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Unveiling the Impact of TED Talk Videos on EFL Learners' Speaking Accuracy and Fluency

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Abstract

This study investigated the effect of Ted Talk videos in enhancing the speaking proficiency of intermediate EFL learners (English as a Foreign Language). A convenience sample of 60 EFL (English as a foreign language) learners (aged 16-21) studying at a private language institute were recruited. Participants were homogenized based on English language proficiency through an initial Oxford Placement Test (OPT). Subsequently, they completed the speaking section of the Preliminary English Test (PET) as a pre-test to establish a baseline measure of their speaking skills. Participants were then randomly assigned to either an experimental group receiving TED talk videos or a control group receiving conventional instruction using traditional methods such as dialogue roleplays. Following the ten-week intervention period, all participants completed the PET speaking test again as a post-test. The study employed established metrics to assess speaking proficiency, including Error-Free Clauses per T-unit (EFC/T) for accuracy and words produced per minute (W/M) for fluency. Data were analyzed using IBM SPSS Statistics (version 24.0). The research adhered to ethical guidelines set forth by BERA (2011). The study revealed a statistically significant improvement in speaking accuracy and fluency for participants in the TED Talks group compared to the control group. This is supported by the higher mean scores achieved by the experimental group in the post-test and confirmed by the MANOVA analysis. This finding suggests that incorporating TED talk videos into EFL curricula may be a beneficial strategy for enhancing speaking skills.

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Introduction

The prominence of English as the global language of academia and communication necessitates practical pedagogical approaches to equip English as a Foreign Language (EFL) learners with the necessary speaking skills (Fang, 2017; Jenkins, 2006). Developing speaking skills is widely acknowledged as a central objective in EFL instruction, as it empowers learners to interact effectively in real-world contexts (Shumin, 1997). However, research suggests that speaking poses a unique challenge compared to other language skills like reading or writing due to the multifaceted nature of spoken language proficiency (Ahn & Lee, 2016; Shabani, 2013). Asadi and Khan (2022) emphasized that this challenge is further intensified in contexts where learners have limited exposure to native speakers and authentic conversational settings, such as Iran. They found that incorporating Skype into EFL classrooms allowed learners to engage in spontaneous, interactive dialogues with peers and instructors, even in resource-constrained environments. This enhanced learners' speaking fluency and allowed them to develop conversational strategies and cultural competence, both of which are critical for effective communication in real-world contexts. Their findings reinforce the importance of integrating innovative, accessible technologies to address the complexities of teaching and learning spoken English.

Asadi and Khan (2022) explored how video conferencing tools like Skype could be leveraged to address these barriers, providing an interactive and flexible medium for language learning. Their study in the Iranian context demonstrated that Skype facilitated exposure to native-like pronunciation, fostered real-time conversational practice, and allowed instructors to integrate authentic materials into their lessons, creating a more immersive learning experience. Moreover, they emphasized that Skype's accessibility and low-cost nature made it particularly effective in resource-constrained settings where traditional technological infrastructure was unavailable.

The integration of technology into language pedagogy offers promising possibilities. Video technology, in particular, has been recognized for its effectiveness in enhancing language learning (Brook, 2011). Videos expose learners to authentic language use in real-world contexts, fostering active participation and promoting opportunities for self-reflection on language acquisition (Brook, 2011). One specific video resource, TED Talks (Technology, Education, and Design), presents a unique opportunity for EFL instructors. These well-presented videos featuring thought-provoking topics delivered by native speakers can spark student interest and provide exposure to various speaking styles and vocabulary (Chang & Huang, 2015). Furthermore, the readily available nature of TED Talks on the prominent video-sharing platform (<https://www.ted.com/talks>) allows easy curriculum integration (Rubenstein, 2012). By strategically incorporating TED Talks, educators can cultivate a dynamic and interactive learning environment that fosters student engagement with the intricacies of spoken language (López-Carril et al., 2020).

This paper explores the potential of TED Talks as a supplementary resource in EFL speaking instruction, examining the various benefits of their use and the pedagogical approaches that can maximize their effectiveness.

