



Using TED Talk Instruction for Developing Secondary School Students' Speaking Accuracy Skills

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الملخص

استخدام تعليمات تصميم التعليم التكنولوجي لتنمية مهارات التحدث بدقة لدى طلاب المرحلة الثانوية اللغة الانجليزية تستخدم بشكل واسع في كل انحاء العالم وخاصة في حقل البحث العلمي والتعليم والاعمال ووسائل الاعلام والطب والهندسة ولذا المتعلمون من الضروري اكتساب المهارات الاربعة الرئيسية وهي الاستماع والتحدث والقراءة والكتابة والهدف الرئيسي من تعلم اللغة الانجليزية لزيادة تمكن الطلاب من مهارات اللغة فالتحدث تشتمل على المعرفة والمهارة فالمعرفة تحتوى على المفردات والقواعد والنطق. وبالرغم من اهمية التحدث الطلاب المرحلة الثانوية الا ان طلاب المرحلة الثانوية لديهم مشاكل التي تواجههم بينما التحدث لدى الطلاب هناك دافعية ضعيفة نحوه.

وقد توصلت هذه الدراسة الى نتائج الاتية بوجود تطور في تنمية مهارات التحدث بدقة لدى طلاب الامتحان البعدي وقد اقترحت الدراسة على معلمي اللغة الانجليزية كلغة ثانية يجب تزويد الطلاب بالفرص الكافية لتمارين على تعلم اللغة وكذلك تشجيع الطلاب على التواصل مع الانترنت والاستماع الى الفيديوهات بالبيت وقد اوصت الدراسة على معرفة استخدام اثر تعليمات تصميم التعليم التكنولوجي لتنمية مهارات الاستماع ومهارات الكتابة وكذلك القراءة.

Introduction:

The English language is used all over the world. It is widely used in the field of scientific research, education, business, the internet, media, medicine, engineering, technology, entertainment, and so on. Learners have to acquire four basic skills to master the language: listening, speaking, reading and writing. Listening and reading are passive skills or receptive skills, whereas, speaking and writing are active skills or productive skills.

The main goal of teaching English is increasing students' proficiency in the foreign language skills: listening, speaking, reading and writing. Speaking is the process of producing and share message, thought, idea and feeling by using verbal and non-verbal symbols, in a variety of contexts. It is an important part of language learning and teaching, (Mohamed, Addel- Haq, & Helwa, 2020). Speaking is a primary factor for language acquisition. Individuals need to master it. By speaking, one can convey message, express his thoughts and share opinion. Speaking is a speech production that becomes a part of daily activities which involve interaction. Speaking skill is the most important skill in language learning which gives learners opportunity to practice, speak fluently and arrange sentences (Adsalam, 2020). Therefore, we can expect listeners to realize the meaning of message that requires different abilities, such as ability to select suitable vocabulary to the topic, pronounce the words correctly, arrange the words into phrases or sentence, convey the content of the messages, use formal and informal expressions, the body language such as facial expressions and gestures to convey the correct meaning and that time the proficiency takes its place.

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Speaking involves knowledge and skill. The knowledge consists of vocabulary, grammar and pronunciation, etc. to communicate successfully the skill to use this knowledge is very important (Bygate, 2010). The teacher helps the learners organize their ideas and knowledge to express them. Speaking was classified into five types. They are imitative, responsive, interactive and extensive. Imitative speaking; the learner is simply trying to repeat the speech a word, a phrase or possibly a sentence. This repetition includes grammar and lexis which are useful to convey the meaning. Intensive speaking involves producing short discourses where the learners have to complete the tasks like completing sentences and dialogue to practice some phonological and grammatical aspect of language. Responsive speaking includes two persons in short conversation, standard greeting and small talk or simple comment and request to make them authentic. Interactive speaking is complex interaction which sometimes includes multiple exchanges and / or multiple participants. It also, includes transactional language and impersonal language. Transactional language is meant for exchanging information whereas interpersonal language for social relationships. Extensive speaking is more formal for extensive tasks and it includes speeches, oral presentation and storytelling. (Brown, 2004; Roa, 2018).

