by using technology. The use of technology in teaching and learning requires the accommodation of new tools and implementations to assist learners in obtaining the proper outcomes (Ertmer, 2005; Kayacan et al., 2021; Rahmane et al., 2022).

Technology is an effective means for learners all around the globe. It is an instrument that can assist enhance instruction in various ways. For example, learners, educators, and parents benefit too much from endless free online resources, learning tools, and other facilities for progressive learning. In addition, Gorjian (2014) declared that technology could elevate instructors by requiring reliable resources that provoke pupils' language achievement more. Recently, technology's function has been to simplify learning by boosting effectiveness and efficacy in educational settings. More importantly, video utilization is considered an adequate device for teaching ESL students' speaking skills. Jalaluddin (2016) researched promoting pupils' English-speaking skills by utilizing

YouTube in ESL classes, and it showed that it is an efficient device for learners to improve their speaking skills not only inside the classrooms but also outside the classes.

Besides, Brook (2011) hypothesized that video is an efficient means of simplifying language teaching and learning, enhancing students' confidence, providing natural resources, and boosting learners' cooperation in the lessons. A reason why videos are known as a necessary instrument in teaching ESL students is that they require natural resources students can observe the uses of language in actual communications. Besides, Kathirvel and Hashim (2020) declared that audio-visual is one of the most compatible sources in developing learners' English speaking, particularly during this Covid-19 epidemic.

TED Talks is a public organization dedicated to dispersing opinions, commonly in the form of short, significant talks (18 minutes or less). It is made of a presentation at the central TED (technology, entertainment, design) conferences or one of its several satellite events across the globe (Wigmore, 2021). TED Talks are delivered by attractive speakers on involving subjects and displaying noble opinions advocated by actual evidence and related to many international listeners. The first TED conference was held in 1984, and from 1990, it was held each year. The talk is created and freely accessible on its websites everywhere.

As recommended, TED videos are the most related and tangible resources ESL teachers can utilize in language teaching skills. Using TED can simplify learning language skills for ESL/EFL students by providing audio-visual inputs. TED videos provide authentic spoken communications and subject students to different forms of spoken language, including words, pronunciation, voice alternation, tone, speech, and pace accent (Sherman, 2003).

Moreover, Sherman stated that video is today's tool, and people spend a lot of time with audio-visual than a written form of materials. Furthermore, Ahmadi (2018) stated that videos are a significant device to simplify teaching and learning. Besides, Arntsen (2016) posited that TED videos are efficient materials for learners in any field and can be utilized as principal or additional materials in ESL classes. Also, English language teaching (ELT) scholars Floyd and Jeschull (2012) concluded that TED videos enhance communicative competencies, expand students' expressive language skills, and display vocabularies reasonably. Thanajaro's (2000) research on using authentic video materials to enhance listening ability in ESL classes revealed that utilization of actual video content positively impacted learners' motivation to learn and improve language skills. Most noticeably, educators can reach TED videos every time, apply them to improve their lessons, and activate learners' interest in language learning rather than utilizing the same resources repeatedly.

The theory that supports the current study is connectivism, a student-centered learning theory helping students to learn the English language by using technology. This theory states that technology is a prominent part of the learning process and students' continuous connections allow them to make choices about their learning. Connectivism is a theory for comprehending learning in a digital age. It stresses how internet technologies, including web browsers, search engines, online discussion forums, wikis, and social networks, contribute to learning.

TED videos are efficient for teaching speaking skills. Nombre et al. (2012) asserted that speaking is the most significant of the four language skills and an essential skill for efficient communications and language development. It is the main part of our

communications, not only at home but also at work and in society. Omari (2015) also stated that speaking is crucial for educators to develop their students' language learning. Correspondingly, there is a must to learn how to speak English across the world's communities because of the improvement in technology and global communications demand (Omari, 2015).

