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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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"Ted talks in the speaking skill"

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SUPERVISOR APPROVAL

CERTIFY:

I, Mg. Wilma Elizabeth Suárez Mosquera holder of the I.D No. 1802859841, in my capacity as supervisor of the Research dissertation on the topic: **"TED TALKS IN THE SPEAKING SKILL"** investigated by Timbila Guato Cynthia Aracelly with I.D No. 1805361464, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled "TED TALKS IN THE SPEAKING SKILL" is the result of the author's investigation, and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "TED TALKS IN THE SPEAKING SKILL" which is held by Cynthia Aracelly Timbila Guato, undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period October 2020– February 2021 and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

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DEDICATION

To my beloved parents, siblings and husband, who have always supported me when I need it. Thanks dad Nelson for your unconditional love, support, and strength when I felt I was giving up. Here's your teacher, your loved dream.

Cynthia

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: TED TALKS IN THE SPEAKING SKILL

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ABSTRACT

Nowadays, new technological advances and innovations are being developed for facilitating peoples' lives. Language learning is not the exception as new online resources allow both teachers and students to facilitate the teaching-learning process. One of these online resources is TED talks, a video platform that offers a wide range of educational and interesting videos disseminated by expert speakers. Reason why the current study aimed to analyze the influence of TED talks in the development of speaking skills. The study had a pre-experimental design with the participation of 37 students from the fifth semester "B" of "Pedagogía de los Idiomas Nacionales y Extranjeros" program at Technical University of Ambato. The treatment consisted of exposing students to some TED talk videos in order to analyze the speaking subskills of the speakers. The main research tool was a pre and post-test adapted from the FCE (First Certificate of English) speaking exam. In the same way, a survey was administered to the whole group to know about students' attitudes and insights towards TED talks. To analyze the data gathered, the researcher used the software IBM SPSS that enabled to perform frequency analysis, a normality test comparing differences between pre- and post-tests and the hypothesis verification through the application of the T – students test. Results showed that TED Talk videos had positive effects on the development of speaking skills and subskills such as fluency, pronunciation and discourse management.

Keywords: Ted Talks, Online tools, Speaking subskills, Pronunciation, Fluency, Language learning.

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TEMA: CHARLAS TED Y LA DESTREZA HABLADA

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RESUMEN

Hoy en día, se están desarrollando nuevos avances e innovaciones tecnológicas para facilitar la vida de las personas. El aprendizaje de idiomas no es la excepción, ya que los nuevos recursos en línea permiten que tanto los profesores como los alumnos faciliten el proceso de enseñanza-aprendizaje. Uno de estos recursos en línea son las charlas TED, una plataforma de videos que ofrece una amplia gama de videos educativos e interesantes difundidos por ponentes expertos. Razón por la cual el presente estudio tuvo como objetivo analizar la influencia de las charlas TED en el desarrollo de la habilidad oral. El estudio tuvo un diseño pre-experimental con la participación de 37 estudiantes del quinto semestre "B" del programa "Pedagogía de los Idiomas Nacionales y Extranjeros" de la Universidad Técnica de Ambato. El tratamiento consistió en exponer a los estudiantes a unos videos de charlas TED con el fin de analizar las subhabilidades orales de los ponentes. La principal herramienta de investigación fue una prueba previa y posterior adaptada del examen de expresión oral FCE (First Certificate of English). De la misma manera, se administró una encuesta a todo el grupo para conocer las actitudes y percepciones de los estudiantes hacia las charlas TED. Para analizar los datos recolectados, el investigador utilizó el software IBM SPSS que permitió realizar un análisis de frecuencia, una prueba de normalidad que compara diferencias entre el pre y posttest y la verificación de hipótesis mediante la aplicación de la prueba T - student. Los resultados mostraron que los videos de TED Talk tuvieron efectos positivos en el desarrollo de habilidades del habla y subhabilidades como fluidez, pronunciación y manejo del discurso.

Palabras clave: Charlas Ted, herramientas en línea, subhabilidades de expresión oral, pronunciación, fluidez, aprendizaje de idiomas.

CHAPTER I

THEORETICAL FRAMEWORK

Justification

This research focuses on using authentic material (Ted talks) in order to facilitate the fluency of spoken communication of the English language. It is worthwhile since it put students into a real language context mainly English. Therefore, it is essential to explain the importance, impact, and feasibility of the research before starting to accomplish the objectives (Hernández et al., 2010).

This research is important as it is intended to show how the use of TED talks in class improves speaking subskills in students. As observed in the research field, students have a deficiency in oral communication, mainly in terms of correct pronunciation.

Furthermore, this research has a great impact on the teaching-learning process, since TED talks can be used to improve the speaking subskills of students. It has a great impact on student's language skills as TED talks videos work well with both speaking and listening. This research has been feasible for the teachers as they can watch TED talks as complementary material in class.

The beneficiaries of this research are both teachers and students from the fifth semester of Pedagogía de los Idiomas Nacionales y Extranjeros Program from Ambato Technical University. Learners will be able to improve their English-speaking subskills by using authentic material (TED talks) in class. On the other hand, teachers can be aware of the benefits that real materials have for speaking.

Finally, this research is feasible because it tries to enhance the current situation in which conventional materials do not support increasing students speaking accuracy.

1.1. Research Background

For the present research, several previous works were taken into account, which served as the basis for an analysis of the use of TED talks in the speaking skill.

In their study, Martínez et al., (2018) aimed to determine the incidence of TED talks on the teaching/learning process of English as a foreign language. The methodology used in this study was qualitative action research. They used 3 data collection instruments such as interviews, questionnaires, and teacher journals. Both interviews and teacher journals were applied to teachers meanwhile the questionnaires were applied to students. Participants were 31 students from eleventh grade coming from a public school located in Bogota Colombia whose ages range between 16 and 18 years old. The experimental intervention took 1 month that consisted of four sessions. The findings showed that the use of ted talks provided the students with all the communicative elements that allowed them to use English to express their ideas. The study concludes that using ted talk videos motivates teachers to use authentic material to encourage students to learn English. This study suggests that further investigation is needed to know if TED talks promote other skills such as critical thinking, 21st-century skills, and citizenship abilities.

Another investigation led by Mishima and Cheng, (2017) aimed to explore the potential computer-mediated shadowing activities using two video platforms Go Animate and TED talks for improving learners' speech intelligibility. The research was completed in two weeks at a large public university in the Midwestern United States. It was based on a pre-experimental design where Prospective International Teaching Assistants (ITAs) were enrolled in an ESL classroom communication class using both web resources. The instruments used for data collection were: A Speech Evaluation Instrument for measuring students' speaking skills and a survey. The application of the survey showed student's perceptions towards the efficacy of TED talks and Go Animate in their pronunciation, intonation, rhythm, and fluency. Besides, students were recorded in speech samples during the shadowing activity that was assessed by a certified ESL speaking exam raters. Findings demonstrate

that aspects such as pronunciation, prosodic control, and overall intelligibility are improved significantly as it raised ESL learners' awareness of the problems in their oral productions.

Hamza, (2019) conducted a study that aimed to investigate the impact of TED talk videos on the proficiency of the student's speaking skill as a pedagogical tool. The methodology used was a qualitative and quantitative mixed method with an experimental design. The instrument used was a questionnaire that was administered to students of the English department at the University of Abdelhamid Ibn Badis. The instruments used were a TED talk video and a questionnaire applied to two different groups of students, the control group and the experimental. Findings and conclusions of the investigation revealed that learners were provided with new vocabulary and a positive impression of the practicality of these videos for encouraging learners to become proficient.

García-Pinar, (2019) conducted a study whose main objective was to determine whether the use of TED Talks can increase engineering undergraduates' L2 students engaging in public speaking. The question that guided this research were what was the influence of using a multimodal approach to public speaking (TED Talks) on learner's linguistic self-confidence in oral presentations. This research was based on a pre-experimental design due to curriculum and organizational restrictions. For that reason, there was not a control group. This investigation was carried out in a 17- week period that consisted of 5 interventions. It involved the collection of both quantitative and qualitative data and required the application of a questionnaire. A pre-test and post-test design of five groups were applied to 151 voluntary students that participated. Findings showed that the intervention influenced positively students' learning experience and students' linguistic confidence. Besides, the investigation suggested that undergraduates may very well profit from acquiring useful multimodal literacies like TED talks to develop their speaking skills at an earlier stage.

Farid, (2019) led an investigation aimed to analyze the effectiveness of using TED talks videos in improving students' public speaking skills and the students' perceptions. It was an experimental design based on a mixed-method for gathering

quantitative and qualitative data. A total of 34 students from 11th grade of Senior High School on Ciamis were put under a pre-test and post-test that was administered for the quantitative data collection. The question that guided this research was to know how and to which extent Ted talk videos improve students' speaking skills. In response to this question, the findings highlight that TED Talks is very useful to improve students' public speaking skills such as can improve my confidence, fluency, and good structure in delivering the speech.

In her research Nursafira, (2020) sought to discuss how TED Talks can be useful to improve students' speaking skills. The methodology used was a descriptive qualitative method based on bibliographic research based on previous studies. No experiments were introduced or data collections instruments. The findings and conclusions of the investigation indicate that the use of TED Talks can have a positive effect on improving the speaking of foreign language learners as learners can start speaking confidently in public Besides, it revealed that ted talks can motivate both teachers and learners to always keep inspirational and insightful.

Anggareni and Wulanjani, (2017) conducted an investigation aimed to describe the roles of TED Talks and Vlog for enhancing students' activeness in a speaking class. The methodology implemented in this study was a qualitative research design in the form of a case study. Students of the English Department in the Faculty of Language and Teachers' Training at Tidar University participated in the research as subjects of the speaking class. The instruments used for data collection were: observation, a questionnaire, and an interview. Findings conclude that TED Talks and Vlog have seven roles related to activeness, communicative competence, comfort when speaking, and willingness to participate in class.

Salem, (2019) led an investigation that showed the impact of the use of TED Talks on improving oral presentation skills as well as vocabulary uptake/retention. The methodology draws on a sequential explanatory mixed method. It includes both quantitative and qualitative approaches for data collection and analyses. Two intact classrooms of Egyptian students learning English for Specific Purposes (ESP) participated where 49 students were divided into the control and experimental group. The experimental group consisted of 24 students while the control group

included 25 Business English majors. The findings of this research revealed that TED talks improve the student's oral presentation skills and vocabulary uptake/retention levels. Furthermore, students exposed showed more confidence when giving killer presentations with enthusiasm, prosody, and correct pronunciation. This research focused also on showing how ted talks help students reduce anxiety when talking and it is different from the current study as it is focused on showing how speaking subskills are improved by using TED Talks.