Literature review

Speaking Skill

Aliakbari and Jamalvandi (2011) define speaking as an interactive process of meaning construction involving the creation, reception, and processing of information. While inherently spontaneous, open-ended, and evolving, speaking is not entirely unpredictable. Furthermore, its appeal lies in its immediacy, allowing interlocutors to provide and receive real-time feedback. Therefore, learners aiming to communicate effectively must prioritize speaking practice. This requires not only a foundational understanding of grammar and vocabulary but also consistent spoken interaction within social contexts to overcome the challenges associated with English language speaking.

Bailey (2005) defines speaking as the productive and oral skill of generating structured verbal utterances to convey meaning. This highlights the active and productive nature of speaking, requiring students to utilize their entire linguistic repertoire to achieve communicative goals.

Speaking Accuracy and Fluency

In the Second Language Acquisition (SLA) domain, accuracy and fluency represent two fundamental yet distinct competencies contributing to successful spoken language production (Ellis & Barkhuizen, 2005). Accuracy refers to how a learner's spoken language aligns with the target language's grammatical rules (Ellis & Barkhuizen, 2005). This encompasses proficiency in various linguistic domains, including vocabulary (lexical accuracy), word structure (morphological accuracy), sentence structure (syntactic accuracy), and pronunciation (phonological accuracy) (Housen et al., 2012). In essence, accuracy reflects a learner's ability to manage the complexities of their interlanguage, a system that represents their current stage of language development, to minimize errors (Ahmadian, 2011; Ellis, 2003). Several scholars equate accuracy with producing speech that is free from errors (Richards, 2015; Skehan, 1998) or that adheres to target language norms (Ellis, 2003; Ellis & Barkhuizen, 2005). The importance of accuracy, particularly when coupled with fluency, is well-documented in SLA research (Navidinia et al., 2018; Pourdana & Bahram, 2017; Toni et al., 2017).

Conversely, fluency encompasses aspects of speech rate, disfluencies (interruptions or breakdowns in speech), and repair strategies employed by learners (Révész et al., 2016; Suzuki & Kormos, 2020). It reflects a learner's ability to produce speech that is smooth, effortless, and at a natural pace (Hedge, 2000). Fluency researchers often examine how quickly learners speak, manage pauses (or avoid them altogether),

and integrate corrections, repetitions, and false starts into their spoken language (Ellis, 2003; Mizera, 2008). Lennon (2000) offers a broader definition of fluency, encompassing speed and the ability to connect speech units effortlessly and establish a social connection with the listener.

The literature identifies three primary types of fluency: cognitive/psychological fluency, performative/utterance fluency, and perceived fluency (Michel, 2017; Segalowitz, 2010). Cognitive fluency refers to the speaker's ability to efficiently activate and integrate the underlying cognitive processes necessary for producing fluent speech (Segalowitz, 2010). Performative or utterance fluency is characterized by speech that is smooth, automatic, and exhibits minimal disfluencies (Freed, 2000; Michel, 2017). It represents the outward manifestation of a speaker's underlying cognitive fluency (Derwing, 2017). Finally, perceived fluency is based solely on listener impressions of how smooth and effortless the speaker's speech appears (Segalowitz, 2010). Researchers have employed expert judgments to measure perceived fluency in various studies (Boers et al., 2006).

The growing emphasis on fluency in SLA research (Ginther et al., 2010; Lennon, 2000; Luoma, 2004) has led to more sophisticated methods for assessing students' oral fluency. Commonly assessed features include speaking rate (number of words spoken per minute) and the frequency of hesitations (silent pauses) (Ginther et al., 2010; Riggenbach, 1991). Hesitations can arise from encountering a language gap, needing time to rephrase, or being distracted (Park, 2016). Researchers further differentiate between silent pauses and filled pauses (characterized by sounds like "um" or "er") based on duration (Riggenbach, 1991; Schegloff, 2007). Finally, repair strategies, such as repetitions or corrections, are also considered when evaluating fluency (Schegloff, 2007).