Based on Andryani (as cited in Omari, 2015), there are several relevant sub-skills to speaking: pronunciation, accuracy, grammar, fluency, vocabulary, and comprehension that can assist the learners in having communication with other people. Omari (2015) added that the capability to use the mentioned sub-skills in speaking is named the speaking skills of a student. Therefore, to enhance ESL learners' speaking skills, the improvement of speaking sub-skills is essential.

Though there are many different sub-skills in English-speaking, however, for this study, we concentrated on two sub-skills of speaking- fluency and accuracy:

Fluency refers to how well a learner communicates, not their mistakes in grammar, pronunciation, and vocabulary. Omari (2015) defined fluency as the ability to speak in understandable ways without pausing to express a message while keeping hold of the listeners' interests. In other words, fluency is the ability of the learners to speak and communicate without pauses, without searching for vocabulary or phrases, and without stopping to think about sentences. Fluency refers to the ability to speak, write, read, and listen spontaneously. Brown (2007) stated that both fluency and grammar are needed for a natural language flow to keep the conversations continuous since the stress on either of these will generate a scarcely comprehensible language. Fluent students may not essentially be accurate 100%, but they can still be understood (Lhamo & Chalermnirundorn, 2021).

Accuracy is referred to how students apply the language structures, including grammar and pronunciation. In other words, accuracy is the proper use of verb forms, tenses, colloquialisms, and collocations (Omari, 2015). For numerous ESL or EFL students, accuracy is regarded as a crucial part of language learning, and a lack of good accuracy can hinder the communication processes. Therefore, one of the chief responsibilities of EFL instructors is to assist students in correcting mistakes and ensure the highest level of accuracy by using a diversity of techniques and materials (Lhamo & Chalermnirundorn, 2021).

Experimental Background

Some experimental investigations were performed to inspect the impacts of TED Talks on improving English language learning. Rashtchi and Mazraehno (2019) carried out quasi-experimental research to examine if TED Talks could enhance Iranian EFL students' listening comprehension. The research also examined if the various instructional media could have different effects on the learners' learning enhancement. To do this research, 60 intermediate male learners between 18 and 20 in three classes were selected as the subjects of this study via the convenience sampling method. After testing their general English proficiency, the subjects were randomly divided into two experimental groups and one control group. One experimental group watched TED Talks using mobile tools. The other experimental group watched them via laptops. The control group received the listening instruction by DVD and CD of the coursebook for ten sessions. It should be noted that the mobile group watched the TED Talks videos at home

outside of the classroom, while the participants on the laptops and control participants practiced listening activities in the classroom. In each session, the respondents were asked to answer some comprehension questions to help the teachers assess their improvement. The results of statistics (ANOVA) indicated the development of the listening comprehension of all the respondents in the three groups during the instruction. The outcomes of the one-way ANOVA and post hoc comparison showed that there was a remarkable difference between the mobile group and the control students, but there were not any differences between the mobile group and the laptop group or between the control and the laptop groups. The researchers concluded that the differences were due to applying TED Talks via mobile tools in the research. The researcher also concluded that using TED Talks was helpful for mastering listening skills. This research displayed the effectiveness of self-directed learning via mobile tools and had implications for instructors searching for new methods to extend language instruction beyond the borders of the classrooms.

Farid (2019) intended to examine the effects of applying the TED Talks videos on developing the public speaking skills of the pupils and their insights about utilizing the TED Talks videos to enhance learners' public speaking abilities. The participants of this investigation were 34 students. To collect the qualitative and quantitative data, the researcher utilized a mixed method. To reach the objectives of this research, a pre-test and a post-test were given as the quantitative instruments, and a close-ended questionnaire was used as the qualitative instrument. After analyzing the data, the findings indicated that the learners' attitudes towards applying the TED Talks videos in developing their public speaking abilities were positive. Moreover, the findings revealed that the writers utilized different instructional methods to achieve the teaching objectively. Thus, it was claimed that the uses of TED Talks videos were very fruitful in enhancing pupils' public speaking skills.