Arifin et al., (2020) carried out a research that sought to investigate the effect ted talks have on students' speaking performance and to know the effect of watching Ted talks on reducing speaking anxiety. It focused also on the role gender plays when speaking. The methodology implemented was a mixed-method design that involved both qualitative and quantitative approaches in an experimental and quasi-experimental design. The study involved 42 students with a sample of 217 tenth graders of SMA Negeri 8 Kendari. Students were grouped into 2 cohorts for the experimental and control groups to be assessed by the application of a speaking test to know the speaking performance and language anxiety students had before and after the experiment. Additionally, a closed questionnaire was applied to determine anxiety levels. Findings revealed significant effects Ted talks have on speaking performance. Also, they found that anxiety levels were not reduced when speaking and gender features do not affect oral production.

Another study led by Nurhidayat and Syarifah, (2019) aimed to know the incidence of Ted talk videos on the teaching and learning of speaking subskills such as voice and accent. The methodology used was qualitative action research where 22 students from the second semester of the English Education Study Program participated. The research question that guided this study was to know students' responses regarding the implementation of TED Talks video in learning voice and accents. The data collection instruments were interviews, teacher journals, and questionnaires. Findings demonstrated that student's ability to analyze and differentiate accents improved. Besides, TED Talks video helped students to better comprehend English voice and accents. The study suggested using TED talk videos

as a useful authentic material to catch student's attention while exposing them to actual contexts.

Nurhidayat and Syarifah, (2019), carried out another investigation similar to the previous one that focused on knowing the advantages and barriers of using TED Talks as a medium to learn English Voice and Accents. The methodology used was a descriptive qualitative method based on action research. The participants were 22 students from the second semester at the English Education Study Program at Majalengka University. The data collection methods were teacher journals, observations, and interviews. The descriptive qualitative method sought to find different paper-based articles and bibliographic documentation for supporting the study. Findings revealed some advantages of using Ted talks that involved attention-getting, students' exposure to actual contexts, accents recognition, confidence, and speech intelligibility.

Sailun, (2018) conducted a study aimed to determine the effect of TED Talks Videos on students' speaking ability. Participants consisted of 56 students from the third semester of the English Study Program FKIP UIR. The methodology used was an experimental design based on both qualitative and quantitative approaches. There were control and an experimental group that consisted of 28 participants each. The data collection instrument was a speaking test for pre-test and post-test. Findings demonstrated that Ted talk videos can be used as a medium for teaching English for developing students' speaking ability and subskills such as grammar, fluency, pronunciation, prosody, and content. This study suggests the implementation of TED Talks videos for higher education English classes as a powerful tool to expose students to real English contexts.

Karunakar, (2019) led an investigation purposed to know whether TED Talks promote English language oral production in ESL learners. The methodology used was an experimental design based on a qualitative and quantitative data process that consisted of the application of pre and post-viewing activities. Participants were students from the tertiary level with a proficiency level between A2 and C1. The study took a duration of three periods of two hours in 2 weeks. The findings showed that using TED Talks as a technological media tool improved English language

production and students' confidence when using the language. Even though the study was focused on speaking, other findings were found as learners were engaged in other communicative processes as listening, understanding, analyzing, synthesizing, and articulating.

It is worth to mention that no studies have been carried out in Ecuador regarding Ted talk videos as an ICT tool to improve speaking skills. However, previous studies reveal that Ted talk videos can have a great impact on students' oral production. Studies regarding Ted talks for listening comprehension have been developed in the field of study at Universidad Técnica de Ambato. Thus, this investigation is innovative as the topic has not been addressed before.

THEORETICAL FRAMEWORK

INDEPENDENT VARIABLE THEORETICAL SUPPORT

Language Teaching

Language teaching has been always characterized by a search for more effective ways, methods, and approaches to teaching second or foreign languages. in other words, language teaching history reflects a series of changes in the teaching method that meet the kind of proficiency learners need (Richard & Rodgers, 2014). In this line, language teaching has moved towards oral proficiency instead of reading comprehension and grammar. Innovation has been the key factor throughout all changes teaching has passed through.

Linguists and language specialists have always sought to improve the way language is learned (Brown, 2006). Therefore, they have looked for principles, theories, and methods concerning the teaching-learning process. A teaching method includes the principles of supervision and methods used for the instruction given by teachers to achieve the desired learning by students (Richard & Rodgers, 2014).

Richard and Rodgers (2014), point out some major language trends in twentieth-century language teaching in their book *Approaches and Methods in Language Teaching*. These methods and approaches were divided into 2 stages: Traditional approaches and methods and Current communicative approaches.

Inside the traditional methods, it is possible to identify the following: Grammar translation, Total Physical Response, The Silent Way, Community Language Learning, Suggestopedia, Whole Language, Multiple Intelligences, Neurolinguistic Programming, The lexical approach, and Competency-Based Language Teaching.

On the other hand, there are the current communicative methods and approaches that focus language teaching on communicating and acquiring the language effectively. Current communicative language teaching theory and practice thus draws on several different educational paradigms and traditions. These are Communicative Language Teaching, The Natural Approach, Cooperative Language Learning, Content-Based Instruction, and Task-Based Language Teaching.

Teaching Materials

Since the advent of CLT, teachers and materials writers have sought to find ways of developing classroom activities, materials and resources that reflect the principles of a communicative methodology.

Classroom activities should parallel the "real world" as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message and not the medium (Littlewood, 1981).

According to Littlewood (1981), the purposes of materials should be the same in class as they are in real life. These arguments in favor of the use of authentic materials include:

- They provide cultural information about the target language.
- They provide exposure to real language.

- They relate more closely to learners' needs.
- They support a more creative approach to teaching.

Authentic Material

Language learning should be based on authentic materials drawn from a variety of genres found in the target language culture to promote interactions with communicative purposes (Tracy-Ventura, 2006). In line with this, language presented to learners must be simplified in terms of easy access and acquisition.

Tracy-Ventura (2006), defines authentic resources as real-life materials not done with pedagogic purposes. However, today's trends in language teaching expose meaningful teaching resources regarding authenticity to expose English language learners to real-life contexts. By using authentic materials, learners encounter words and constructions that they had probably never see in other formal ESL materials (Tracy-Ventura, 2006). Authentic material exposes learners to a culture where they can consider context instead of just looking at how language is used. She exposed the main types of authentic material divided into units that consisted of: Authentic texts, literature, the broadcast media, newspapers, advertising, song and music, film, and ICT.

Authentic texts: provide the best source of rich and varied comprehensible input for language learners while having an impact on affective factors essential to learning (motivation, emotional involvement and empathy). Moreover, authentic texts stimulate whole brain processing that results in durable learning (Tracy-Ventura, 2006).

Literature: stimulate awareness of language use and can be used with students of all proficiency levels, to reveal links between cultures. It also enhances learners' knowledge of the target language and its culture. For English language learners it raises awareness of its plural cultural identities. Indeed, literature is an ideal linguistic form to 'get under the skin' of a culture (Tracy-Ventura, 2006).

The broadcast media: have huge potential for language and culture learning. It enables the creation of listening/viewing tasks with a purpose, requiring interactivity. Learners can exploit the visual component of television like non-verbal communication, action and wordless sequences as well as with radio programs (Tracy-Ventura, 2006).

Newspapers: Newspapers are the best resources of information about the contemporary culture of a country that provides a fascinating slant on news from learners' own countries and exposure to target language culture. Newspapers can be used to challenge even lower level learners to deal with difficult texts and target vocabulary (Tracy-Ventura, 2006).

ICT videos

Watching authentic videos can have a good impact as socializing contextualized opportunity for listening Improvement, students can observe gestures, intonation features in the scenes while having a chance to expand on popular expressions, slang or even emphasize how a particular structure differs from the students' mother tongue (Tracy-Ventura, 2006).

TED Talks

Nowadays, TED talks are becoming an emergent genre in teaching. It is one of the digital platforms and ICT tools where we can find authentic videos that provide teachers with authentic teaching materials that enable learners to communicate using English broadly (Ted.com, 2019). TED is a non-profit organization founded in 1984 as a conference covering Technology, Entertainment, and Design (Ted.com, 2019). The talks have an extension of between ten to twenty minutes long and the topics have expanded to include science, business, and global issues, that is why the success of TED has boomed, being translated into over 100 languages, and has over one billion views (Ted.com, 2019).

TED talks are designed to share knowledge through conferences and speeches given by some experts in the area. Speakers are educated under deep different topics that

enable them to carry out their ideas and spread motivation. Ted talk videos are powerful ICT tools teachers can get the advantage of to make students interact with spoken English inside the classroom while getting a perspective of the speakers' expertise, cultural background, and accents (Ted.com, 2019).

When watching a Ted talk video, students are not only listening to the speaker but also watching the speaker's facial expressions and movements. It enables learners to gather more information about the speaker and the speech. It also provides learners with a repertoire to be used on future occasions. Another remarkable aspect is the accuracy of TED subtitles. By watching the subtitles students can get more information that they are listening to. It includes vocabulary, intonation, pronunciation stress patterns (Martínez et al., 2018).

DEPENDENT VARIABLE THEORETICAL SUPPORT

ENGLISH LANGUAGE

English nowadays has a global diffusion occupying the third place worldwide in the number of native speakers and the first place as a second language. English reigns as a vehicular language in the world of business, culture, communication, and the Internet. Language is a very important means of communication. Language is an instrument for communication and human beings practice it for getting and conveyance information among themselves. Communication can be oral or written, oral communication includes listening and speaking and written communication encompasses reading and writing.

English is a Germanic language closely related to Frisian, Dutch and Low German. In the 5th century, English followed the Anglo, Saxon and Jute invaders from the mainland, prevailing in the British Isles.

LANGUAGE SKILLS

Language skills or abilities are the ways in which the use of the language is activated. According to Brown, (2006) English language has four main skills

detailed as: reading comprehension, listening comprehension, oral expression, and written expression. The language itself has these four core skills: speaking, reading, listening and writing.

Listening comprehension: It involves listening, understanding and giving a meaning to what is being heard knowing the purpose, speaking's feelings and ideas that underlie his speech.

Oral expression: It involves giving coherence and meaning to the speech by producing sounds and words. Thus, speaker must transmit ideas and feelings in a coherent and orderly manner for making the information understandable for the interlocutor.

Reading comprehension: It involves understanding what is read. It is not just about decoding words but accessing to the meaning for getting the sense of what is said. Through reading, learning is developed in other areas of knowledge, as it allows us to know and reflect on new ideas (Brown, 2006).

Written expression: It involves the production of written language in which we expose our thoughts in an organized way. As seen, developing these 4 skills is crucial to become competent individuals at a communicative level, and thus make us understand and understand ourselves.

