

Reçu le: 22/10 / 2024 Accepté le: 23/01 / 2025 Publié le: 31/01 / 2025



Tedx Videos as an Educational Tool to Boost Learners Oral Communicative Skills: L3 Students at Relizane University

~~Sarah KHETTIB~~
sarah.khettib@univ-relizane.dz
Relizane University /Algeria

فيديوهات منصة تيدكس Tedx كوسيلة تعليمية لإثراء وتحفيز مهارات التواصل الشفهي للطلبة : طلبة السنة الثالثة بجامعة غليزان

✍ صارة خطيب
sarah.khettib@univ-relizane.dz
جامعة غليزان / الجزائر

ABSTRACT:

EFL teachers are looking for innovative strategies to enhance learner's oral outputs through the new educational applications' use. Students' digital tools can elaborate intensively their skills and facilitate their learning process. One main questionable statement is related to the possibility of intrinsically motivating learners and activate their communicative skills through the positive use of Tedx talks. These videos are considered to be a rich source of inspirational and motivational learning. The present research followed an experimental study to collect data, as the researcher tested the effectiveness of Tedx talks which may refine the learners' oral communicative skills of L3 students by observing their attitudes and listening to them intensively during the whole year and discussing some aspects in every oral class. This work resulted in the positive responsiveness of those L3 students towards Tedx videos as it enhanced their fluency and accuracy in speaking.

Keywords: EFL; Tedx; L3; applications; speaking

ملخص البحث

يعد طلبة هذا الجيل طلبة رقميين، فمنذ نعومة الأظافر أحيط هذا الطالب ببيئة العولمة والتطبيقات بمختلف أنواعها. ولذا كأساتذة اللغات الأجنبية توجب وجود كفاءات حديثة لتحسين الالتقاء وهذا باستعمال Tedx. عينة هذا البحث التجريبي هم 3L لمساعدتهم في إيجاد واستراتيجيات تمكنهم من تسهيل عملية الالتقاء في مقياس التعبير الشفهي وكذا تطور من مستوى اللغة الانجليزية المكتسبة وتساعد في استخدام المنصات التعليمية.

كلمات مفتاحية: اللغة الاجنبية، Tedx، الالتقاء الشفهي

1. INTRODUCTION

Tedx videos under the concept of 'Ideas Worth Spreading' can be a motivational and an educational platform for our EFL learners to improve their communicative skills. The demand of EFL learners to acquire the English language keep growing further searching for different tools and applications for the sake of fostering their skills and enrich their vocabulary. The main aim of this study lies in the positive use of Ted Talks as an educational method to refine students oral skills. So to what extent we can consider Ted Talks as motivational tool to enhance students communicative skills. These type of videos may play a key role in shaping future teachers' minds and fostering the global teaching-learning process in terms of motivation. The psychological aspect is essential in effecting students' positive attitudes towards learning. This stimulates learners' cognition, skills and challenges to open new doors as well as seizing more opportunities in the process of learning. Furthermore, those innovative talks can help students to be more creative and productive in terms of better learning and better attaining academic outcomes. This aspect also has a great effect in the enhancement of self confidence which is a key element towards realizing a better learning context. Through Tedx videos teachers are able to model students' oral skills effectively, raise their awareness and stimulate their autonomous in learning. Students can become positively involved in the process of learning by effecting their psychological aspect which may determine their learning outcomes. Indeed, motivating students by providing them with Tedx talks can help teachers discover how they learn better. This may cause a radical change to shape creative learners if the instructors are motivated enough to work with passion and share it with their students to obtain the maximum positive impact on them.

2. Tedx

2.1 Definition of TEDX

Ted is a number of lectures full of inspiration, under the main concept of 'Ideas Worth Spreading'. Learners can use this tool to improve their oral communicative skills. This kind of talks focus more on sharing original thoughts. Those Talks can be a great inspiring tool to teach speaking and enhance communicative skills for learners. Ted is abbreviation of technology, entertainment, and design. This kind of videos focus more on spreading life experiences as well as provoking listeners' attention and interest. Mainly, it can be a very efficient strategy to develop learner's oral skills especially when they come to face the public.

In 1984, Richard Saul Wurman had invented Ted as a way to creative and fun learning and in an attempt to enrich the field of education by new atmosphere. The scope of Ted has been expanded through time to include different domains such as: music, philosophy, business and different other fields. In 2007, Ted Talks gained its massive fame by launching its website for the first time.