Wu (2020) intended to integrate authentic online videos into learners' English listening tasks in a college-level English classroom in a private comprehensive university in Taiwan. This study was carried out in a one-semester project to discover 82 EFL students' self-report of learning their online video content. TED Talks videos and listening tasks were used in this learning situation. A questionnaire was administered, including demographic information, Likert scale items, and interview. The findings indicated that the majority of the participants believed that they developed their listening skills after using the TED Talks videos. The participants stated that using TED Talks had significant effects on their listening comprehension. Also, they held that using TED Talks videos was exciting and motivating for them.

Nursafira (2020) discussed how video-based conferences such as TED Talks could help enhance learners' speaking abilities. A qualitative method was applied in this study. The needed data were collected from related paper-based papers that examined TED Talks as a learning tool to develop speaking abilities. This study indicated that TED Talks had significant effects on boosting EFL students' speaking abilities and motivating instructors and learners to keep up their teaching and learning processes. The new findings of this research were that TED Talks also changed the learners' attitudes toward better learning.

Lhamo and Chalermnirundorn (2021) explored whether the uses of TED Talks videos (TTV) developed the speaking skill of 30 Bhutanese ESL students and further discovered their insights about the uses of TTV. A convenience random sampling method

was employed to choose 30 participants from three classes**.** The selected participants were trained using TTV as the instructional materials to enhance their English-speaking skills. The qualitative and quantitative data were gathered via pretest, posttest, survey questionnaire, and focus group interviews. The quantitative data received analyses and interpretations via an inferential statistics t-test with p≤.05 level of significance, means, and standard deviations. Likewise, qualitative data gathered via the focus group interviews were analyzed using thematic analyses. The outcomes indicated a mean of 10.82 for the pretest, and 15.32 for the posttest, with a mean difference of 4.5. and the significant value (p) gained was .01. The results illustrated higher post-test scores vis-a-vis the pretest of all 30 research respondents. The survey questionnaire and focus group interviews also indicated a favorable attitude toward the use of TTVs in English-speaking classes by all respondents.

After scrutinizing some studies in the domain of using TED Talks in language learning, it was revealed that applying TED Talks could develop English as a foreign or a second language. Accordingly, this research tried to examine the impacts of implementing TED Talks on enhancing speaking accuracy and fluency among Saudi Arabian EFL students. Thus, the researchers posed two questions below:

RQ1. Does implementing TED Talks have any significant impact on developing Saudi Arabian EFL learners' speaking accuracy and fluency?
RQ2. Do Saudi Arabian EFL learners present positive attitudes towards TED Talks?

Method

Participants

To do this research, 75 male respondents were chosen among 108 students based on the scores of the Oxford Quick Placement Test (OQPT). Since the researchers did not have access to a large population, they could select only 75 participants. The participants were chosen from one English Language Institute in Al-Kharj, Saudi Arabian. The selected participants were at the intermediate level with the age range of 18 to 34 years old. The target respondents were randomly assigned two experimental groups (fluency and accuracy) and a control group.

Instruments

The first instrument that was exploited in the present research to homogenize the respondents was the OQPT. It could help the researcher determine the participants' general English levels (i.e., elementary, pre-intermediate, intermediate, and advanced). Accordingly, those students whose scores were one standard deviation (SD) above and one SD below the mean were selected as the intermediate and were regarded as the target respondents of the research.

The other tool applied in this investigation was a researcher-made speaking pre-test. This test had several items from the students' textbook (i.e., Family and Friends 5), and they were required to speak about the topics of the units for around 3 to 4 minutes, and their speeches were recorded for the second-rater. To establish the validity of the pre-

test, some steps were taken; first, the topics were chosen from the topics covered in the participants' book, and second, the topics/questions were given to four English experts to measure their appropriateness for use with the target respondents. In addition, the speaking pre-test reliability was measured by conducting inter-rater reliability (r= .88).