PRODUCTIVE SKILLS

The four types of communication skills that are taught in an English language classroom are speaking, writing, reading, and listening. These four separate language skills are also commonly referred to as productive and receptive skills. Speaking and writing are known as productive skills as they both require some form of language output. For example, they are useful for producing and conveying information. On the other hand, reading and listening are known as the receptive because they involve receiving information rather than producing it.

SPEAKING SKILL

Speaking is one of the four macro skills to be developed as a means of effective communication in both first and second language learning. Of all the English skills (Speaking, Reading, Speaking, Writing), speaking seems to be the most important skill required for communication and effective use of language (Brown, 2006).

In the learning process of a foreign language, the speaking skill is essential because it enables the development of communicative competency in learners. Moreover, it involves the ability that the learner has to transmit and understand opinions, feelings, and thinking according to the situations using the language correctly (Brown, 2006). Furthermore, Brown (2006) explains that speaking is the use of oral communication and the ability that requires communicative competence, pronunciation, grammar, and vocabulary improvement.

According to Thornbury (2005), spoken production is an interactive process that helps in constructing meaning, producing, receiving, processing and transferring information. It is considered as a process that involves, fluency, interaction, critical thinking and interpreted the message. Furthermore, the speaking skill has four competencies that help to develop communication such as:

- Linguistic: It involves the competency for using grammatical rules accurately and ranged vocabulary.
- Discourse: It involves the use of structured discourse and the management of a conversation.
- Pragmatic: It involves the ability the speaker has to express himself or herself according to the context he/she is exposed to.
- Fluency: It involves using a reasonable rate of speech and register when speaking.

Like all skills, speaking has some subskills which are: Fluency, intonation, accuracy, pronunciation. Fluency is about how comfortable and confident people

are in speaking English. When speaking for an extended period, that is an indicator of strong fluency. It is also about showing a clear connection between language and thinking (Thornbury, 2005).

Pronunciation is a complex area, with a lot of sub-skills that can be practiced. A skilled speaker can use the sub-skills of pronunciation to emphasize and make the communicative effect of their speech more impactful. The sub-skills of pronunciation include: word and sentence stress, intonation, rhythm and the use of the individual sounds of a language. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows:

Activities focusing on fluency often reflect natural use of language, focus on achieving communication, require meaningful use of language, require the use of communication strategies, produce language that may not be predictable, seek to link language use to context, activities focusing on accuracy, reflect classroom use of language, focus on the formation of correct examples of language, practice language out of context, practice small samples of language, do not require meaningful communication and control choice of language.
Brown (2006), states that there are some types of classroom speaking performance that students are expected to carry out when speaking. These are: Imitative, Intensive, responsive, transactional, interpersonal and extensive.

According to the listed types, students develop micro subskills regarding the production of chunks of different lengths, production of phonemes, stress patterns (rhythmic structure and intonational contours), use of adequate lexical units pragmatically, produce fluent speech, use oral strategic devices (pause, filler, backtracking and self-corrections), use of cohesive devices, accomplish with language functions, use appropriate register, pragmatic conventions, use of links and conjunctions, use of facial features, non-verbal clues and body language.

1.2. Objectives

1.2.1. General Objective

To analyze the influence of TED talks in the development of speaking skills in the students of fifth semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" program at Universidad Técnica de Ambato.

1.2.2. Specific Objectives

- To determine the level of proficiency of the students' speaking skills before and after using Ted talk videos.
- To examine students' attitudes and insights towards TED Talks videos using a survey.
- To identify which speaking sub-skills are most developed through the use of Ted talk videos.

CHAPTER II

METHODOLOGY

2.1. Resources

Technological
- Computer
- Microphone
- Internet connection
- Mobiles
- Online platforms (zoom, Facebook, Microsoft Teams, and so on.)

- E-books
- WhatsApp

Humans
- Research Tutor
- Review Tutors
- Teachers
- Students
- Researcher

2.1.1 Population

This investigation had 37 students as subjects of study. The participants were students from fifth semester of the "Pedagogía de los Idiomas Nacionales y Extranjeros" program at Universidad Técnica de Ambato. The population was a heterogenous group consisting of Spanish native speakers exposed to English as part of their major. Participants were exposed to Ted talk videos and speaking pre and post-tests for 3 weeks that consisted of 4 sessions via the Zoom platform.

2.1.2 Instruments

Speaking pre – test and post – test.

For determining the students' speaking skills and subskills a pre-test was applied. The test chosen was the First Certificate of English (FCE) which is a general English examination targeted at level B2. As students were coursing fifth semester of the English major, students have a B2 level according to the Common European Framework of Reference for Languages (CEFR) which is an international standard for describing language ability. In this case, the ability studied was speaking. Therefore, only the speaking paper was taken into account for this study.

This study was intended to evaluate students' independent oral proficiency and speaking skills. Therefore, it was necessary to create an adaptation from the FCE speaking paper. The speaking paper consists of 4 parts. The first part focuses on questions about learner's lives, work, leisure activities and plans. The second part asks participants to compare two photographs and talk without interruption. The third part enrolls two students in a conversation where they had to express and justify their opinions by using a spider diagram with ideas to be discussed. Finally, part 4 requires participants to broaden and discuss further the topics introduced in Part 3.

The adaptation was created based on speaking paper part 3. The study sought to develop fluency and correct pronunciation. However, the adaptation asked students to use the spider diagram to talk as much as they can independently for 2 minutes. The other parts of the speaking paper were skipped as they involved more interaction among partners. This examination was applied in the first session using zoom platform. The process lasted 20 minutes.

To determine the students' speaking level of improvement, a post – test was applied. It enabled the researcher to compare the results obtained in the first session of the pre-test with the results obtained at the end of the experiment. A different version of the adapted test introduced in the first session was used by zoom platform.

Students' survey

To know students' perceptions and insights towards the use of Ted talks and its benefits on students' speaking skills, a survey was applied. It consisted of 10 multiple choice questions regarding ted talks uses, speaking activities, speaking subskills, assessment and uses. The 10 questions were validated by an expert that evaluated the validity and consistency of the instrument through a validation document. The survey had 10 questions with a 5 Likert scale intended to measure the frequency of the asked questions.

2.1.3 Procedure

For data collection, the researcher chose the whole group consisting of 37 students for the application of the experiment. This process consisted of a period of 3 weeks where participants had 4 interventions via zoom platform of 40 minutes each. Additionally, students worked autonomously at home where they spent 8 hours doing activities assigned. These activities consisted on watching a series of TED talk videos assigned by the researcher and recording a brief audio giving an opinion by imitating the speaker's speaking performance. This activity was performed by using the WhatsApp group.

The first session consisted of the application of the FCE adapted speaking pre-test and the survey designed for students. The speaking pre – test objective was to determine students' speaking skills and subskills before being exposed to Ted talk videos. The objective of the survey was to know students' perceptions and knowledge about TED talks. This process was carried out through a zoom virtual meeting and a WhatsApp group. The researcher gave instruction to all students before starting the intervention and shared a google forms link containing the survey.

-   Students' survey

    https://forms.gle/LsEW14UNtx3fQ2tH8

After that, the researcher showed the guidelines to be followed in the speaking pre – test. Then students watched the FCE spider diagram with ideas to be developed in a voice recording that was sent through the WhatsApp group.

The researcher (examiner) evaluated aspects such as: grammar and vocabulary, discourse management, pronunciation and fluency through an adapted rubric based on Cambridge English qualifications. (See Annex 4)

In the first class, the researcher introduced the experiment to the whole class. The researcher exposed participants to a TED talk video of 15 minutes. This intervention started with a short presentation explaining what Ted talks are, what are they for,

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how are they used and how can they help students develop their speaking skills. After that, the researcher played a Ted talk video named "4 reasons to learn a new language" by Linguist and Columbia professor John McWhorter.

- Four reasons to learn a new language

https://www.ted.com/talks/john_mcwhorter_4_reasons_to_learn_a_new_language?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

This Ted talk shared four alluring benefits of learning an unfamiliar tongue. This topic was chosen in order to motivate students to continue learning the language they have decided to learn. This session lasted 30 minutes as it consisted of a small introduction to Ted talks' world. Students had to analyze the different features of the speaker's speaking abilities. They were asked to put special attention to the speaker's pronunciation, accent, word stress, gestures, vocalization, speech and vocabulary used. After the video, the researcher asked questions about the features mentioned before and questions about student's perceptions towards Ted talks.

The second class took part a week after the first one and lasted 60 minutes and students were exposed again to a different Ted Talk video. "Inside the mind of a master procrastinator" by Tim Urban.

- Inside the mind of a master procrastinator

https://www.ted.com/talks/tim_urban_inside_the_mind_of_a_master_procrastinator?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

This Ted talk was chosen for showing students the variety of Ted talks they can find on the net. This time the video had a different speaker, accent and topic. It is worth to mention that the speed of the speech was incremented. Participants had to do the same activity they did in the previous intervention, analyze speaking features and discourse by using the subtitling as a new source. The researcher gave

directions on what to focus on while seeing the Ted talk video (intonation, motivation, stress and speed). Then, the researcher asked participants to use the WhatsApp group to record a short voice recording answering the question "Are you a procrastinator?" Yes / No and how it affects their lives. The recordings lasted just 2 minutes. Participants tried to imitate the speaker's speaking abilities showed in the Ted talk as similar as possible.

At the end of the activity, the researcher shared some links to students to watch independently on their own to continue practicing and imitating fluency and discourse management features.

- The benefits of a bilingual brain.

https://www.ted.com/talks/mia_nacamulli_the_benefits_of_a_bilingual_brain?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

- How language shapes how we think

https://www.ted.com/talks/lera_boroditsky_how_language_shapes_the_way_we_think?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

In the third class, students had to watch a different TED talk video and repeat the same activity they performed last class. They answered the question; How valuable do you think you are? Would you measure your value in dollars? The Ted talk was chosen for motivating students to think about their worth. It was an 8 - minute talk by Casey Brown.

- Know your worth and then, ask for it

https://www.ted.com/talks/casey_brown_know_your_worth_and_then_ask_for_it?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

In the fourth class, students were asked to choose a topic they want to talk about and they feel confidents about. They had to produce a similar 5-minute video talk regarding whatever topic they want. They had to watch and try to imitate speaking features that make Ted's speakers professional speakers. They had some minutes to

prepare their ideas, materials and resources. Then, they started recording their videos. The researcher checked videos by using the adapted rubric.

In the last session, the researcher applied the FCE adapted speaking post – test to students in order to see students' improvements in their speaking performance. They used the WhatsApp group to send their recordings. This process took 60 minutes and aspects evaluated were based on the adapted speaking rubric mentioned above. They used a different FCE spider gram where they had to talk about in two minutes.