Learners use speaking when they need to interact with each other, want something from other people, share their ideas or feelings, respond to someone else, exchange information in the past, present, or future, make a request, describe situations, keep up rapport in relationship and win or lose negotiation. Speaking improves learners' ability to speak fluently to express their ideas, opinions or answers. (Hedge, 2011; Lindsay & Knight, 2006).

Speaking is an important skill as it helps learners to use the appropriate forms of language in particular situations such as giving opinion, reasons or explanations as learners take account the needs of listeners and talk to large audience. It helps learners to acquire and produce a more extensive repertoire of words, moreover, it helps learners to be able to organize what is said, it helps the learners to communicate thoughts *Brown, 2001). Harmer (2001) determined three reasons why students learn to speak in the class, the first reason is that speaking activities give learners opportunities to use real life situation in the safety of the classroom. The second reason is speaking activities provide feedback for students and teacher. Finally, if the learners have opportunities to activate the different factors of language that have been stored in their brains, their use of these elements will become autonomous. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

Leveit (1990), stated three speaking processes, conceptualization, formulation and articulation. Conceptualization means information which the speaker should select to express the meaning as the conceptualize is a component that is responsible for generating and monitoring messages. Formulation means selecting the suitable words with suitable grammatical structures. The formulator, in charge of giving grammatical and phonological shape to messages and which feeds on the lexicon. Articulation means producing the words with the articulator organs. One important speaking skill is accuracy. Ellis (2005) defined accuracy as the ability to avoid errors in performance, possibly reflecting higher levels of control in the language. Accuracy has been featured as the capacity to use errors free speech (Housen & Kuiken, (2009). Accuracy is defined as an ability to produce (or attempting to use) different grammatical structures and vocabulary suitably in context. Thus, the measure was a global estimate of accuracy by two judges (Onoda, 2014). It is the

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correct use of vocabulary, grammar and pronunciation while speaking. Speakers can't communicate if they produce incorrect utterances each time, Therefore, learners should concentrate on a number of things in their production of the language; the grammatical structure, vocabulary and pronunciation (Hammer, 2010).

Vocabulary is the basis of the speech (Shefeai & Nrjati, 2017). Being able to achieve accuracy in term of vocabulary is to be able to use appropriate and relevant words during speaking and that would help students become independent by depending on themselves and remembering new related words to learning of language. Students often find difficulties when they express themselves, they lack the appropriate vocabulary, and use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. Without having adequate vocabulary, individuals cannot communicate effectively or express their ideas.

Grammar is "a set of rules guiding the arrangement and structure of language" (Parsons, 2004, p.8). to speak any language, we need to follow rules (structure) sentences. Grammar is classified into two types: competence and performance grammar. Competence grammar defines the total set of roles possessed by a speaker; it is the grammar of the speaker's competence. Performance grammar is capable of accounting for only the sentences actually used (as found in a sample of output). The grammatical accuracy refers to the appropriate use of the learners' structure that includes the length and the complexity of the utterances in addition to the capacity to use the subordinating clauses (Firman, 2012).

Pronunciation means to product words in acceptable ways that are generally understood. It is the correct production of words and the use of the right stress, intonation and rhyme during speaking. Speakers need knowledge about the phonological system of English as they need to concern with vowels and consonants and their combinations and deal with stress, rhythm and intonation. Students should realize the sounds and their features, where they are made in the mouth, when they can use raising intonation or falling intonation. All this knowledge gives them more information about how to speak English effectively. Pronunciation plays a main role to make the process of communication easy to understand. (Redmond & Vrchota, 2007; Surkamp and Viebrock, 2018).

Students have problems in speaking because they have negative attitudes towards participation, low language proficiency, anxiety, learning style, unfamiliarity with using English to communicate their ideas, and lack of practice. (Tsou,2005; Thein,1997; Yousif & Kobiell, 1997). Consequently, many researchers were conducted in developing EFL speaking accuracy through using different approaches and strategies such as Al-Khuli (2000); Amin (2007), (Zuheer, 2008); Hassan (2009); Ali, (2010), Selim, (2011).

Individuals can't neglect the role of technology in English classroom. It helps teachers to use online resources to traditional classrooms so learning and teaching becomes more interesting and meaningful (Oleh, & Idayani, 2018). Computer-mediated communication (CMC) refers to human communication through computers. The emphasis is on the interaction between human using computers to connect with one another. One of the computer platforms or applications is TED (Young, 2018).