The third tool was the speaking post-test, identical to the pre-test in form but different on topics. The topics of the post-test were chosen from the reported coursebook. The difficulty level of the topics was the same in the speaking pre and post-tests. The reliability of the test was determined by using Pearson correlation analysis (r=.85). Four English experts validated both pre-test and post-test.

The fourth tool used in the present enquiry study was a questionnaire administered to the participants of the experimental groups to explore their attitudes about utilizing TED Talks. It included a 20-point Likert-type; *strongly agree* to *strongly disagree*. The numerical values were assigned to the respondents' answers for each questionnaire item. Hence, if a student marked strongly agree, he received 5 for that item. For agree, a numerical value of 4, for neutral, 3, for disagree, 2, and for strongly disagree, 1, were assigned. The reliability of this questionnaire was computed using Cronbach's alpha (r=.79). A group of English specialists verified the validity of the questionnaire.

It should be noted that Hughes's (2003) speaking checklist was used in this study to aid the raters in scoring the participants' speeches.

Procedures

To perform this investigation, the OQPT was first given to determine the respondents' homogeneity in terms of general English level. Seventy-five respondents were selected as the target participants of the current investigation. The respondents were then randomly divided into two experimental groups (accuracy and fluency) and a control group. Then, a speaking pre-test was administered to the three groups to gouge their speaking level before the instruction. After that, the participants of the experimental groups received the instruction by applying TED Talks videos. Each week, three TED Talks videos were taught to the experimental groups. The students were required to watch and listen to TED Talks videos very cautiously. Each video was played for the students twice, and the teacher asked students different questions about the topics. The teacher involved the students in language learning by encouraging them to listen to the videos and ask different questions.

On the other side, the control group participants were trained by conventional speaking activities such as role-playing and over-learning. Different topics were trained for the control group by using Family and Friends Book 4. The treatment took 15 sessions of 55 minutes. In the first session, the participants were homogenized, and in the next session, they were pretested. During 11 sessions, the treatment was applied, in the fourth session, the three groups took the post-test of speaking, and in the last session, the attitude questionnaire was given to both experimental groups. Finally, the data were analyzed through SPSS software.

Data Analyses

After collecting the required data via the aforementioned procedures, they were analyzed and interpreted based on the purposes of the inquiry. The researchers analyzed

the data using the Statistical Package for Social Science (SPSS) software. Then, a One-way ANOVA test was run to analyze the data collected by the speaking pre and post-tests. In addition, the results of the questionnaire were analyzed using one samples t-test.

Results of the Study

After gathering sufficient data, the researchers analyzed them to gain the final results. As three groups were involved in this study, we used One-Way ANOVA to analyze the scores of the speaking pre and post-tests. The details of the findings are shown in the below tables:

Table 1
Descriptive Statistics (Pre-test of Three Groups)

	N	Means	Std. Deviations	Std. Errors	95% Confidence Interval for Means Lower Bound	95% Confidence Interval for Means Upper Bound	Minimum	Maximum
Control	25	14.60	1.89	.37	13.81	15.38	11.00	19.00
Accuracy	25	14.04	2.60	.52	12.96	15.11	10.00	19.00
Fluency	25	15.20	2.39	.47	14.21	16.18	11.00	19.00
Total	75	14.61	2.33	.26	14.07	15.15	10.00	19.00

In Table 1, the descriptive statistics of the control group and both experimental groups are presented. The control group's mean score is 14.60; the accuracy group's mean score is 14.04, and the fluency group's mean score is 15.20. The means of all groups are almost equal. This means that the three groups had the same level of speaking proficiency at the outset of the instruction.

Table 2
One-Way ANOVA (Pre-test of Speaking)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.82	2	8.41	1.56	.21
Within Groups	386.96	72	5.37		
Total	403.78	74			

Table 2 shows the scores of the three groups on the pre-test. As Sig (.21) is bigger than (0.05), the difference between the groups is not meaningful at (p<0.05). Indeed, they had the same performance on the speaking pre-test.