2.2 Methods

2.2.1 Basic method of research

2.2.1.1 Pre - Experimental research

Hernández et al., (2010) explain that pre-experimental designs seek to administer a treatment to a group where the degree of control is minimal. The current study was focused on a class with 37 participants and a teacher. Therefore, the treatment was applied to the whole group as it is a small sample. Treatment consists on manipulating the independent variable (Ted talks) for determining its effect on the dependent variable (students' speaking skills). This research design requires of the application of a pre and post-test to the whole group in order to determine the level group had before the intervention and the level the group acquires after the intervention (Hernández et al., 2010). In this way, a relation can be established from the analysis of results of the pre and post-test.

2.2.2 Research modality

2.2.2.1 Field and bibliographic research

Hernández et al., (2010) state that one of the most decisive criteria to determine the research modality is the objective of the researcher. That is, what do we intend with

the investigation, what kind of knowledge to answer the problem formulated. Therefore, considering the research objectives and the research problem, the present research is intended to be supported by the field and bibliographic-documentary modalities.

Hernández et al., (2010) state that the field research is carried out at the place where the object of study is located or a problem has been detected. This provided more in-depth knowledge for the researcher. Besides, it enables to handle data with more security and can be supported in exploratory, descriptive and experimental designs, creating a control situation in which variables can be manipulated. Hence, this research is intended to be carried out with 37 students from Pedagogía de los Idiomas Nacionales y Extranjeros program at Universidad Técnica de Ambato during the academic period September 2020 – February 2021.

The present investigation is bibliographic-documentary. That is to say, the research is based on the investigation and deepening of the theoretical reference that sustains the research. Hernández et al., (2010) argue that the basis of the research obtained from books, journals, academic articles and so on, allowed having a broad vision and knowledge of the subject in order to be able to give a solution to the research problem. Thus, this research uses primary and secondary data resources in order to get the variables well defined.

2.2.2.2 Quantitative and qualitative research.

This study follows a mixed – approach; quantitative and qualitative. It's based on the data collection methods, such as: descriptions, observations and numerical measurement. Besides, this research has an experimental design since it is intended to manipulate the variables.

According to Hernández et al., (2010) the qualitative approach describes and measures the social variables as well as the subject meanings and the understanding of the context where the phenomenon occurs. Furthermore, this research is

supported by qualitative data when deepening both variables in the theoretical framework.

On the other hand, the quantitative approach uses the collection and analysis of data to answer the research questions and test hypotheses established previously. It also relies on numerical measurement (Hernández et al., 2010). It enables to establish behavior patterns and conclusions after the interpretation and analysis of the data gathered through the applications of collecting instruments used and experiment introduced.

2.2.3 Type of research

Exploratory Research

Exploratory studies are usually carried out when the objective is to examine a research topic or problem little studied or has not been addressed before (Hernández et al., 2010). Therefore, this study will help to increase the degree of familiarity with relatively unknown phenomena. This is to say the usage of authentic material TED talks and the improvement in the speaking skill. As no previous studies have been developed regarding Ted talks as a tool to improve students' speaking skills, this study turns innovative and new in the context (Tungurahua province – Universidad Técnica de Ambato).

Descriptive Research

Descriptive studies seek to specify the important properties of the phenomenon that is subjected to analysis. Therefore, it will enable to measure and evaluate various aspects, dimensions and components of the set objectives, and describe what is being investigated. This is to say, the relationship and incidence of the TED Talks as authentic material reliable to enhance the speaking skills and subskills.

2.2.4. Hypothesis

Alternative: "TED talks" does improves the speaking skills in the students of fifth semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" program at Universidad Técnica de Ambato.

Null: "TED talks" does not improves the speaking skills in the students of fifth semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" program at Universidad Técnica de Ambato.

2.2.5. Variable identification

Independent: Ted talks
Dependent: Speaking skill.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis of results

This section includes a detailed interpretation of the statistical information gathered from the survey applied to students of fifth semester from Pedagogía de los Idiomas Nacionales y Extranjeros program regarding Ted Talks as a tool for improving speaking skills and the data obtained from the pre – test and post – test. The results gotten helped for the hypotheses verification and the conclusions of the study. For that purpose, we used the software IBM SPSS that enabled us to perform frequency analysis, a normality test comparing differences between pre- and post-tests and the hypothesis verification through the application of the T – students test.

Students' survey Results and Analysis

Item 1: How often do you use ICT (Information and Communication Technologies) tools such as video and audio in the class?
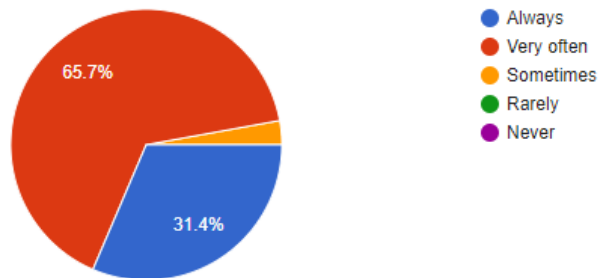
Table 1: Use of ICT Tools in class.

Frequency	Students	Percentage
Always	11	31,4%
Very often	21	65,7%
Sometimes	1	2,9%
Rarely	0	0%
Never	0	0%

Source: Student's survey directed to fifth level UTA
Prepared by: Timbila C. (2020)

Figure 1: Use of ICT Tools in class

Source: Student's survey directed to fifth level UTA
Prepared by: Timbila C. (2020)

Analysis and Interpretation

According to the data obtained and represented in the table, 11 people that represent 31,4% said that they always use ICT tools such as audio and video in class, 21 people that represent 65,7% mentioned that they use it very often, 1 person that represent 2,9% said he sometimes uses such technological tools in class.

Based on the data collected, it's possible to conclude that the majority of students use ICT (Information and Communication Technologies) tools such as audio and video in class. These tools play a major role in learning a language as both students and teachers can find videos, music, movies, Ted Talks and other platforms to enhance motivation for learning English (Martínez et al., 2018).
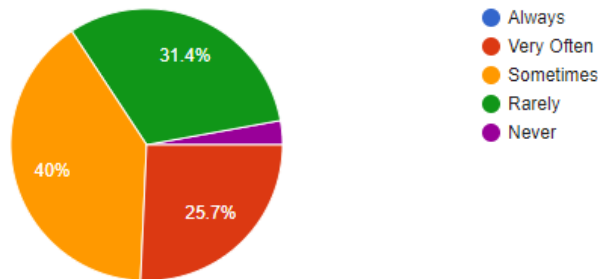
Item 2: How often do you watch TED talks for getting real life skills?

Table 2: Ted talks for real life skills.

Frequency	Students	Percentage
Always	0	0%
Very often	9	25,7%
Sometimes	14	40%
Rarely	11	31,4%
Never	1	2.9%

Source: Student's survey directed to fifth level UTA
Prepared by: Timbila C. (2020)

Figure 2: Ted talks for real life skills

Source: Student's survey directed to fifth level UTA
Prepared by: Timbila C. (2020)

Analysis and Interpretation

According to the data obtained, 14 people that represent the 40% said that they sometimes watch TED talks for getting real-life skills, 9 people that represent 25,7% said that they very often watch them, 11 people that represent 31,4% expressed that they rarely watch ted talks for getting real-life skills while 1 person that represents 3,3% said that he never does it.

These results demonstrate that the majority of students have seen at least one TED talk in academic settings. Besides, it's possible to conclude that students watch ted talks for getting real-life skills such as communication and interpersonal skills, problem-solving, critical thinking, assertiveness and self-control.
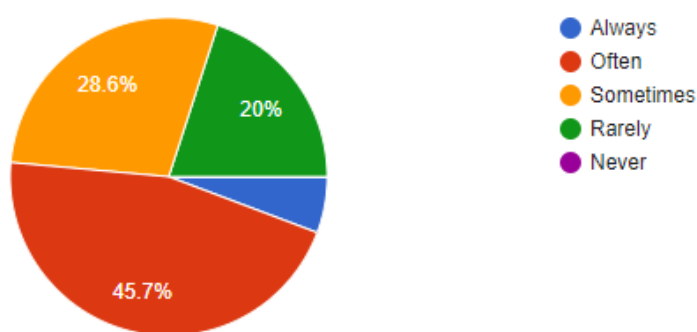
Item 3: How often do you listen to authentic material (Ted Talks) to get an authentic language context?

Table 3: Authentic Material for Authentic language context

Frequency	Students	Percentage
Always	2	5,7%
Very often	16	45,7%
Sometimes	10	28,6%
Rarely	7	20%
Never	0	0

Source: Student's survey directed to fifth level UTA
Prepared by: Timbila C. (2020)

Figure 3: Authentic Material for Authentic language context

Source: Student's survey directed to fifth level UTA
Prepared by: Timbila C. (2020)

Analysis and Interpretation

The Figure and table show that 16 people that represent 45,7% said that they very often listen to authentic material (TED talks) to get an authentic language context in class, 10 people that represent 28,6 % said they sometimes do it, 7 people that represent 20 % expressed they rarely use authentic material in class, 2 people that represent 5,7% expressed they always listen to Ted talks as an authentic material tool.

According to these results, most of the students listen to authentic material, mainly Ted talks in order to be exposed to authentic language contexts. This is possible because of the variety of accents, cultures and personalities Ted speakers have (TED, 2015). However, a minority expresses that they don't use it. It could be due to little knowledge about this language learning tool.

Item 4: How often do you watch these types of TED talks (Education, Technology, Science, Culture) to enhance your speaking subskills?
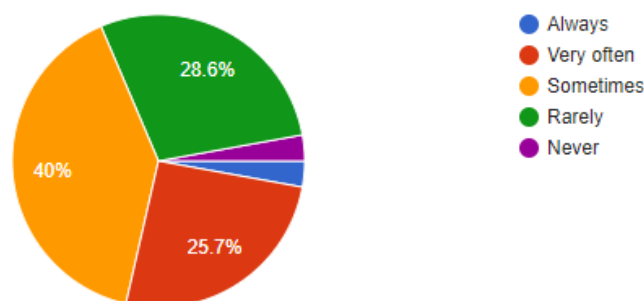
Table 4: Types of Ted talks for speaking subskills

Frequency	Students	Percentage
Always	1	2,9%
Very often	9	25,7%
Sometimes	14	40%
Rarely	10	28,6%
Never	1	2,9%

Source: Student's survey directed to fifth level UTA
Prepared by: Timbila C. (2020)

Figure 4: Types of Ted talks for speaking subskills

Source: Student's survey directed to fifth level UTA
Prepared by: Timbila C. (2020)

Analysis and Interpretation

According to the data obtained, 9 students that represent 25,7% said that they very often watch the different types of Ted talks for improving their speaking subskills, 14 students that represent 40% said they sometimes watch them, 10 students, that represent 28,6% expressed they rarely use Ted talks, 1 student that represents 2,9% mentioned he always improve their speaking subskills by watching ted talks while one of them that represents 2,9% mentioned that he never does it.