TED (Technology, Education, and Design) is the technology that offers innovative presentations with attractive and wide range of topics or ideas from native speakers that

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can inspire. The ideas are arranged and delivered by speakers who do their best to make amazing presentation (Nikmah, 2020). TED's start was in 1984 as a conference. It

dedicated to the dissemination of technology, entertainment, and design. The real launch was in 2006 when it started hosting videos of the conference talks. It eventually, is becoming a new spoken web-based genre. The videos are provided with a transcription and a translation into several languages. (ELMiedany, 2019).

According to Uicheng and Crabtree (2018) TED is a non-profit organization that presents short powerful talks on different topics to individuals all over the world. These available online talks help people to watch and listen to thought provoking speakers talking passionately about their experience. TED talks (Technology, Entertainment, and Design) are on of the ICT (Information and Communication Technology) tools that can be effectively used to develop speaking skills (Oleh, & Idayani, 2018). TED talk website is the fourth most popular technology website in the world. It aims to offer in no longer than 18 min a powerful idea that introduces a problem and tries to present a solution to this problem. This length is chosen by TED organizers as they think that this time is enough for the presenter to introduce his idea and this time is also enough to make the audience not get bored. TED talks video is one of the largest internet video providers and has a large number of inspiring talks presented by professionals such as scientists, philosophers, musicians, business, and religious leaders. The videos are translated by more than 15,000 volunteers to the most diverse language. The purpose of TED talks is to inform the audience, to persuade, to inspire, to disseminate ideas and knowledge, and to entertain. Their slogan is "ideas worth spreading" (Lin and Hu, 2016).

TED talks have an educational focus. TED-ed are lessons created by educators and professional animators who collaborated with the TED-ED team to develop a script and produce animated lessons. Topics are selected from ideas of experts. The lesson is produced in for steps "Watch" students watch the video and analyze it, "Think" students are given some related questions to the topic, "Dog Deeper, more resources and mor information, and 'Discuss'. The content for the Think, Dig Deeper, and Discuss sections is also created through this process typically, it takes 2 months to develop a lesson and another 6-8 weeks to create animated film. The teacher can build his own lesson or use a prepared lesson.

Lessons based on TED talks help EFL speakers by giving a standard model to imitate in style and reuse idioms, phrases, or expressions for their own presentations. Students use can watch live presentations on the stage, keep in their minds the presented ideas as well as the way of presenting by confident professional presenters. (Oleh & Idayani, 2018). TED-ED Clubs are group of 5-50 students aged between 8-18 years old who work together to offer an idea they want to discuss. They finally create a short talk, with the help of an adult facilitator and upload it onto the TED-ED You Tube channel. The best are selected by TED-ED for promotion on the TED-ED website.

Li (2015) determined 5 advantages of TED Talk as follows: 1-free selecting of topic; it has variety of topics that learners can choose. 2- Effective language input; as TED's speakers are native speakers so the videos can be served as linguistic input for language learners. It helps students to practice their listening and learn new word. 3- Assimilation; students can repeat over again until they catch the sentence to learn by write a note. Imitation: students can imitate the speaker to increase their communication. Self-evaluation and feedback; students know their strength and weakness.

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The purpose is helping students to develop the team working, story-telling communication skills and speaking skills. TED talk videos provide the audiences to enhance their speaking skills as it offers reliable teaching materials, transcripts, and subtitles from different countries and different languages of westerns. Therefore, TED Talks videos support to learn more about the principles of public speaking. (Wulandari, 2020). Watching TED talks videos help students to have abundance of vocabulary, idioms and expressions, use variety structure, and improve their pronunciation through listening to native speakers.

Arnsen (2016) determined some factors to choose the suitable video as follow; first, determining students' language level then determining if a particular TED Talk would suit students' language level as certain talks have been easier to comprehend than others. Second, the duration of the talk plays role in the selection process. For more advanced students, longer talks may be more suitable. For lower talks may be more suitable. The duration of the talk can be filtered by the length of talk (0-6, 6-12, - 12-18). Third, choosing content which is familiar to students will be easier for them to comprehend than completely new ones especially at the lower levels.