Ted is considered as a video that contains a good presentation with excellent topics or opinions from native speakers that can improve students' language learning. According to Brook 2000, videos are an important way to teach and learn language since they raise participants' awareness, offer realistic resources, and encourage learners to participate more actively in the courses. Videos serve as genuine resources in which learners may examine how language is used in real-life situations and learn from their mistakes. It is indeed a massive benefit to use video resources.

Ted Talks may help learners become more aware and critical thinkers, but they can also help instructors present knowledge and communicate with their learners more quickly. Many elements contribute to TED Talks' educational benefits, including the accessibility with which they can be accessed in many languages, the quality of the information, and the precision it is presented.

2.2 Different Ted Talks



Figure1. Different Ted Talks

The Main Thought : it revolves around one main thought and it is also called the big idea. One example of that is the presentation done by Chimamanda Ngozi entitled: The danger of a single story.

The Invention : a public presentation dealing with original invention that the person in charge of speaking is a member who had discovered this new invention, it can be referred to as the tech demo. One example of this is Markus Fischer talk about: a robot that flies like a bird.

The Science Wonder: This kind of presentations appreciate science discoveries also, and it is called the dazzle with wonder These talks are mainly about the amazement of science and discovery. One good example of that is Yoav Medan : Ultrasound surgery.

The Tiny Thought : This can be small ideas linked together to cover one main issue, a good example of that is what Charlie Todd had talked about in her presentation: The shared experience of absurdity.

The Matter: This kind bring to the public a new matter that it can their first time they hear about it, such as what Lawrence Lessig had discussed: What's Next for American Democracy.

3. Speaking

Ur 1996, said that speaking is considered the productive skill. This skill is related to a system of oral utterance serve to communicate language. Gower had provided a further explanation , as he focused much more on speaking in classrooms and how learners much seize each chance to communicate in this context in an attempt to shape fluent speakers who are self confident of their skills. The teacher's role should cover strategies to decrease the fear of facing the public giving his students much motivation to speak in front of their classmates.

Speech is generally used when talking directly to someone, it is limited, spontaneous and changeable. Generally, spoken language is followed with body language supported by non-verbal communication i.e., physical language and it is teacher's task to stimulate their learners' capacities and try to develop their oral skills. As Nunan 1989, stated that to be good at speaking one must follow a specific plan, this is through practicing all phonological aspects of the language along with working on the body language and interpersonal abilities.

3.1 Components of Speaking

To speak is considered as a skill which includes various features that meet together in order to fulfill communicative purposes and promote this skill. Accuracy, fluency and pronunciation and vocabulary are the basic aspects of speaking that enable people to foster their communicative abilities and skills and use the language effectively.

3.1.1 Accuracy

Gower, et al. 1995 defined accuracy in a very simple and meaningful words, stating that accuracy mainly is defined as the right and exact word choice, regarding all the grammatical rules and the way words are well pronounced. Accuracy plays a very fundamental role in speaking activity therefore teachers should draw their students' attention and awareness for the correct use of language ; especially in elementary levels. Yet, teachers should not be too focused on accuracy because if students become very cautious about producing correct language from the beginning, then they might never become confident in their speaking.

3.1.2 Fluency

Gower et al. 1995, brought that when someone is speaking spontaneously and he succeeded to keep talking without interruptions so this is what we can regard to as fluent person. Without forgetting that the principle aim of fluency is giving the chance to speak for the students, this can happen through reducing teacher speaking time and providing more opportunities for his learners to express themselves freely. Here Scrivener 2011, mentioned that teachers must take into consideration that interruption and cutting in the middle of their students' talk can be a destructive method to correct them as they may become totally blocked due to that. Also this way may prevent other classmates to take part and talk as they do not support such strategy of interruption. The more learners are at a young age the more teachers should focus on their accuracy and as they grow older they start to develop a fluent communicative language, giving them more chances to speak even with mistakes.

3.1.3 Pronunciation and Vocabulary

McDonough and Shaw 2003, claimed that teaching pronunciation is often approached differently, and for different aims. There are cases when the whole lesson is devoted to teach pronunciation; while sometimes teachers hint to it simply as it occurs. McDonough and Shaw 2003 pointed that “while some teachers prefer to drill correct pronunciation modes, others focus more on the way their students develop intelligibility within fluency” (p.136).