These results show that students are watching ted talks from time to time as a way to develop and foster the speaking subskills which are fluency, vocabulary, grammar and pronunciation (Martínez et al., 2018). Ted talks contain audio scrips, descriptions and the exposers talk fluently varying in accents (Ted.com). These features make ted talk a useful video and audio platform to engage students in real language exposure while giving them effective strategies for improving speaking and listening skills.

Item 5: How often do the activities developed in class contain oral individual activities such as oral presentations?

Table 5: Oral individual activities and oral presentations

Frequency	Students	Percentage
Always	5	14,3%
Very often	22	62.9%
Sometimes	8	22,9%
Rarely	0	0%
Never	0	0%

Source: Student's survey directed to fifth level UTA
Prepared by: Timbila C. (2020)

Figure 5: Oral individual activities and oral presentations
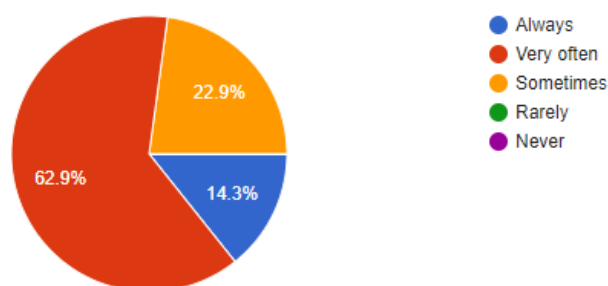
Source: Student's survey directed to fifth level UTA
Prepared by: Timbila C. (2020)

Analysis and Interpretation

The data obtained shows that 22 students that represent 62,9% expressed they are often enrolled in individual speaking activities such as oral presentations, 8 students that represent 22,9% said that they sometimes do it, 5 that represent 14,3% mentioned that always work with individual speaking activities focusing on fluency.

It's evidenced that the majority of students are exposed to individual oral activities that develop fluency. This type of activity enhances student's self-confidence when speaking in front of the class. It also enhances students' oral development involving body gestures and the development of a communicative competence needed to communicate in real-life situations (Abdulrahman, 2017).

Item 6: During the oral activities, how often are you assessed with rubrics for fluency and accuracy of speech?
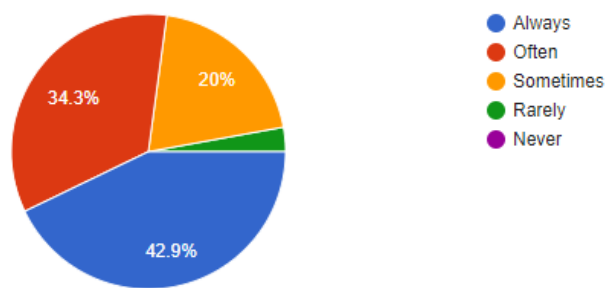
Table 6: Rubrics for assessing fluency and accuracy of speech.

Frequency	Students	Percentage
Always	15	42,9%
Very often	12	34,3%
Sometimes	7	20%
Rarely	1	2,9%
Never	0	0%

Source: Student's survey directed to fifth level UTA
Prepared by: Timbila C. (2020)

Figure 6: Rubrics for assessing fluency and accuracy of speech.

Source: Student's survey directed to fifth level UTA
Prepared by: Timbila C. (2020)

Analysis and Interpretation

According to the data of table and Figure obtained, 15 students that represent 42,9% mentioned that they are always assessed with rubrics for speaking activities, 12 students that represent 34,3% said they are assessed using rubrics very often, 7 students that represent 23% of the total said that they sometimes are evaluated by using speaking rubrics while one of them that represents 2,9% said rarely.

As seen, teachers at Universidad Técnica de Ambato frequently use rubrics to assess students speaking activities in aspects such as fluency and accuracy of speech. The majority of students are exposed to constant oral quizzes and tests for practicing the four English skills, emphasizing speaking as an indicator of language proficiency. However, students perform oral activities based on speaking rubric criteria.

Item 7: In oral activities, how often do you place emphasis on correct pronunciation, (rhythm, intonation, fluency) and use of correct grammar?

Table 7: Pronunciation and use of grammar in oral activities.

Frequency	Students	Percentage
Always	13	37,1%
Very often	15	42,9%
Sometimes	7	20%
Rarely	0	0%
Never	0	0%

Source: Student's survey directed to fifth level UTA
Prepared by: Timbila C. (2020)

Figure 7: Pronunciation and use of grammar in oral activities.
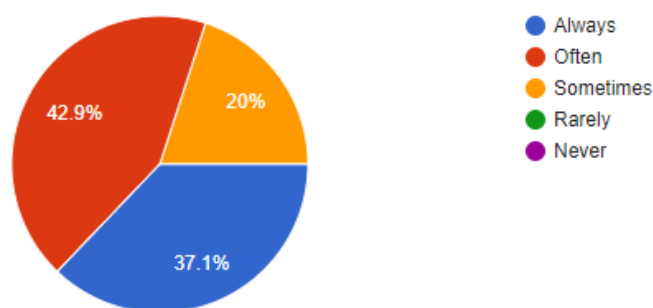
Source: Student's survey directed to fifth level UTA
Prepared by: Timbila C. (2020)

Analysis and Interpretation

The results of the survey applied show that 15 students that represent 37,1% very often place special emphasis on correct pronunciation and correct use of grammar when performing speaking activities, 13 students that represent 42,9% said that they always do it while 7 students that represent 20% mentioned that they sometimes consider these aspects of language.

The data demonstrate that the majority of students think that correct pronunciation is crucial when speaking English. Besides, they consider that the correct use of grammar in oral activities plays a major role (Martínez et al., 2018). For this reason, when preparing an oral presentation, they mainly care about aspects of pronunciations such as rhythm, intonation and fluency.

Item 8: How often do you watch other examples of public speaking talks for improving your speaking skills?

Table 8: Alternative speaking talks for speaking.

Frequency	Students	Percentage
Always	3	8,6%
Very often	19	54,3%
Sometimes	9	25,7%
Rarely	4	11,4%
Never	0	0%

Source: Student's survey directed to fifth level UTA
Prepared by: Timbila C. (2020)

Figure 8: Alternative speaking talks for speaking.
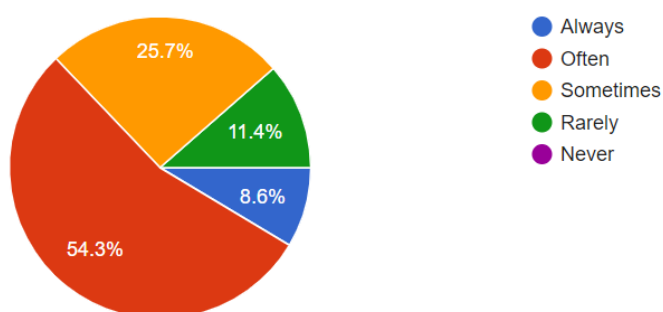
Source: Student's survey directed to fifth level UTA
Prepared by: Timbila C. (2020)

Analysis and Interpretation

According to the data gathered and expressed in the table, 19 students that represent 54,3% mentioned that they watch other types of public speaking talks very often, 3 students that represent 8,6% said they always watch alternative speaking talks, 9 students that represent 25,7% of the total said that they sometimes do it, while 4 students that represent 11,4% mentioned they rarely look for other public speaking talks or podcasts to improve their speaking skills.

As detailed, most of the students are looking for ways to improve their speaking skills. For reaching that goal students are looking on the internet for resources and material such as public speaking talks and podcasts (online podcasts, authentic talks, live talks) that can help them to improve. As students watch and listen to these other types of talks, they are aware of the correct use of words in speaking, prosody, appropriate register and intonation, so they can speak with more fluency.

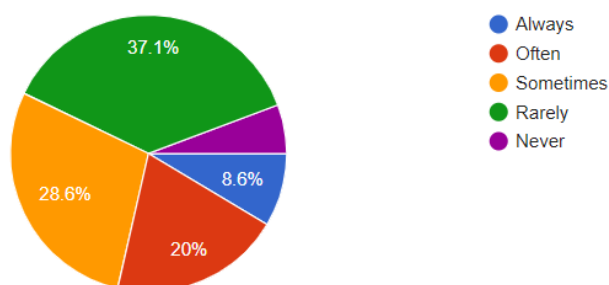**Item 9:** How often do you watch Ted Talks for building up your vocabulary?

Table 9: Ted talks and vocabulary.

Frequency	Students	Percentage
Always	3	8,6%
Very often	7	20%
Sometimes	10	28,6%
Rarely	13	37,1%
Never	2	5,7%

Source: Student's survey directed to fifth level UTA
Prepared by: Timbila C. (2020)

Figure 9: Ted talks and vocabulary.

Source: Student's survey directed to fifth level UTA
Prepared by: Timbila C. (2020)

Analysis and Interpretation

The data obtained shows that 19 students that represent 54,3% said that they watch ted talks for building up their vocabulary very often, 9 students that represent 25,7% mentioned they very often do it, 3 students that represent 8.6% said they rarely watch ted talks for vocabulary acquisition, 4 students that represent 11,4% mentioned always ted talks helps them a lot when learning vocabulary meanwhile 4 students that represent 6,6% said they never do it.

It's possible to conclude that half of the students don't know the benefits TED talks have on vocabulary construction and new vocabulary acquisition. Ted talks often provide the audience with a rich lexicon on a variety of topics (TED, 2015). So, when listening to TED talks students can get new words and expressions that are used in day–to–day situations, not only formal English they have learned at school or they have been taught. TED talks are a powerful source and tool to acquire new vocabulary applied in authentic contexts (Abdulrahman, 2017).
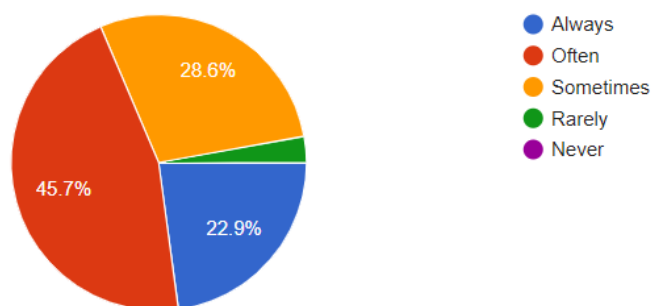
Item 10: How often do you practice your speaking skills by watching or imitating others' speaking performances?