The Context of the Problem

In spite of the importance of speaking skill at secondary stage, students have a lack in their speaking performance. There are some problems that face students while speaking such as students' low motivation towards speaking. Students most of the time are rarely required to say more than a few words or response to simple questions raised by the teacher. Speaking is not given enough attention while teaching English to secondary stage students because of the evaluation system that focuses on reading and writing. Students have a limited vocabulary as they choose the inappropriate words, idioms, phrasal verbs and expressions, use incorrect grammatical structures, besides pronounce vowels incorrectly and express the ideas incomplete and unclear sentences (Hausein, 2018; Ibrahim, 2019; Megria, 2020, Abdel-Salam, 2020; Elsadek, 2020; Mohamed, Abdel-Haq, & Helwa, 2020).

In spite of the importance of the EFL speaking accuracy skills, there is a lack in the EFL speaking accuracy skills among second year secondary stage students. To document the problem of the study. The results of the test revealed that there was lack in students' speaking accuracy skills. The students got difficulties to arrange sentence in appropriate grammar and vocabulary.

Statement of the Problem

The problem of this study lies in the secondary stage students' low level in EFL speaking accuracy skills, Hence, the present study aims investigating the using of TED talks-based instruction in developing EFL speaking accuracy skills.

Questions of the Study

To face this problem, the present study attempted to answer the following questions:

1. What are the EFL speaking accuracy skills required for second year secondary stage students?

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2. What is the effectiveness of using TED talks-based instruction for developing EFL speaking accuracy skills among year secondary school students?

Purpose of the study

The present study was designed for developing EFL speaking accuracy skills among second year secondary stage students.

Delimitation of the study

This study will be limited to the following

1. A group of second year secondary stage students at Integrated Distinct Government Language Secondary School, Zawia Educational Administration during the second term of the academic year 2020 – 2021.
2. Some EFL speaking accuracy skills that are required for second year secondary school students.

Instrument of the study

1. A checklist of required EFL speaking accuracy skills for second year secondary stage students.
2. An EFL speaking proficiency pre- posttest into equivalent form.

Participants of the study

The participants of the present study were selected year secondary stage students (N= 30) at integrated Distinct Government Language Secondary School, in Zawia secondary school year 2020 – 2021. Students were selected because English for 11 years, but they still had low level of speaking accuracy skills.

Instrument and materials of the study

1. The EFL speaking accuracy skills checklist:
The aim of the EFL speaking checklist was to determine the EFL speaking accuracy skills that were suitable and required to second year secondary school students. The checklist included ten sub-skills (it includes pronunciation, grammar and vocabulary skills). The EFL accuracy skills checklist was submitted to a panel of jury members of EFL specialists in curriculum and methods of teaching English (n= 10) to identify its validity and to determine the degree of importance of each skill. Moreover, the jury were requested to add, omit or modify to the checklist any comments they considered important. The jury members showed that the EFL speaking accuracy skills checklist is valid.

2. A pre and post EFL accuracy test
The purpose of EFL speaking pre and posttest was to measures' EFL speaking accuracy skills before and after implementing the intervention to estimate its effect on developing EFL speaking accuracy skills among second year secondary stage students.

Two equivalent forms of the EFL accuracy test were prepared. Each one considered of main items for measuring one of the micro skills (vocabulary, grammar, pronunciation). Question one (vocabulary) describing a picture at least four utterances. Question two (grammar) consisted of five questions. Question three was designed to measure pronunciation. This initial version of the EFL speaking accuracy skills tests (pre and post)

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was submitted to a panel of jury members of EFL specialists in faculties of education (n=9). All of the jury members accepted test.

Validity of EFL Speaking accuracy tests

EFL speaking accuracy test were submitted to some of the jury members in curricula and methods of teaching English. They were asked to indicate the suitability of the test content for second year secondary stage students and the clarity of the instructions for each part of the test. They indicated the suitability of the tests and how far each question of the tests assesses the skills intended to measure. Most of the jury members also indicated the suitability of the tests to its main objectives and the consistency of questions to the tests' objectives. According to the jury's opinions and suggestions, the modifications would be performed to the tests' content to get its final form.

Reliability of the pretest

The reliability of the test was measured using the test –retest method. The test was administered to group of second year secondary stage students (N=30) at an Integrated Distinct Governmental Language Secondary School, Zawia .