At young ages teachers must take into consideration introducing a variety of word choice and vocabulary to their students as they succeed to speak using those words, this is as an attempt to avoid making mistakes when they speak and students find themselves able to choose the right words while they communicate.

Speaking is sub divided into different kinds as Brown 2004, developed a set of speaking strategies starting by:

- 1) Repeating words or imitating what others just said, this type is a good for memory development.
- 2) Another aspect is more intensive when students regard grammar, meaning and word sounds. Examples of this type may include: taking turns, roles playing...
- 3) Interactive communication like creating debates, conversational situations such as requesting or making some comments. Interactive responsive and interactive is almost the same.
- 5) Monologue this is well manifested by public talks, narrating some short stories taking into account mastering word choice, how they are uttered and grammar rules and use.

4. The Methodology

The present study tested whether the use of Tedx videos during oral classes can develop students' oral skills and enhance their English language proficiency. This study started by introducing Tedx videos to a group of L3 EFL learners as a sample of this work. Then, explaining, analyzing, examining and interpreting student's reactions and perceptions towards this application, research lasted one year with 30 students from L3 in oral expression session. This intensive real life experimental study helped to approve the research hypothesis about the role of activating a sense of communicative skills and boosting students' oral output through the positive use of Tedx videos in oral classes. In this frame, a thorough analysis is made by observing the enhancement of the students.

4.1 The Population

The researcher collected data following the qualitative approach. This happened through the application of Tedx Talks as an educational tool to tailor students' speaking skills. The researcher gathered both before-test and after-test to obtain the research results. The pre-test is used to obtain the initiative income of those students before the experience, and the post-test is used to obtain the final outcomes of the students after experience. This study allowed the researcher to observe carefully his learner's progress while maintaining different tasks to them during a whole year of work, meeting

students 3 hours per week. Data was collected and analyzed mainly through observation and presentation of the sample. The data tool was observing and testing 30 L3 students oral skills at Relizane University.

4.2 Findings and Discussion

EFL learners are aware of the fact that speaking is a very important skill to be developed and that it is a real challenge for them to study. Regarding obstacles those students faced with their oral skills, their hindrances vary as some of them failed to use grammatical rules, Most of students were not satisfied with their oral skills and showed a huge interest in learning through the use of Tedx, in fact, students welcomed this method in an attempt to refine their oral skills and enrich their minds. This experience helped in assessing students' fluency as it was already hypothesised there was a big mismatch between the data of before the experience and after it, explaining that students' oral skills are remarkably developed. Tedx videos helped also to enrich students vocabulary, paying attention to their grammatical mistakes as they become more accurate in the words they choose, also it boosted their creativity in learning as they started to listen to Tedx videos in great rate to discover new inspiring ideas, to self-regulate their own oral strategies and to improve the quality of the vocabulary that they have. Figures3 illustrates the enhancement of both students' speaking skills through Tedx use and figure 4 demonstrates motivation progress through Tedx use.