Table 3
Post-test Descriptive Statistics (Three Groups)

	N	Means	Std. Deviations	Std. Errors	95% Confidence Interval for Means		Minimum	Maximum
					Lower Bound	Upper Bound		
Control	25	15.48	1.66	.33	14.79	16.16	13.00	19.00
Accuracy	25	18.12	1.26	.25	17.59	18.64	15.00	20.00
Fluency	25	18.72	1.30	.26	18.18	19.25	15.00	20.00
Total	75	17.44	1.99	.23	16.98	17.89	13.00	20.00

According to the descriptive statistics in this table, the mean scores of the accuracy and the fluency groups are 18.12 and 18.72, respectively, on the posttest and the mean of the control group is 15.48. It seems the experimental groups outperformed the control group in the post-test.

Table 4
One-Way ANOVA (Post-test of Speaking)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	148.56	2	74.28	36.65	.00
Within Groups	145.92	72	2.02		
Total	294.48	74			

Table 4 shows the post-test results of the three groups; accordingly, Sig (.00) is smaller than (0.50); therefore, the differences between the groups are significantly meaningful. It can be decided that the experimental participants outflanked the control participants on the post-test.

Table 5
Post-hoc Scheffe Test, Multiple Comparisons (Post-test)

(I) groups	(J) groups	Means Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Control	Accuracy	-2.64*	.40	.00	-3.64	-1.63
	Fluency	-3.24*	.40	.00	-4.24	-2.23
Accuracy	Control	2.64*	.40	.00	1.63	3.64
	Fluency	-.60	.40	.33	-1.60	.40
Fluency	Control	3.24*	.40	.00	2.23	4.24
	Accuracy	.60	.40	.33	-.40	1.60

*. The mean difference is significant at the 0.05 level.

Table 5 aims to compare the scores of all groups on the post-test. It is shown that there are meaningful differences between the post-test scores of the control group and the post-test of both experimental groups ($p < 0.05$); on the other hand, the results show that there are no remarkable differences between the scores of both experimental groups ($p < 0.05$).

Table 6
One-Sample Test of the Attitude Questionnaire

Test Value = 0						
T	*Df*	*Sig.* (2-tailed)		Mean Differences	95% Confidence Interval of the Differences	
					Lower	Upper
65.60	19	.00		4.33	5.14	5.48

As revealed in Table 6, the significance level is 0.00, smaller than 0.05, implying that the experimental groups' students held positive attitudes toward using TED Talks in teaching and learning English.

Discussion and Conclusion

The outcome of this inquiry demonstrated that using TED Talks had positive effects on Saudi Arabian EFL students' speaking fluency and accuracy. According to the findings, Saudi Arabian EFL learners could develop their speaking accuracy and fluency after the treatment. Also, the results revealed that Saudi Arabian EFL learners had an optimistic view toward using TED Talks for teaching English in the Saudi Arabian EFL context.

The findings of this research are confirmed by Rashtchi and Mazraehno (2019), who inspected if TED Talks could develop Iranian EFL learners' listening skills. Their study showed that the mobile group watching the TED Talks outflanked the control group on the listening post-test. Moreover, the results match with the previous related research conducted by Lhamo and Chalermnirundorn (2021), who inspected the effects of TED Talks on improving the speaking skills of 30 Bhutanese ESL learners and indicated that utilizing TED Talks had a significant influence on developing Bhutanese students' speaking skill. Also, they showed that the participants presented positive perceptions toward the use of TED Talks in English-speaking lessons.

This study is supported by Farid (2019), who analyzed the effects of utilizing TED Talks videos on devolving pupils' general speaking skills and also their attitudes about utilizing TED Talks videos in developing learners' public speaking skills. His results indicated that the learners' attitudes about applying TED Talks videos to improve their general speaking skills were positive. Moreover, his findings showed that the employing of TED Talks was so fruitful in enhancing learners' public speaking ability. Furthermore, the results of our study are confirmed by Rubenstein (2012), who indicated that TED Talks promoted self-motivation among EFL learners.