A rubric for scoring the students' accuracy in EFL speaking tests

The rubric was used to score the pupils' performance in the EFL speaking accuracy tests. The rubric consisted of three parts (vocabulary, grammar, and pronunciation) scored on a five points Likert scale ranging from "5" to "1" marks. The pupils' were given a rating between 1 to 5 for their performance in the EFL speaking test. The students were given 5 marks when their performance is high. They were given 4, if they have minor mistakes. They were given 3 marks if they have some mistakes. They were given 2, if they usually did mistakes. And 1 mark when their performance is low. The rubric was submitted to a jury of specialists (N =10) in EFL Curriculum and instruction. The rubric was used to assess students' speaking accuracy.

Intervention

The present study focused on developing the study participants' speaking accuracy skills, through the use of TED talks, traditional and online activities. The intervention lasted for two sessions in three weeks. The students were guided by the researcher during the stages of TED talks. At the beginning of the intervention, the nature, the objectives, importance's and characteristics of the intervention were illustrated and presented to the participants. After the introductory session, the rest of the instructional sessions were introduced to the participants. At the beginning of each session, the role of the teacher, the role of the student, the instructional materials and the various tasks were informed to the participants. At the end of each session, the researcher assigned the study participants some activities related to what they had learned in order to make sure that they have mastered the skills of each session. The researcher taught the participants the format of using TED talks and the students were asked to follow the format (prepare – watch – dig deeper – discussion – practice – production and evaluation) to assess themselves and their pairs.

Results of the study

The study participants' accuracy skills were developed greatly in the post- assessment of the EFL speaking accuracy test than the pre assessment of the post-test due to the effect of TED talks-based instruction. These results are consistent with previous studies which proved the great contribution of using TED talks-based instruction in developing accuracy skills. The researcher conducted paired sample t-test on the student' scores to compare the means of the students' scores on the pre and posttests by means of the Statistical Program for Social Sciences (SPSS v, 18). The following table presents the pupils' means standard deviation, t-value and level of significance. The results support the following hypothesis.

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"There was statistically significant difference between the mean scores of the study participants in the pre and post assessment of the EFL speaking accuracy in favor of the post assessment".

Table (1) t-test comparing the pre and posttest mean scores of the participants in the EFL accuracy speaking skills.

Skills	Test	no	mean	Std. Deviation	t-value	DF	A Sig	N2
EFL accuracy skills	Pre	30	52.97	6.81	21.604	29	0.01	0.942
	post	30	85.07	3.79				

It has been indicated that the mean scores of the study participants in the post application of the EFL speaking accuracy tests are higher than their scores in the EFL speaking accuracy skills pretest; t-value (21.604), which is significant at the (0.01) level. Results of the present study confirmed that "there was a statistically significant difference between the mean scores of the study sample in the EFL speaking accuracy test in the post assessment, in favor of the post assessment. Thus, the participants showed more improvements in their EFL speaking accuracy skills. This is due to the use of TED talks-based instruction, where the "T" value was significant at the level of (0.01).

Discussions

The results of the hypothesized revealed that there is a statistically significant difference between the mean scores of the study participants' accuracy in the post assessment of the EFL speaking proficiency test and the pre-assessment. This improvement can be due to using TED Talks-based instruction as it included several educational videos for native speakers that worked as models. Students concentrated on new vocabulary, grammar and the correct pronunciation and suitable use of them. Participants transferred these experiences into their own speech and used them in other situations. Four sessions were introduced for developing accuracy and its micro skills (vocabulary, grammar and pronunciation). Students watched the videos and took their notes. They wrote down the unknown words and tried to guess the meaning of some new words and expressions. The new words and structures were introduced by the teacher. Using activities such as reading aloud; it is used to improve pronunciation, word and sentence stress and intonation. The students read aloud. They can read a word, sentence or passage. In addition, the teacher introduced to students a series of questions. Students answer the questions. Moreover, the teacher present picture to students and asked them to describe what it is in the picture. Students discussed the picture with their groups and determined what would they say, then the leader of each group described the picture to the whole class. These results is consistent with previous studies which proved the great contribution of TED Talks-based instruction in developing accuracy such as (Karunakar, 2018; Kusmastuty, Mulyon & Ekawati, 2019).