TED Talks

Established by Chris Anderson (2016), TED Talks are short, captivating presentations delivered by experts on a wide range of topics (López-Carril et al., 2020). These talks, presented initially at annual conferences, have become a global phenomenon accessible through the TED website (<https://www.ted.com/talks>) (Rubenstein, 2012). Proponents of TED Talks in education highlight their ability to enhance the learning experience (Tilwani et al., 2022b). The multimedia nature of the talks, incorporating both visual and auditory elements, fosters engagement and promotes content accessibility (Brown, 2015). Kozińska (2021) emphasizes the high production quality of TED Talks, comparing it to television content, contributing to a captivating viewing experience.

Beyond engagement, research suggests that TED Talks can cultivate critical thinking skills. Brown (2015) argues that exposure to TED Talks' thought-provoking ideas encourages viewers to analyze and evaluate information critically. Karunakar (2019) further suggests that this skill can be developed relatively quickly through engagement with TED Talks.

The benefits of TED Talks extend to both students and educators. For students, TED Talks offer a wealth of knowledge and inspiration across various subjects, enriching their academic experience and sparking intellectual curiosity (Fitria, 2022). Educators can leverage TED Talks as a versatile teaching tool to stimulate discussions, encourage critical thinking, and inspire learners (Sailun & Idayani, 2021). The diverse range of topics ensures applicability across disciplines (López-Carril et al., 2020).

Hadi et al. (2021) observed a significant improvement in students' speaking performance after implementing a TED Talks application for English language learning. This finding aligns with Hamza's (2019) research, highlighting the potential of TED Talks videos to expand learners' vocabulary. Furthermore, the practical nature of these videos fosters a positive perception of their usefulness in developing EFL speaking proficiency (Hamza, 2019). Similarly, Qomar (2020) concluded that utilizing TED Talks in speaking instruction can stimulate students' generation of speaking ideas, ultimately leading to progress in their spoken language skills. Nawaz et al. (2021) further corroborated these findings, with 20 students reporting improved pronunciation, fluency, and accuracy after incorporating TED Talks videos into their learning. Interestingly, the study also revealed a student preference for TED Talks over traditional reading materials for English language acquisition (Nawaz et al., 2021).

Sailun and Idayani's (2018) research reinforces the positive impact of TED Talks, demonstrating that these videos not only enhance pronunciation, fluency, and accuracy but also improve students' grammar and content delivery in spoken English. The study suggests that TED Talks serve as a comprehensive tool for promoting overall speaking performance (Sailun & Idayani, 2018). The positive influence of TED Talks on EFL speaking skills is further supported by Tilwani et al. (2022a) and Miangah and Nezarat (2021). Both studies highlight students' improved speaking abilities and positive attitudes toward using TED Talks for future learning (Ahmad et al., 2022; Miangah & Nezarat, 2021). Miangah and Nezarat (2021) additionally report students' perceptions of TED Talks as fostering critical thinking, improving accent and dialect, and enhancing pronunciation and fluency.

Karunakar (2019) and Yaqin and Athena (2022) contribute to the growing body of evidence by demonstrating that students exhibit increased engagement in learning English speaking when TED Talks are employed as instructional materials. Students report feeling enthusiastic and interested in the learning process through exposure to TED Talks (Karunakar, 2019; Yaqin & Athena, 2022). Aprilia (2022) investigation extends the benefits of TED Talks to public speaking skills at the college level. Their study suggests that first-year students develop excitement by observing native speakers deliver presentations in TED Talks videos. This excitement translates into improved speaking skills through imitation, leading to more confident and accurate pronunciation, ultimately fostering public speaking proficiency (Aprilia, 2022). In conclusion, a substantial body of research underscores the effectiveness of TED Talks in enhancing EFL speaking skills

across various dimensions. From vocabulary acquisition and fluency development to improved pronunciation and content delivery, TED Talks offers a multifaceted approach to language learning that fosters student engagement and motivation. This study was conducted to unveil the effect of TED talk videos on speaking fluency and accuracy in the Iranian context, which is an EFL context.