Table 10: Speaking and imitation

Frequency	Students	Percentage
Always	8	22,9%
Very often	16	45,7%
Sometimes	10	28,6%
Rarely	1	2,9%
Never	0	0%

Source: Student's survey directed to fifth level UTA
Prepared by: Timbila C. (2020)

Figure 10: Speaking and imitation

Source: Student's survey directed to fifth level UTA
Prepared by: Timbila C. (2020)

Analysis and Interpretation

According to the data obtained and represented in the table, 8 people that represent 22,9 % said that they always watch and imitate others' speaking performances for improving theirs, 16 people that represent 45,7 % mentioned that they do it very often, 10 people that represent 28,6% said he sometimes watch and try to imitate and 1 person that represents 2,9% of the total expressed he/she rarely watch to other's speaking performances to improve the speaking's kills he/she has.

The data gotten show students are using the visual tools and resources they have to improve their speaking skills. It could be possible as they have many tools on the internet to watch and imitate. Besides, students can watch professors at the university and try to imitate the way they speak. As students are not in contact with native speakers, they can look at their professors and of course authentic TED talks.

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RESULTS PRE – TEST

In the administration of the speaking pre – test, 37 students coursing the fifth semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato were assessed on 4 speaking subskills being: Grammar and vocabulary, Discourse management, Pronunciation and Fluency. The following table describes the criteria assessed and the whole class average over 5 points. The activity consisted on recording their voices by answering to a question based on material from FCE test.

Table 11.- Results pre – test

Speaking Rubric Criteria	Performance over 5 points
Grammar and Vocabulary	3,9
Discourse Management	3,9
Pronunciation	3,5
Fluency	3,4
TOTAL	**14,7**

Source: FCE Speaking pre - test
Prepared by: Timbila C. (2020)

Figure 11.- Results pre – test
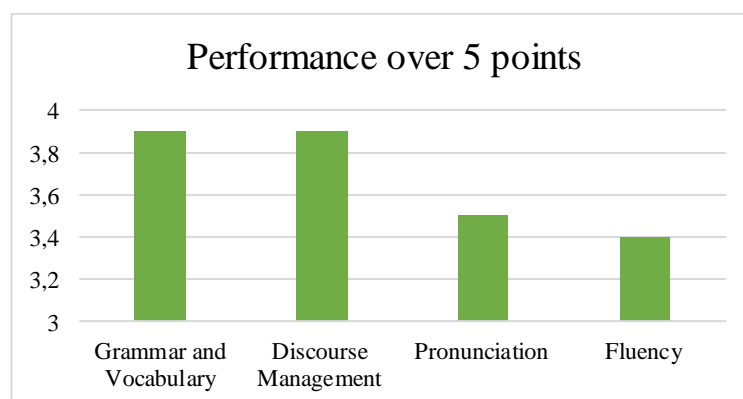
Source: FCE Speaking pre - test
Prepared by: Timbila C. (2020)

The table and Figure show the students' overall speaking performance results on a scale of 5 points for each skill. The overall grade the class got before the application is 15/20 points that demonstrate that students are struggling with speaking. The total class average on Gramma and Vocabulary use was 3,9/5 points. The rubric and

results showed students are missing vocabulary when speaking, besides, students are still having problems with accuracy in grammar.

The total class average on Discourse management was 3,9/5 points. According to the speaking rubric criteria students have good discourse management however, they need to improve some aspects such as avoid too much hesitation, they need to use more cohesive devices for organizing the information and also, they need to use discourse makers to make their speaking clearer and coherent.

The total class average in Pronunciation was 3,5/5 points. The criteria exposed in the speaking rubric required students to use proper intonation, sentence and word stress and speech intelligibility. Students' recordings demonstrated they are missing these aspects when they try to use correct intonation and stress.

Finally, in fluency students got an average of 3,4/5 points which is considered low. Thus, the speaking skill they are struggling with the most is fluency. Students try to speak naturally but they produce speaking mistakes when doing it. Therefore, they need to try to talk smoothly as if they were talking in their mother tongue. TED talks will show them good examples of it, so they can imitate and do it better next time.

RESULTS POST – TEST

In the speaking test, 37 students participated, this time they demonstrated some improvements on the speaking subskills evaluated. They were asked to record again their voices in a 2 – minute recording answering a question and using a different spidergram. These are the results and overall performance average.

Table 12.- Results post – test
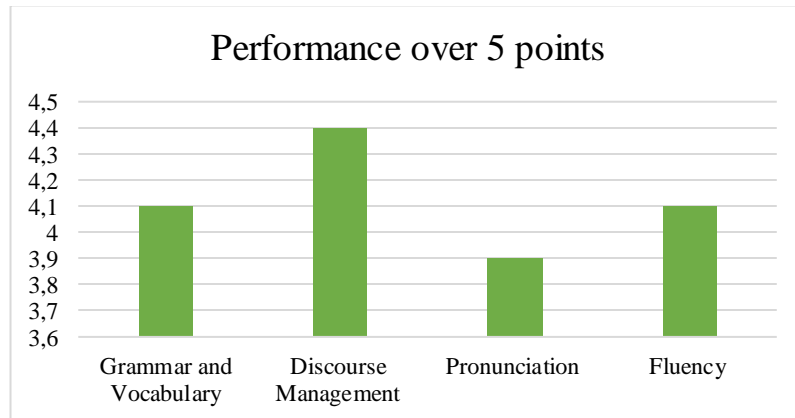
Speaking Rubric Criteria	Performance over 5 points
Grammar and Vocabulary	4,1
Discourse Management	4,4
Pronunciation	3,9
Fluency	4,1
TOTAL	**16,5**

Source: FCE Speaking post - test

Figure 12.- Results post – test

Performance over 5 points

The table and Figure show the students' overall speaking performance results on a scale of 5 points for each skill after the application of the experiment. The total average on grammar and vocabulary use was 4,1/5 points, students got 4,4/5 points on discourse management, while in pronunciation students reached 3,9/5 points meanwhile in fluency they got 4,1/5 points as a whole group.

It's noticeable students overall speaking performance improved as can be explicitly in the following chart and Figures.
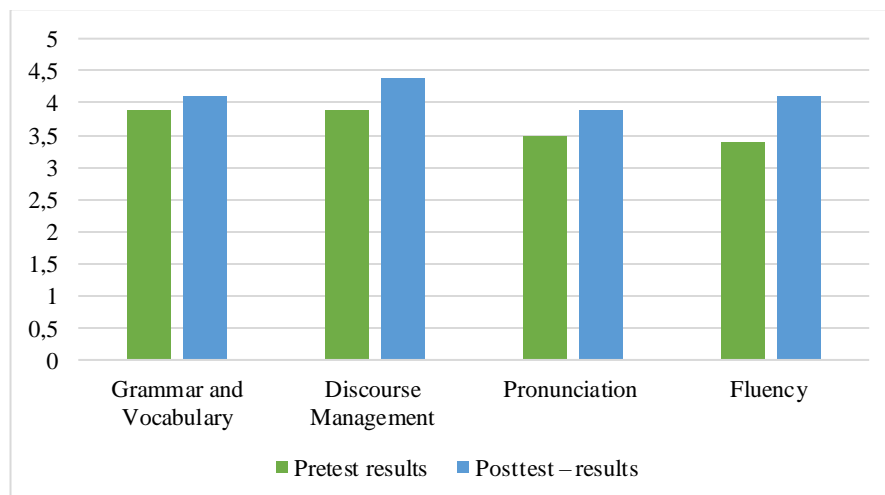
A detailed comparison between Pre – test and Post – Test

Table 13.- Comparison Pre and Post – test

Criteria	Pretest results	Posttest – results
Grammar and Vocabulary	3,9	4,1
Discourse Management	3,9	4,4
Pronunciation	3,5	3,9
Fluency	3,4	4,1
TOTAL	**14, 7**	**16,5**

Figure 13.- Comparison Pre and Post – test

3.1.1 Discussion of results

The current research study presents some issues students coursing the fifth semester at Pedagogía de Los Idiomas Nacionales y Extranjeros Program at Universidad Técnica de Ambato in their speaking skill when using the English language. Mainly, at the beginning of this research, it was possible to determine students' deficiencies in speaking. During the administration of the test students recorded their voices and results showed they have some issues regarding the use of grammar and vocabulary, most of them had grammar mistakes and limited vocabulary to accomplish with the activity. Besides, students' grades showed they have problems with pronunciation and fluency. They seemed to feel unconfident about themselves when speaking.

After the experiment students showed noticeable improvements in their speaking skills. First, students imitated some TED speakers' features including, confidence when speaking, correct intonation, fluency and discourse management. Each time they recorded audios, they tried to imitate the speakers they saw on the videos. They

tried to use body gestures and facial expressions. The discourse organization also improved and they had a better idea on how to connect ideas, use clues, graphics and pictures to support their speaking production.

Ted talks platform is a powerful tool as can be used for practicing listening and speaking. Teachers can use this online tool for motivating students as TED Talks offers a wide variety of topics regarding entertainment, motivation, science, design among others. TED Talks has a subtitling section that allows students to repeat what the speaker says at the same time. In this way, they can check stress, pace, intonation and correct pronunciation.

3.2 Hypothesis Verification

When verifying the hypothesis, it's necessary to check first the normality of the data distribution gathered. As the sample of this study was more than 30 people (37 students), Kolmogorov-Smirnov statistic is appropriate for proving the normality of distribution (Hernández et al., 2010). This analysis allows verifying the reliability of the results ad data gathered through the administration of the pre and post – test.

Normality of Distribution

Table 14.- Normality test

	Shapiro-Wilk		
	Statistic	df	Sig.
PRE – TEST RESULTS	,869	37	,006
POST – TEST RESULTS	,936	37	,034

Elaborated by: Timbila C. (2020)
Source: FCE speaking test

Sig > 005 =Ha
Sig < 005 = H0

The values under the Sig column determine the normality of distribution. Values greater than 005 determine a normal distribution meanwhile values lesser than 005

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are not normal (Hernández et al., 2010). In this research, values under the sig column in the table are greater than 005 which means that the data gathered is reliable. This information was gotten and proved by the statistical software IBM SPSS.

Taking into account that, the statistic method of the T-Student should be applied to verify the hypothesis.

Mean T- Student.

The statistic method of the T-student helps to compare the two independent samples and establishes the differences in the averages of both results, pre-test, and post-test (Hernández et al., 2010).