As for grammar, using TED Talks based instruction raised participants' ability to produce words in a correct meaningful order, produce correct forms of words (make changing in tense) and use grammatically correct phrases, clauses and sentences. Various activities such as role play, brainstorming and sentence correction raised the students' awareness of the grammatical structure. In role play activity, students read the situation carefully. They are asked to make a mini dialogue with their friends. The teacher gave them keywords to

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use students' role play the situation. They prepared their words and expressions and the grammar used. They work together to complete the activity. Moreover, teacher shared a set of wrong sentences. Students needed to say what is wrong in each sentence and correct it. Then they say the correct sentence. Practicing TED Talks-based instruction helping to improve grammar (Sailun and Idayani, 2018).

As for vocabulary, using TED Talks based instruction helped the participants use a wide range of new and accurate and appropriate vocabulary for the context. TED Talks that

contains a variety of content such as culture, social and politics, make students want to be encouraged to speak. Using many activities such as discussions, brainstorming and describing, questions and answer as the teacher wrote some questions on the board. Students worked in pairs to answer the questions. They formulated their speech. The students imitated the speakers and how they used words and sentences to compose their speeches. These activities helped students in their vocabulary learning. These results agreed with previous studies which proved the great, contribution of TED Talks based instruction in developing vocabulary such as (Hamza, 2018; Nursafire, 2020).

As for pronunciation, the students had poor ability to pronounce some utterances correctly and lack of using stress and intonation. Using TED Talks based instruction gave the students opportunity to listen to native speakers and imitate them specially the way that they spell some utterances. Moreover, practicing various activities such as reading aloud and giving students feedback on their production helped them refine their performance. Students can repeat that task more than once. The students imitated the speaker's intonation and pronunciation in the video. Students had the ability to pronounce some utterances correctly and use stress and intonation. These improvements maybe due to using TED Talks based instruction. The result is consistent with previous studies which proved the great contribution of TED Talks- based instruction in developing pronunciation such as (Jonathan, 2015, Li, et.al, 2016; Leopld, 2016).

Conclusion

Previous research had proved that TED talks based instruction has a significant and effective role in EFL learning and teaching. Accordingly, the starting point from which this study was based on increasing emphasis on the outstanding role of TED talks-based instruction in EFL learning and the great gains from incorporating it into EFL contexts. Based on the results and findings of this study, it can be concluded that TED talks-based instruction had positive effects on developing EFL speaking accuracy among second year secondary stage students. Thus, using TED talks-based instruction developed students' ability to produce variety of words and expressions, use grammatically correct phrases, clauses and sentences, produce sounds, syllables and words (consonants / vowels) correctly, produce accurate utterances (stress and intonation). The effectiveness of using TED talks-based instruction may be due to using technology, listening to native speakers and practicing activities that encouraged students to develop their speaking proficiency. They used activities such as (discussion, description, role play, information gap ... etc.) the students' cooperated well using activities.

Recommendation of the study

Based on the results of the present study, the following recommendations can be offered:

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1. TED talks-based instruction should be implemented in teaching EFL speaking accuracy to secondary stage students.
2. TED Talks instruction should be implemented not only in EFL speaking course but also in all other language skills courses such as listening and writing.
3. EFL teachers should provide students with enough opportunities to practice language.
4. EFL teachers should encourage students to log into the internet and listen to authentic videos at home.
5. Students should practice activities that related to their lives and interests to be able to express their ideas freely.
- 6.
7. Provide a good atmosphere in the class encourages students to speak and improve their achievement.

Suggestions for further research:

Based on the results of the present study, the researcher presents the following researchers:

1. Investigating the effect of using TED talks-based instruction on improving EFL speaking proficiency among faculties' students or post graduate students.
2. Investigating the effect of using TED talks-based instruction on improving reading comprehension skills.
3. Investigating the effect of using TED talks-based instruction on improving listening comprehension skills.
4. Investigating the effect of using TED talks-based instruction on improving writing skills. Investigating
5. The effect of using TED talks-based instruction on improving students' attitude towards EFL speaking skills.
6. Investigating the effect of using TED talks-based instruction on decreasing speaking anxiety self-efficacy.

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