Method

Participants

This study employed a convenience sample of 60 EFL learners (n=22 male, n=38 female) aged 16-21 studying at a private language institute. As with many EFL studies (Dornyei, 2007), randomization was impractical due to access limitations. Therefore, convenience sampling was utilized, the most prevalent method in EFL research. To ensure participant homogeneity regarding English proficiency, an initial Oxford Placement Test (OPT) was administered to a pool of 80 EFL students. Only those scoring within the intermediate range (out of 60) were selected for the study. Participants were then randomly assigned to either an experimental group receiving TED talk videos or a control group receiving conventional instruction. The research adhered to BERA's (2011) ethical guidelines. Participants were informed about the study's aims, publication possibility, and their right to anonymity, withdrawal, and inquiry. Furthermore, efforts were made to recruit participants with no prior experience in English-speaking countries.

Instrumentation

Oxford Placement Test (OPT): This test served as a baseline measure of participants' global language ability (Brown, 2005). Encompassing 60 items across grammar, vocabulary, and reading, the OPT facilitated the homogenization of participants at the intermediate level based on the Common European Framework of Reference for Languages (CEFR) (Allen, 2004). Research by Edwards (2007) supports the reliability and efficiency of OPTs in student placement.

PET: The study utilized the speaking component of the Cambridge English PET exam (offered in parallel versions) as both a pre-test and a post-test. This ensured consistency in assessment across time points and minimized potential examiner bias due to the availability of well-defined scoring criteria (Zalbidea, 2017). The PET speaking test, lasting approximately 10-12 minutes, evaluated participants across four domains:

- **General conversation:** This section involved individual interactions with examiners, focusing on personal information, interests, and daily routines.
- **Simulated situation discussion:** Participants engaged in a role-playing scenario, responding to prompts, discussing options, and reaching agreements.

- **Picture description:** Each participant received a color photograph depicting an everyday situation. They were then required to describe the people, setting, and activities depicted using clear and straightforward language.
- **Extended conversation:** Building upon the picture description, this section involved a conversation between the participants, prompting them to share personal opinions, experiences, and justifications for their preferences.

To gauge participants' progress, the study established metrics for accuracy and fluency. Accuracy was measured through the Error-Free Clauses per T-unit (EFC/T) ratio (Zalbidea, 2017). Conversely, fluency was operationalized as the number of words produced per minute (W/M) based on previous research with 75 EFL learners (Préfontaine & Kormos, 2015). The resulting raw data were subsequently imported into IBM SPSS Statistics (version 24.0) for further statistical analysis.

Procedure

This study utilized a multi-pronged approach to data collection. First, a convenience sample of 60 EFL learners (aged 16-21) studying at a private language institute was recruited. An initial Oxford Placement Test (OPT) was administered to a broader pool of 80 students to assess language proficiency and ensure homogeneity. Only those scoring within the intermediate range on the OPT were selected for the final study. Next, all participants completed the speaking section of the Preliminary English Test (PET) as a pre-test to establish a baseline measure of their speaking ability. The PET speaking test encompassed a general conversation with an examiner, a simulated situation discussion, a picture description task, and an extended conversation based on the picture. Examiners followed standardized PET speaking test protocols, and researchers ensured participants with no prior experience in English-speaking countries were included during pre-testing.

Following pre-testing, participants were randomly assigned to either an experimental group receiving TED talk videos or a control group receiving conventional instruction. The TED talks selected for the experimental group were chosen based on their relevance to language learning and engagement level. Talks were sourced from the TED website (<https://www.ted.com/talks>) and included a variety of topics to cater to diverse interests among participants. The criteria for selection included: a) **Language Level:** Talks featured accessible language suitable for intermediate English learners; b) **Duration:** Selected talks were between 10 to 20 minutes long to maintain participant engagement without causing fatigue; and c) **Speaker Clarity:** Speakers were chosen based on their clear articulation and engaging presentation style. The experimental group watched these TED talks during instructional sessions (10 sessions of 20 minutes), followed by discussions and activities aimed at enhancing comprehension and speaking skills.