The results of this study advocate the findings of Ahluwalia (2018), where 74% of the respondents indicated that the whole package of the lesson utilizing TED Talks in English language learning was a pleasant experience for their learning. Additionally, the participants also stated that the TED Talks inspired them to speak English better. Likewise, Karunakar (2019) discovered that TED Talks made sufficient motivation in the classes to help students speak the language better and found out that the learners' anxiety was reduced while speaking in front of the class. Also, Hassan and Hassan (2018), on applying TED Talks as real videos to improve pupils' listening skills and motivation,

indicated that above 70% of the learners agreed that TED Talks were compelling in improving their listening skills and motivation.

Our study is advocated by constructivism which states that technology is an effective learning tool that helps students develop their learning in and outside of the instructional contexts. Based on this theory, technology can develop the students' cognitive abilities and enhance their communication with their classmates. Additionally, this theory believes that learning occurs successfully when students are dynamic and active in the learning process.

One cause for the outcomes of our study can refer to the probability that using TED Talks was fascinating for the students and could encourage them to study their English lessons more willingly. The other reason can be that the absence of facing time constraints could influence the experimental groups' learning. Additionally, the experimental groups watched the talks outside the classrooms, which encouraged them to keep the information in their memories.

The other justification for our results is that videos can bring the outside world to the learners and introduce different cultures, new ideas, and places. They provide an excellent way to integrate new content and language learning simultaneously; they give students the opportunities to learn about a whole range of topics and ideas while learning English. In addition, videos can pave the way for the learners to see how language is utilized in real life, which is very different from the conventional English teaching methods. Listening to various accents assist students in improving their listening skill and developing their intonation and pronunciation, leading to speaking skill enhancement.

When the media convey the concepts, the students tend to understand them better. Suitable instructional videos provide learners with a deeper understanding of the material. Hence, videos are so attractive to students that they improve their audio-visual abilities that motivate memory remembrance. It is believed that educational videos are more popular than ever before. For this reason, these days, educational institutions take advantage of them to keep students more involved, engaged, and excited. In addition, the complex concepts are conveyed more easily than we want to by integrating video presentations in our classes. The reported advantages of the educational videos can be the reasons why the experimental groups had better speaking performances than the control group.

This research surveyed the benefit of employing TED Talks on improving Saudi Arabian EFL students' speaking fluency and accuracy. From the results, we can assume that there is a remarkable advancement in students' speaking accuracy and fluency after applying the treatment by using TED Talks. Based on the discussion above, it can be claimed that TED Talks can be an effective instrument to enhance the speaking skill of EFL learners. TED Talks can be suggested as a learning tool in many countries where English is used as a foreign language, particularly in Saudi Arabia, hoping that the teachers provide an innovative method for the learners so they can be more successful in learning and speaking English, besides as a helpful instrument to make learners more engaged and motivated and decrease their anxiety primarily when they communicate face to face of the audience or in a public place. We can conclude that the incorporation of technology as a learning means plays a supplementary role in English language teaching and learning.

The results of this research can contribute to the role of using technology in developing speaking skills. Accordingly, the study supports the role of multimedia and

technological tools in enhancing language learning. Also, the findings of this investigation can be exciting and compelling for English teachers who are looking for advanced methods for enhancing EFL learners' speaking skills. This study assists EFL learners in improving their speaking and listening skills by watching TED Talks repeatedly. The easy access to TED Talks and their highly stimulating contents can be the main characteristics of TED Talks that can motivate EFL learners to develop their English language learning. The implications of this study can persuade material designers can incorporate TED Talks videos into the syllabus in EFL contexts.