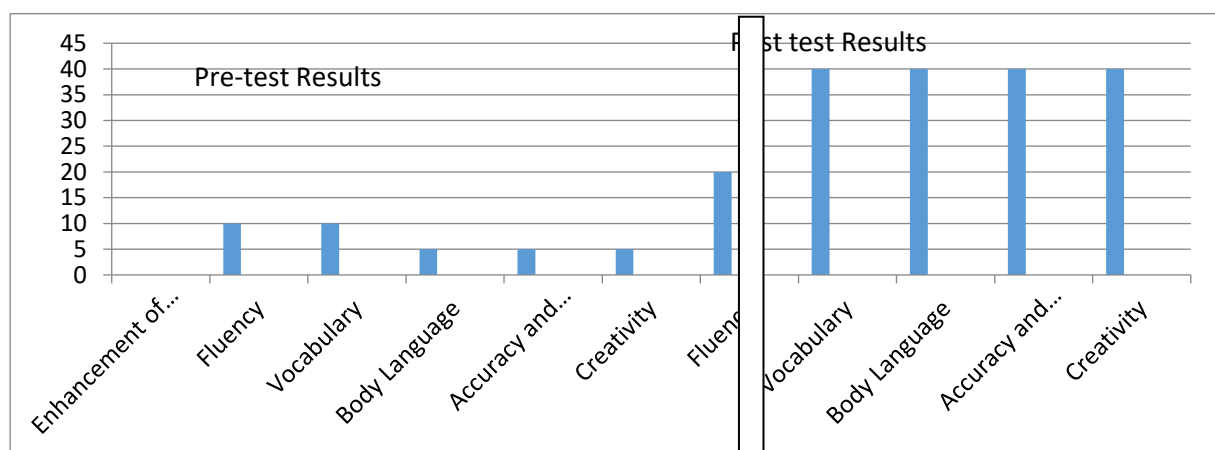


Figure 3: Enhancement of Students' Speaking skills through Tedx Use

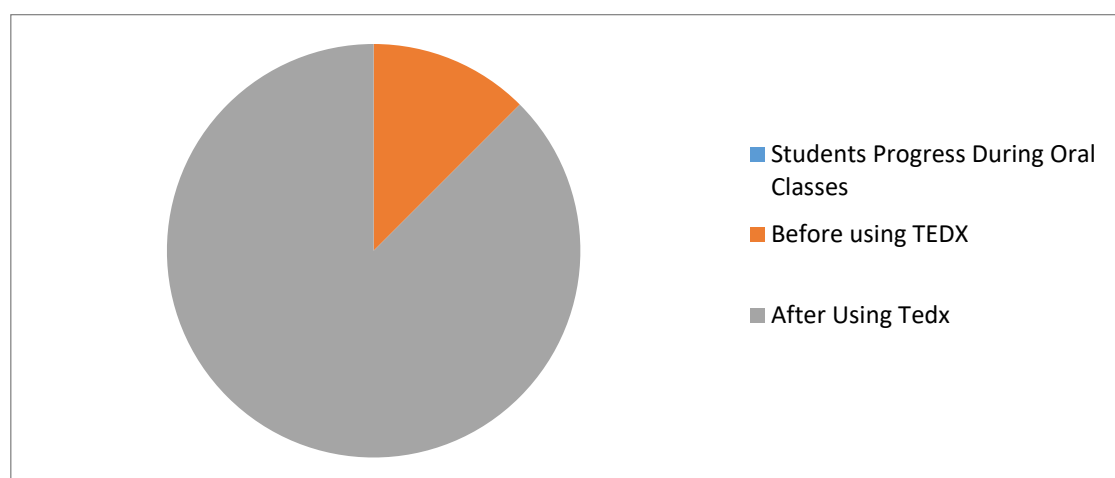


Figure 4: Students Motivation Progress after Using Tedx

Tedx videos did not help students only in enhancing their oral skills but also worked on the affective side as it developed their emotional intelligence and motivation which are two key elements in any successful learning process. Learners have become more aware of their own emotions, how to control them and how to use them as well as their intrinsic motivation developed. Learners also enjoyed listening and watching Tedx to learn new ideas and experiences.

5. CONCLUSION

This Work's main focus is providing solutions to enhance students' oral communicative skills and searching new creative inspiring strategies to enhance their speaking. Through the positive use of Tedx videos students are able to develop their speaking skills, enhance their motivation, critical thinking and boost their intercultural communicative competence. This leads them to construct a useful knowledge and build a sense of a lifelong learning. To develop students thinking has the potential to change a generation. Tedx talks help activate the learners' repertoire, develop their sense of autonomy and enrich their learning experience. To use the new technologies has become a necessity and using it in the appropriate manner is decisive. The way we use things tells a lot about ourselves and even determines the outcomes. We do not need to teach students what to learn but rather how to learn in a very creative atmosphere that leads them to be better researchers, better learners and the most important thing better academic producers.

The study finds evidence that learning through Tedx videos can shape good speakers and thinkers. Students should be taught how to speak, as well as how to be aware of their communicative goals. What would make those strategy worth teaching is definitely its contribution to regulate, stimulate and provoke students' minds, thus, they have become more strategic in conducting any learning task. The videos teach us a lot more than just how to listen. Aside from motivating students via real video content, these video tools offer the extra benefit of supporting students in gaining knowledge about cultural backgrounds and emotional perspectives from the learning materials. This enables students to become more independent. Watching Tedx can open new doors for EFL learners to talk English more fluently and accurately. At the end, loving what you learn is the best way to learn and if you find the right way to do it, it makes a huge difference.

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