The control group received conventional instruction that included traditional language teaching methods. This instruction emphasized grammatical structures through exercises and drills, weekly vocabulary lists with definitions, usage examples, and practice quizzes. It structured speaking activities such as role-plays and dialogues, focusing on specific language functions and using audio recordings and scripted dialogues to practice listening skills.

After the intervention period, all participants completed the PET speaking test again as a post-test to assess any changes in speaking proficiency. The post-test mirrored the format and procedures of the pre-test. Finally, raw data from the PET-speaking pre-tests and post-tests were collected, including error-free clauses per T-unit (EFC/T) for accuracy and words produced per minute (W/M) for fluency. This data was then imported into IBM SPSS Statistics (version 24.0) for statistical analysis. Throughout the data collection process, researchers ensured adherence to ethical guidelines established by BERA (2011). This included obtaining informed consent from participants, guaranteeing anonymity, and offering the right to withdraw from the study.

Findings

To answer the research question of whether there is a significant difference between the TED talk video group and conventional instruction in developing learners' speaking accuracy and fluency, a one-way MANOVA was run first to ensure that the two groups were homogeneous prior to the study.

Table 1

Descriptive Statistics

| | treatment | Mean | Std. Deviation | N |
|----------------------|----------------------|---------|----------------|----|
| Pre-test of accuracy | control | 12.0400 | 2.35372 | 25 |
| | TED talk video group | 11.6800 | 2.68825 | 25 |
| | Total | 11.8600 | 2.50721 | 50 |
| Pre-test of fluency | control | 17.8000 | 1.97906 | 25 |
| | TED talk video group | 18.0000 | 2.46644 | 25 |
| | Total | 17.9000 | 2.21544 | 50 |

As shown in Table 2, there was no significant difference between the TED talk video group and the conventional group on the combined dependent variable: $F(2, 47) = .99$, $P > .05$; Wilks' Lambda = .959, Partial Eta Squared = .041.

Table 2

Multivariate Tests

| Effect | | Value | F | Hypothesis df | Error df | Sig. | Partial Eta Squared |
|-----------|--------------------|--------|----------------------|---------------|----------|------|---------------------|
| Intercept | Pillai's Trace | .988 | 1885.19 ^b | 2.000 | 47.000 | .000 | .988 |
| | Wilks' Lambda | .012 | 1885.19 ^b | 2.000 | 47.000 | .000 | .988 |
| | Hotelling's Trace | 80.221 | 1885.19 ^b | 2.000 | 47.000 | .000 | .988 |
| | Roy's Largest Root | 80.221 | 1885.19 ^b | 2.000 | 47.000 | .000 | .988 |

| | | | | | | | |
|-----------|--------------------|------|-------------------|-------|--------|------|------|
| Treatment | Pillai's Trace | .041 | .997 ^b | 2.000 | 47.000 | .377 | .041 |
| | Wilks' Lambda | .959 | .997 ^b | 2.000 | 47.000 | .377 | .041 |
| | Hotelling's Trace | .042 | .997 ^b | 2.000 | 47.000 | .377 | .041 |
| | Roy's Largest Root | .042 | .997 ^b | 2.000 | 47.000 | .377 | .041 |

a. Design: Intercept + treatment

b. Exact statistic

As indicated in Table 3, when the results for the dependent variables were separately considered, it was revealed that there was no significant difference between the TED talk video group and the conventional group regarding speaking accuracy and fluency in the pre-test of speaking ($F = .25, .10, p > .05$).