T – Student general comparison between Pre and Post – test

Table 15.- T – Student general comparison between Pre and Post – test

		Mean	N	Tip deviation	Mean tip. error
Par 1	Pretest results	14,68	37	1,617	,266
	Posttest results	16,49	37	2,181	,359

Source: FCE Speaking pre and post - test
Prepared by: Timbila C. (2020)

Figure 14.- T – Student general comparison between Pre and Post – test
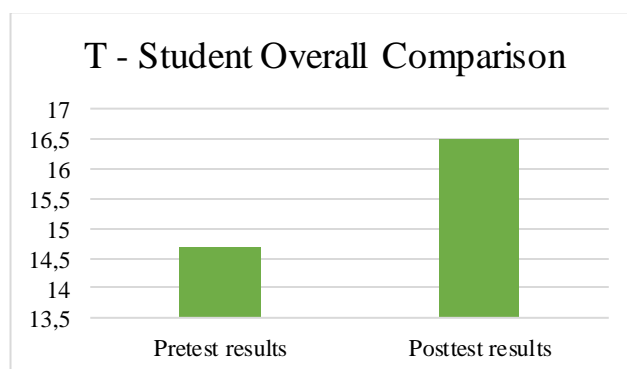
Source: FCE Speaking pre and post - test
Prepared by: Timbila C. (2020)

The data generated employing the statistical software IBM SPSS demonstrates a relevant difference between the means of the two samples analyzed. The pretest has a value of 14,68, while the posttest has an average value of 16,49.

T-STUDENT TEST

The comparison between pre and posttests was done considering these parameters:

- T-TEST
- Test val = 0
- Missing = Analysis
- Variables = Pre-test results/ Post-test results
- Criteria = CI (0.95)

Table 16.- T – student test

	Paired Differences					t	gl	Sig. (bilateral)
	Mean	Std. Deviation	Std. Error mean	95% Confidence Interval of the difference				
				Lower	Upper			
Pretest results Posttest results	-1,811	1,221	,201	-2,218	-1,404	-9,021	36	,000

Source: FCE Speaking pre and post - test
Prepared by: Timbila C. (2020)

Sig > 005 =Ha
Sig < 005 = H0

To decide if the null hypothesis or the alternative one is accepted, the sig tailed result should be analyzed. As that result is 0,000, which is less than the level of significance that is 0,005, the null hypothesis is rejected, and the alternative one is accepted. That means TED talks do improve students' speaking skills.

CHAPTER IV
CONCLUSIONS AD RECOMMENDATIONS

4.1 Conclusions

After analyzing the results from the present research study, the following are the conclusions:

- By the end of this research process and post – test administration, students showed a significant improvement in their speaking performance. Besides, it was found a positive effect on aspects such as engagement, motivation and confidence when speaking. Thus, the implementation of a new didactic/authentic material can benefit and motivate pupils and teachers in the teaching/learning process of the English Language.

- When evaluating the level of proficiency of the students' speaking skills through the administration of the pre and post – test, it was found that students had some issues regarding speaking subskills and oral production. The overall average of the class before the experiment was 14,7/20 points according to the FCE rubric criteria. The results revealed had problems regarding use of grammar and vocabulary (3,9/5 points), pronunciation (3,5/5 points) and mainly fluency (3,4/5 points). The results show students improved their speaking performances as the overall average reached 16,5/20 points.

- The survey applied to students had the aim of knowing students' attitude and insights towards TED Talks videos. The results demonstrated students have worked with TED talks at their classes. Also, it was found half of them are currently using TED talks as a tool for getting communication skills most of them consider TED talks puts them into an authentic language context. Additionally, students are watching to the different types of TED talks for improving some speaking subskills such as pronunciation and

fluency as they are often evaluated at University by using speaking rubrics for group and individual oral activities. Students are aware they can improve their speaking skills by watching and imitating other speaking performances these could be public speaking talks or their teachers at University. However, they do not know about the benefits on vocabulary acquisition.

- After the application of the treatment, it was possible to determine which speaking subskills were the most developed by watching TED talk videos. Students' grades on the pre and post - test describe that students had little improvement on Grammar and Vocabulary. It is observable on the pre - test result 3,9/5 points meanwhile in the post - test students got 4,1/5 points. There is not a significant difference (0,2 points). Discourse Management, pronunciation and fluency were the subskills students showed a considerable improvement considering the results. In discourse management students moved from 3,9/5 to 4,4/5 points (0,5 points of difference), in pronunciation students moved from 3,5/5 to 3,9/5 points (0,5 points of difference), and in fluency, students moved from 3,4/5 to 4,1/5 points (0,7 points of difference). Thus, Ted talks have a great impact on students' fluency.

4.2. Recommendations

Based upon the conclusions mentioned before, some important recommendations are stated above:

- It is recommended to put special emphasis on improving students speaking subskills as they are struggling with problems with fluency, pronunciation and discourse management. Thus, the constant use of TED talks and other public speaking webpages or podcasts could help students to become more confident about their speaking for improving fluency.

- It seems to be useful to socialize students the benefits TED talks have on their speaking ability as well as vocabulary acquisition. Thus, it will be interesting to use TED talks as a tool for getting vocabulary that is used in real-life situations and expressions used by native speakers. As most TED speakers are native speakers, second language learners can imitate and learn these words and vocabulary. Subtitling TED talks offers can help in this process.

- It is recommended students to continue watching Ted talks and other video platforms with authentic content for continue improving their speaking subskills. Autonomous learning is promoted by using these online tools. So, students must look for ways to improve their language abilities. If so, their oral proficiency will be gradually improved for becoming a competent speaker. They need to explore TED talks' world and its features for getting more knowledge and also motivation.

C. REFERENCE MATERIAL

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ANNEXES

Annex 1. – Authorization Document

CARTA DE COMPROMISO

Ambato, 08/10/2020

Doctor Marcelo Núñez
Presidente
Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación.

Yo, Mg. Sarah Iza en mi calidad de Coordinadora de Quinto Semestre Paralelo ¨B¨ de la Carrera de la Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"TED talks in the speaking skill"** propuesto por la estudiante Timbila Guato Cynthia Aracelly portadora de la Cédula de Ciudadanía 1805361464, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros. Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Firmado electrónicamente por:
SARAH
JACQUELINE
IZA PAZMINO
. . . .
Mg. Sarah Iza Pazmiño
0501741060
0984060528
sj.iza@uta.edu.ec

Annex 2.- Pre – test results

Students List		Grammar and Vocabulary	Discourse Management	Pronunciation	Fluency	Total
Almeida Obando	Maria Esther	4	4	3	2	13
Arroba Chango	Evelyn Jahaira	4	5	4	5	18
Barona Alvarado	David Alejandro	3	4	4	5	16
Cabrera Curco	Magaly Shirley	3	4	3	3	13
Cabrera Paredes	Jendy Lizeth	3	4	3	3	13
Cali Guaman	Dayana Julissa	4	4	4	3	15
Castro Altamirano	Carla Sofia	3	4	3	3	13
Cherrez Fernandez	Alex Fabricio	3	4	3	3	13
Cherrez Robalino	Juan Xavier	4	4	3	3	14
Cisneros Vera	Evelyn Michelle	4	3	3	3	13
Coello Freire	Nathalie Joyce	4	4	3	3	14
Collay Quisintuña	Veronica Elizabeth	3	3	4	3	13
Correa Abad	Edison Leandro	4	4	3	3	14
Culqui Baño	Adriana Lizbeth	3	4	4	4	15
Gallo Gallo	Katerin Mabel	4	3	3	3	13
Guaman Zosoranga	Maicol Rene	4	3	4	4	15
Guerrero Quinatoa	Karen Elizabeth	3	4	3	3	13
Heredia Gallegos	Oscar Sebastian	5	4	3	4	16
Hurtado Yanez	Ruth Belen	3	4	4	3	14
Lescano Chasi	Santiago David	5	4	4	4	17
Mejia Coronel	Jason Steve	5	4	4	3	16
Miranda Chavez	Fernando Fabricio	5	4	3	3	15
Papa Paredes	Angela Lizeth	5	4	4	4	17
Paredes Freire	Erika Viviana	4	4	3	3	14
Pilaguano Patango	Bertha Susana	3	3	4	3	13
Pindo Tenesaca	Loyda Georgina	3	4	3	3	13
Pullutaxi Acurio	Ana Belen	4	4	4	3	15
Sabando Falcones	Maria Elizabeth	4	5	3	4	16
Sigcha Zhunio	Monica Isabel	4	4	3	4	15
Solis Santamaria	Silvia Lizbeth	5	5	4	4	18
Tixi Moya	Jhonny Fabian	4	3	4	4	15
Totoy Freire	Andrea Dayana	4	4	3	3	14
Tubon Cajahuishca	Steven Leonardo	4	5	4	4	17
Tusa Masabalin	Melida Beatriz	3	4	3	3	13
Vaca Salazar	Gustavo Gabriel	4	3	4	4	15
Velasco Bautista	Priscila Elizabeth	4	3	4	3	14
Villacis Calvache	Fernando David	5	5	4	4	18

Annex 3.- Post – test results

Students List		Grammar and Vocabulary	Discourse Management	Pronunciation	Fluency	Total
Almeida Obando	Maria Esther	4	3	3	4	**14**
Arroba Chango	Evelyn Jahaira	5	5	5	5	**20**
Barona Alvarado	David Alejandro	4	5	5	5	**19**
Cabrera Curco	Magaly Shirley	4	4	3	3	**14**
Cabrera Paredes	Jendy Lizeth	3	3	3	4	**13**
Cali Guaman	Dayana Julissa	5	4	4	3	**16**
Castro Altamirano	Carla Sofia	3	4	4	3	**14**
Cherrez Fernandez	Alex Fabricio	4	4	5	3	**16**
Cherrez Robalino	Juan Xavier	5	5	3	4	**17**
Cisneros Vera	Evelyn Michelle	4	4	4	5	**17**
Coello Freire	Nathalie Joyce	4	4	3	3	**14**
Collay Quisintuña	Veronica Elizabeth	4	4	3	4	**15**
Correa Abad	Edison Leandro	4	4	4	5	**17**
Culqui Baño	Adriana Lizbeth	4	5	4	5	**18**
Gallo Gallo	Katerin Mabel	4	4	4	4	**16**
Guaman Zosoranga	Maicol Rene	4	5	4	4	**17**
Guerrero Quinatoa	Karen Elizabeth	3	4	3	3	**13**
Heredia Gallegos	Oscar Sebastian	4	5	5	5	**19**
Hurtado Yanez	Ruth Belen	4	4	4	4	**16**
Lescano Chasi	Santiago David	5	5	4	5	**19**
Mejia Coronel	Jason Steve	5	5	4	4	**18**
Miranda Chavez	Fernando Fabricio	4	4	4	4	**16**
Papa Paredes	Angela Lizeth	5	5	5	5	**20**
Paredes Freire	Erika Viviana	4	5	4	4	**17**
Pilaguano Patango	Bertha Susana	3	4	3	4	**14**
Pindo Tenesaca	Loyda Georgina	3	4	3	3	**13**
Pullutaxi Acurio	Ana Belen	4	4	5	4	**17**
Sabando Falcones	Maria Elizabeth	4	5	5	5	**19**
Sigcha Zhunio	Monica Isabel	4	4	3	4	**15**
Solis Santamaria	Silvia Lizbeth	5	5	5	5	**20**
Tixi Moya	Jhonny Fabian	4	5	4	3	**16**
Totoy Freire	Andrea Dayana	4	4	3	3	**14**
Tubon Cajahuishca	Steven Leonardo	4	5	4	4	**17**
Tusa Masabalin	Melida Beatriz	4	3	3	4	**14**
Vaca Salazar	Gustavo Gabriel	4	5	4	5	**18**
Velasco Bautista	Priscila Elizabeth	5	4	5	4	**18**
Villacis Calvache	Fernando David	5	5	5	5	**20**