There are some drawbacks to the current research; this research was restricted to a group of only 75 EFL learners in one of the Saudi Arabian English language institutes. Therefore, similar studies may be performed with more participants from diverse places in the country, which would assist in generalization and increase the validity and reliability of the outcomes gained in this research. This research was limited by time and was carried out for two months. Therefore, to obtain more significant and reliable findings, more studies are suggested to expand the treatment time. This study inspected the impacts of TED Talks on the speaking skills of Saudi Arabian male EFL learners; this study can be replicated to inspect the efficacy of TED Talks on females' language learning at different levels- primary, upper-intermediate, and advanced. Only quantitative data were used in this study to enrich the results, future studies are recommended to gather qualitative data, too.

References

Ahmadi, M. R. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education, 3*(2), 103-115. https://doi.org/10.29252/ijree.3.2.115.

Arntsen, T. (2016). *English language teaching with TED Talks*. Retrieved http://newsmanager.commpartners.com/tesolc/downloads/features/2016/2016-09_TED%20Talks.pdf.

Bradbury, N. A. (2016). *Attention Span during Lectures*. North Chicago: Department of Physiology and Biophysics, Chicago Medical School, Rosalind Franklin University.

Brook, J. (2011). The affordances of *YouTube* for language learning and teaching. *Hawaii Pacific University TESOL Working Paper Series 9*(1, 2), 37-56. https://hpu.edu/research-publications/tesol-working-papers/2011/9_1-2_Brook.pdf.

Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy, second edition*. Longman.

Ertmer, P. A. (2005). Teacher pedagogical beliefs: The final frontier in our quest for technology integration? *Educational technology research and development*, *53*(4), 25-39. https://doi.org/10.1007/BF02504683.

Farid, M. (2019). The effectiveness of using TED Talks video in improving students public speaking skills in senior high school. *Journal of Applied Linguistics and Literacy, 3*(1), 61-74. http://dx.doi.org/10.25157/jall.v3i1.2642.

Floyd, M., & Jeschull, L. (2012). *Teaching with TED Talks: Authentic and motivational language instruction. Newsletter of the video and digital media interest section.* http://newsmanager.commpartners.com/tesolvdmis/issues/2012-08-10/12.html

Ghobadi, S., & Taki, S. (2018). Effects of telegram stickers on English vocabulary learning: focus on Iranian EFL learners. *Research in English language pedagogy*, *6*(1), 139-158. doi: 10.30486/relp.2018.538824

Gorjian, B. (2014). The Effect of Movie Subtitling on Incidental Vocabulary Learning among EFL Learners. *International Journal of Asian Social Science, 4*, 1013-1026. https://archive.aessweb.com/index.php/5007/article/view/2695.

Hazaea, A. N., & Alzubi, A. A. (2016). The effectiveness of using Mobile on EFL learners' reading practices in Najran University. *English language teaching*, *9*(5), 8-21. http://dx.doi.org/10.5539/elt.v9n5p8.

Jalaluddin, M. (2016). Using YouTube to enhance speaking skills in ESL classroom. *English for Specific Purposes World, ISSN 1682-3257, 17*(50), 34-48. http://esp-world.info/Articles_50/Mohammad_Jalaluddin.pdf.

Kathirvel, K., & Hashim, H. (2020). The use of audio- visual materials as strategies to enhance speaking skills among ESL young learners. *Creative Education, 11,* 2599-2608. doi: 10.4236/ce.2020.1112192.

Kayacan, G., Ateşgöz, N. N. & Sak, U. (2021). A comparative analysis of psychometric properties of memory tasks and their relationships with higher-order thinking skills: recognition versus recall. *Talent, 10*(2), 162-175. DOI: 10.46893/talent.847543

Khamkhien, A. (2010). English speaking and English-speaking tests in the Thai context: A reflection from Thai perspective. *English Language Teaching, 3*(1), 184-190. https://files.eric.ed.gov/fulltext/EJ1081501.pdf.

Kranthi, K. (2017). Technology Enhanced Language Learning (TELL). *International Journal of Business and Management Invention ISSN (Online*, *6*(2), 2319–8028. https://www.ijbmi.org/papers/Vol(6)2/version-4/E0602043033.pdf

Lhamo, T., & Chalermnirundorn, N. (2021). The use of TED Talks videos to improve ESL speaking skills of Bhutanese sixth-graders. *Phranakhon Rajabhat Research Journal (Humanities and Social Sciences), 16*(1), 219-235. https://so05.tci-thaijo.org/index.php/PNRU_JHSS/article/view/251577.