Table 3

Tests of Between-Subjects Effects

| Source | Dependent Variable | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|-----------------|----------------------|-------------------------|----|-------------|---------|------|---------------------|
| Corrected Model | Pre-test of accuracy | 1.620 ^a | 1 | 1.620 | .254 | .617 | .005 |
| | Pre-test of fluency | .500 ^b | 1 | .500 | .100 | .753 | .002 |
| Intercept | Pre-test of accuracy | 7032.980 | 1 | 7032.980 | 1101.77 | .000 | .958 |
| | Pre-test of fluency | 16020.500 | 1 | 16020.500 | 3204.10 | .000 | .985 |
| treatment | Pre-test of accuracy | 1.620 | 1 | 1.620 | .254 | .617 | .005 |
| | Pre-test of fluency | .500 | 1 | .500 | .100 | .753 | .002 |

a. R Squared = .005 (Adjusted R Squared = -.015)

b. R Squared = .002 (Adjusted R Squared = -.019)

In order to assess the effectiveness of TED talk video instruction in developing learners' speaking accuracy and fluency another MANOVA was run.

Table 4

Descriptive Statistics

| | treatment | Mean | Std. Deviation | N |
|--------------------------|--------------------------|-------------|-------------------|----|
| Post-test of accuracy | control | 12.600 0 | 2.04124 | 25 |
| | TED talk videos group | 19.240 0 | 4.10569 | 25 |
| | Total | 15.920 0 | 4.64160 | 50 |
| Post-test of fluency | control | 18.960 | 2.4062 | 25 |
| | TED talk videos group | 32.880 | 4.3139 | 25 |
| | Total | 25.920 | 7.8346 | 50 |

As shown in Table 5, there was significant difference between TED talk video group and conventional group on the combined dependent variable, $F(2, 47) = .00$, $P < .05$; Wilks' Lambda = .195, Partial Eta Squared = .80. As indicated in Table 6, when the results for the dependent variables were separately considered, it was revealed that there was significant difference between TED talk video group and conventional group regarding speaking accuracy and fluency in the post-test of speaking ($F = 52.42, 198.53, p < .05$).

Table 5*Multivariate Tests*

| Effect | | Value | F | Hypothesis s df | Error df | Sig. | Partial Eta Squared |
|-----------|-----------------------|--------|-----------------------|--------------------|-------------|------|---------------------------|
| Intercept | Pillai's Trace | .983 | 1381.198 ^b | 2.000 | 47.000 | .000 | .983 |
| | Wilks' Lambda | .017 | 1381.198 ^b | 2.000 | 47.000 | .000 | .983 |
| | Hotelling's Trace | 58.774 | 1381.198 ^b | 2.000 | 47.000 | .000 | .983 |
| | Roy's Largest Root | 58.774 | 1381.198 ^b | 2.000 | 47.000 | .000 | .983 |
| treatment | Pillai's Trace | .805 | 97.227 ^b | 2.000 | 47.000 | .000 | .805 |
| | Wilks' Lambda | .195 | 97.227 ^b | 2.000 | 47.000 | .000 | .805 |
| | Hotelling's Trace | 4.137 | 97.227 ^b | 2.000 | 47.000 | .000 | .805 |
| | Roy's Largest Root | 4.137 | 97.227 ^b | 2.000 | 47.000 | .000 | .805 |

a. Design: Intercept + treatment

b. Exact statistic

The effect sizes, measured by partial eta squared, reveal varying magnitudes of impact. For post-test accuracy, the corrected model and treatment each demonstrate a large effect size (partial eta squared = .522), as they explain more than 25% of the variance. The intercept for accuracy shows an exceptionally large effect size (partial eta squared = .962), accounting for almost all the variance. For post-test fluency, the corrected model and treatment also exhibit large effect sizes (partial eta squared = .805), exceeding the 0.8 threshold for large effects. The intercept for fluency shows a near-complete large effect size (partial eta squared = .983).

Table 6*Tests of Between-Subjects Effects*

| Source | Dependent Variable | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|-----------------|-----------------------|-------------------------|----|-------------|---------|------|---------------------|
| Corrected Model | Post-test of accuracy | 551.120 ^a | 1 | 551.120 | 52.429 | .000 | .522 |
| | Post-test of fluency | 2422.080 ^b | 1 | 2422.080 | 198.531 | .000 | .805 |
| Intercept | Post-test of accuracy | 12672.320 | 1 | 12672.32 | 1205.54 | .000 | .962 |
| | Post-test of fluency | 33592.320 | 1 | 33592.32 | 2753.46 | .000 | .983 |
| treatment | Post-test of accuracy | 551.120 | 1 | 551.120 | 52.429 | .000 | .522 |
| | Post-test of fluency | 2422.080 | 1 | 2422.080 | 198.531 | .000 | .805 |

a. R Squared = .522 (Adjusted R Squared = .512)

b. R Squared = .805 (Adjusted R Squared = .801)

Overall, all variables demonstrate large effect sizes, with treatment showing a stronger impact on fluency than on accuracy.