Annex 4.- Adapted FCE Speaking Rubric

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Fluency
5	• Shows a good degree of control of a range of simple and some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.	• Produces extended stretches of language with very little hesitation. • Contributions are relevant and there is a clear organization of ideas. • Uses a range of cohesive devices and discourse markers.	• Is intelligible • Intonation is appropriate • Sentence and word stress are accurately clear. • Individual sounds are articulated clearly.	• Speech is smooth with lttle effort shown. • Speech sounds natural • Speech pace is accurate.
4	*Performance shares features of bands 3 and 5*			
3	• Shows a good degree of control of simple and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant and there is very little repetition. • Uses a range of cohesive devices.	• Is intelligible • Intonation is generally appropriate • Sentence and word stress are generally accurately clearly. • Individual sounds are generally articulated clearly.	• Speech is mostly smooth with some effort shown at times. • Speech sounds mostly natural. • Speech pace is mostly accurate
2	*Performance shares features of bands 1 and 3*			
1	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about everyday situations.	• Produces responses that are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant despite the repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Speech is slow, hesitant and irregular at times. • A degree of effort cane be observed at times • Speech pace is accurate at times.
0	*Performance below Band 1*			

Annex 5.- Student's survey

TED TALKS in the speaking skill - Student's Survey.

Objective: To get information about the use of authentic material (TED TALKS) in the development of speaking skill of students of fifth semester of Pedagogía de los Idiomas Nacionales y Extranjeros at UTA.

Título de imagen

Please mark with an X on the scale that you consider the best in your experience.
The authenticity of the information will allow us to carry out the research work as truthfully as possible

1. How often do you use ICT (Information and Communication Technologies) tools such as video and audio in the class? *

○ Always

○ Very often

○ Sometimes

○ Rarely

○ Never

2. How often do you watch ted talks in order to get real-life skills? *

○ Always

○ Very Often

○ Sometimes

○ Rarely

○ Never

3. How often do you listen to authentic material (TED TALKS) to get an authentic language context? *

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

4. How often do you watch these types of TED Talks (Education, Technology, Science, Culture) to enhance your speaking subskills? *

○ Always

○ Very often

○ Sometimes

○ Rarely

○ Never

5. How often do the activities developed in class contain oral individual activities such as oral presentations? *

○ Always

○ Very often

○ Sometimes

○ Rarely

○ Never

6. During the oral activities, how often are you assessed with rubrics for fluency andaccuracy of speech? *

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

7. In oral activities, how often do you place emphasis on correct pronunciation, (rhythm, intonation, fluency) and use of correct grammar? *

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

8. How often do you watch other examples of public speaking talks for improving your speaking skills? *

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

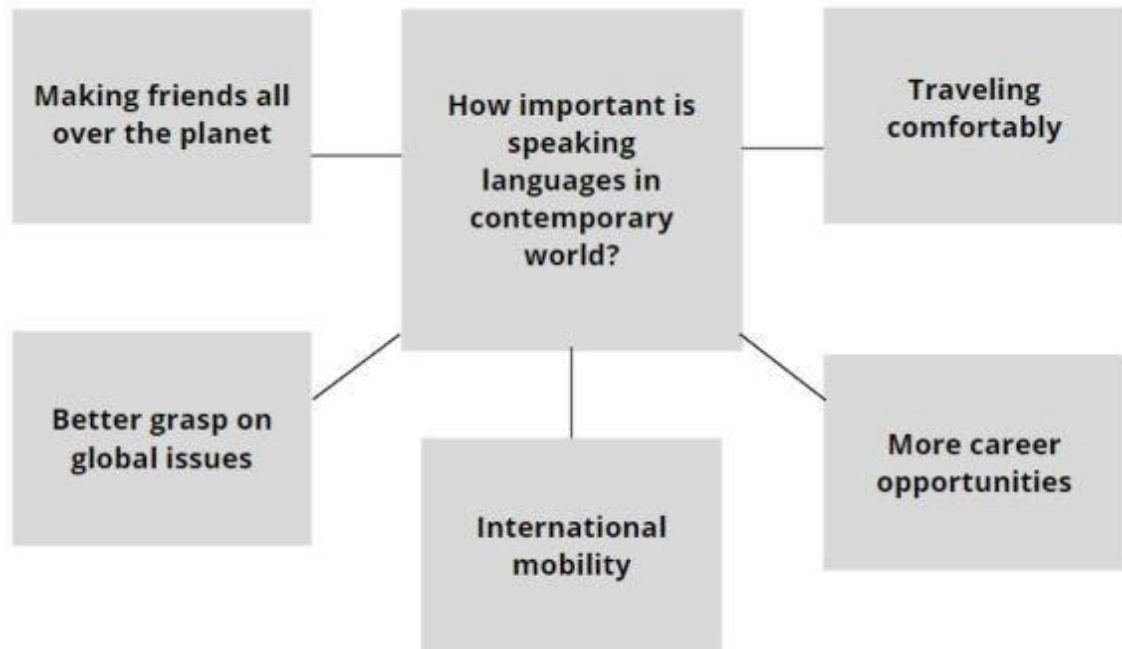9. How often do you watch Ted Talks for building up your vocabulary? *

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

10. How often do you practice your speaking skills by watching or imitating others' speaking performances? *

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

Annex 6.- PRE-TEST

I'd like you to think **how important is learning langauges in today's society.** Here are some ideas they are thinking about and **a questions for you to answer**. You'll have one minute to organize your ideas and **two minutes** to record your responses.
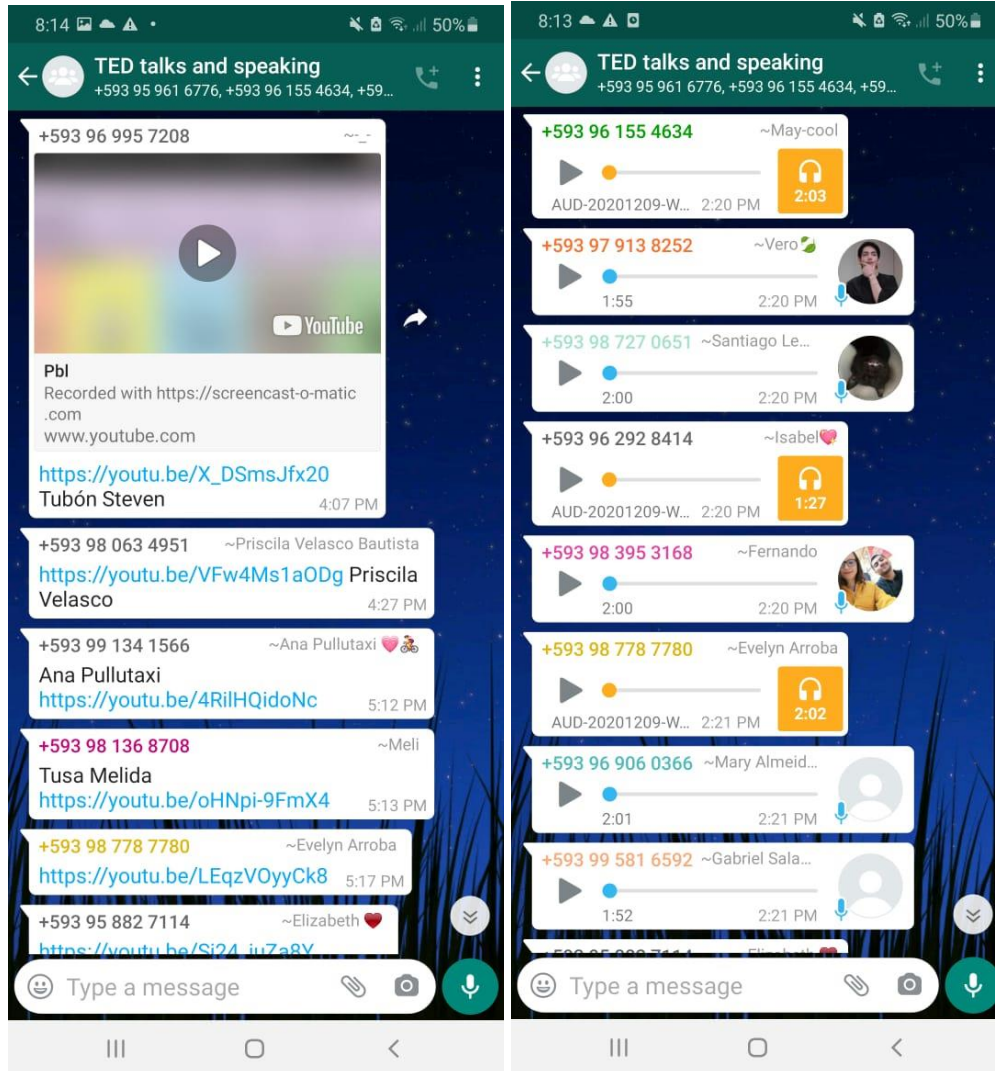
Annex 7.- Zoom sessions

Annex 8.- WhatsApp Group

Annex 9.- Urkund Report
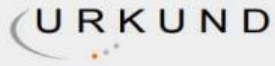
URKUND

Urkund Analysis Result

Analysed Document: Timbila_Cynthia_Dissertation.docx (D92227891)
Submitted: 1/15/2021 2:24:00 AM
Submitted By: cintiatimbila76@gmail.com
Significance: 5 %

Firmado electrónicamente por:
WILMA ELIZABETH
SUAREZ MOSQUERA

Dra. Mg. Wilma Suárez Mosquera
TUTORA TRABAJO DE TITULACIÓN