Naseri, S., & Motallebzadeh, K. (2016). Podcasts: a factor to improve Iranian EFL learners' self-regulation ability and use of technology. *Journal of Educational Technology & Society*, *19*(2), 328-339. https://www.jstor.org/stable/jeductechsoci.19.2.328.

Nombre, A.Y., Rocio, S.A., & Junio, (2012). *The importance of teaching listening and speaking skills.* https://www.ucm.es/data/cont/docs/119-2015-03-1712.RocioSeguraAlonso2013.pdf.

Nursafira, M.S. (2020). TED Talks in EFL context: An alternative way for teaching and improving students' speaking skills. *Journal of English Language Studies, 2*(2), 43-47. https://doi.org/10.31849/elsya.v2i2.3968

Obari, H., & Lambacher, S. (2015). Successful EFL teaching using mobile technologies in a flipped classroom. In *Critical CALL–Proceedings of the 2015 EUROCALL Conference, Padova, Italy* (pp. 433-438). Research-publishing. net.

Omari, F. Z. I. (2015). *An Evaluation of the Teaching of the Speaking Skill in EFL Classrooms within the Framework of the CBA*: The case of 3rd year pupils in 3

secondary schools in Tlemcen (Unpublished Doctoral dissertation). University AbuBekr Belkaid, Chetouane, Algeria.

Rahmane, A., Harkat, N., Abbaoui, M. (2022). Educational situations (Es) as useful tools for teachers to improve Architectural Design Studio Courses (ADSC). *International Online Journal of Education and Teaching (IOJET), 9*(1). 551-570. https://files.eric.ed.gov/fulltext/EJ1327758.pdf.

Rashtchi, M., & Mazraehno, M. R. T. (2019). Exploring Iranian EFL learners' listening skills via TED Talks: Does medium make a difference? *Journal of Language and Education, 5*(4), 81-97. https://doi.org/10.17323/jle.2019.9691

Romanelli, F. (2014). Should TED Talks be teaching us something? *American Journal of Pharmaceutical Education, 6*, 77-89. https://doi.org/10.5688/ajpe786113.

Sailun, A., & Idayani, B. (2021). The effect of TED Talks video towards students' speaking ability at English study program of Fkip Uir. *Perspektif Pendidikan dan Keguruan, 1*, 65-74. DOI: 10.25299/perspektif.2018.vol9(1).1423

Sherman, J. (2003). *Using authentic video in the language classroom.* Cambridge University Press

Smaldino, S.E., Lowther, D.L., & Russell, J.D. (2008). *International technology and media for learning* (9th ed). Pearson.

Syamsuri, A. S., & Bancong, H. (2022). Do gender and regional differences affect students' reading literacy? a case study in Indonesia. *Eurasian Journal of Applied Linguistics, 8*(1), 97-110. Doi: http://dx.doi.org/10.32601/ejal.911522.

Ur, P. (1996). *A Course in Language Teaching: Practice and Theory.* Cambridge University Press.

Wigmore, I. (2021). *Definition TED Talks.* https://whatis.techtarget.com/ definition/TED Talks

Wu, C. (2020). Implementing TED Talks as authentic videos to improve Taiwanese students' listening comprehension in English language learning. *Arab World English Journal (AWEJ) Special Issue on CALL, 6,* 24-37. https://dx.doi.org/10. 24093/awej/call6.2.

Zhang, J. (2021). A study on impact of role of nutrition, passolig system, and anti-doping law on the performance of Chinese athletes in sports. *Revista De Psicología Del Deporte (Journal of Sport Psychology), 30*(3), 296-305. https://www.rpd-online.com/index.php/rpd/article/view/499.