Discussion

The current study presented compelling evidence of a statistically significant improvement in speaking accuracy and fluency among students exposed to TED Talks, as demonstrated by higher mean scores in post-tests and validated through MANOVA analysis. This finding is not merely an isolated result; it resonates with a robust body of empirical research that consistently underscores the effectiveness of TED Talks in enhancing EFL learners' speaking skills. For instance, Hadi et al. (2021) reported similar enhancements in students' speaking performance following the implementation of a TED Talks application. Furthermore, the positive student perceptions noted in this study align seamlessly with García-Pinar (2019), who emphasized the overall enhancement of the

learning experience facilitated by TED Talks. Nawaz et al. (2021) further support this notion by revealing students' preference for TED Talks over traditional reading materials. This preference is not trivial; it suggests that TED Talks engage learners in a manner that traditional methods fail to achieve, fostering a more positive attitude toward language acquisition. The implications of this preference are profound, as they indicate a shift towards more engaging and effective pedagogical strategies in EFL instruction.

Engagement and motivation are critical components of effective language learning, and the current study strongly posits that TED Talks contributed significantly to these elements through their diverse topics and expert speakers. This assertion is bolstered by the findings of Karunakar (2019) and Yaqin and Athena (2022), who explicitly documented increased student engagement and enthusiasm when TED Talks were incorporated into instruction. The excitement generated by observing native speakers, as highlighted by Aprilia (2022), is not merely anecdotal; it illustrates how TED Talks can ignite learners' interest, leading to improved speaking skills through imitation and practice. This dynamic engagement is essential for language acquisition, making TED Talks an invaluable tool in the EFL educator's arsenal.

However, while the current study adeptly focused on speaking accuracy and fluency, it is crucial to recognize that prior research has explored a broader spectrum of language skills. For instance, Hamza (2019) and Sailun and Idayani (2018) expanded their investigations to include vocabulary acquisition, grammar, and content delivery. This suggests that TED Talks may offer multifaceted benefits that warrant further exploration. The current study's focus on a specific educational context raises questions about the generalizability of its findings. In contrast, research by Aprilia (2022) demonstrates the versatility of TED Talks across various educational settings, indicating that their effectiveness is not confined to a single context.

This observed improvement can be attributed to several key factors associated with TED Talks. Firstly, these presentations provide students with exposure to authentic language examples. TED Talks feature native speakers delivering presentations on diverse topics. This exposure allows students to observe natural language use in a real-world context, fostering the development of proper grammar, vocabulary, and pronunciation (Tatyana et al., 2021). Secondly, TED Talks offer a wide range of varied

topics. This diversity exposes students to a broader spectrum of vocabulary and allows them to practice expressing themselves on different subject matters. This exposure enriches their overall language proficiency (Fitria, 2022; Karunakar, 2019; Tilwani et al., 2022b).

Thirdly, students gain valuable insights from expert speakers. TED Talks often feature prominent figures who are knowledgeable and passionate about their fields. Observing these speakers allows students to witness effective communication strategies and delivery techniques, further enhancing their own speaking abilities (Lhamo & Chalermnirundorn, 2021).

The effectiveness of integrating TED Talks as a pedagogical tool is further bolstered by the established benefits of video-based learning. Harmer (2007), Intajuck (2010), and Canning and Wilson (2000) all highlight the importance of visual stimuli in language acquisition. TED Talks provide a rich visual experience, showcasing settings, actions, emotions, expressions, gestures, and other nonverbal cues. This allows students to not only hear the spoken language but also observe its practical application, fostering a deeper understanding (Choirunnisa, 2021; Puspita & Amelia, 2020).

Furthermore, video clips provide exposure to paralinguistic cues such as intonation and facial expressions. These cues play a crucial role in conveying meaning and can significantly enhance students' ability to interpret spoken language effectively (Intajuck, 2010). For instance, a speaker's facial expression combined with a specific intonation can alter the intended meaning of a sentence. By observing these nuances in TED Talks, students develop a more comprehensive understanding of language. Beyond cognitive benefits, video clips can also serve to motivate and engage students (Intajuck, 2010). The dynamic nature of TED Talks, with their compelling visuals and engaging speakers, fosters a more emotionally enriching learning experience compared to traditional methods. This heightened engagement can significantly improve student motivation and ultimately lead to better learning outcomes (Canning, 2000).

The ability to observe stress patterns, body language, and speech rhythms are additional advantages of using video in language learning (Canning, 2000). TED Talks showcase authentic language used at a natural pace in various contexts. This exposure allows students to learn proper pronunciation, body language, and other essential aspects

of effective communication. This study adds to the growing body of evidence supporting the effectiveness of TED Talks in fostering speaking accuracy and fluency. The exposure to authentic language, diverse topics, expert speakers, and the inherent advantages of video-based learning all contribute to this positive outcome. Integrating TED Talks into the curriculum presents a valuable and engaging pedagogical tool for language educators.

Conclusion

This study has demonstrably shown that incorporating TED Talks into language learning curricula leads to significant improvements in students' speaking accuracy and fluency. The findings contribute to the growing body of research advocating for technology-integrated language learning approaches. This research has several key implications. Firstly, it highlights the effectiveness of TED Talks as a valuable resource for language educators. The authentic language exposure, diverse topics, and expert speakers offered by TED Talks provide a unique learning environment that fosters the development of crucial speaking skills. Language educators can leverage this resource by curating playlists aligned with specific learning objectives and incorporating post-viewing activities that encourage students to analyze and discuss the language used in the presentations. Secondly, the study underscores the importance of integrating multimedia elements into language learning. The visual and auditory stimuli offered by video clips enhance student engagement and provide a more immersive learning experience. Educators can explore the use of other multimedia resources, such as short films, documentaries, or news broadcasts, to further diversify their teaching methods. Thirdly, the findings emphasize the need for a student-centered approach to language learning. TED Talks, with their diverse topics and engaging format, cater to individual student interests and learning styles. This can motivate students to take a more active role in their learning journey. Educators can encourage students to select TED Talks that pique their curiosity and provide opportunities for them to present their own findings or opinions based on these presentations.

Despite the positive outcomes, this study has several limitations that should be acknowledged. Firstly, the sample size was relatively small (60 participants), which may

limit the generalizability of the findings. Future research could benefit from larger, more diverse samples that include participants from various educational contexts and backgrounds. Secondly, the study relied on a convenience sampling method, which may introduce selection bias. Participants were drawn from a single private language institute, potentially limiting the applicability of the results to other settings. Randomized controlled trials across different institutions could strengthen the validity of the findings. Additionally, while the study measured speaking accuracy and fluency, it did not assess other important language skills, such as writing or reading comprehension. Future studies could adopt a more holistic approach by examining the impact of TED Talks on multiple facets of language acquisition.

Future research should explore the impact of TED Talks on other aspects of language learning, such as vocabulary acquisition, listening comprehension, and critical thinking skills. Investigating the optimal frequency and duration of TED Talk exposure for maximizing learning outcomes would also be valuable. Moreover, qualitative studies examining student perceptions and experiences with TED Talks could provide deeper insights into how this resource influences motivation and engagement. Exploring the long-term effects of TED Talk integration on language proficiency could also yield important findings. In conclusion, integrating TED Talks into language learning curricula presents a promising and effective approach for enhancing students' speaking accuracy and fluency. This study encourages language educators to embrace technology and explore innovative methods that cater to the diverse needs of their students.

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Second Author: Collected the data and wrote the first draft. Designed and conducted the procedures.

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