

Innovation in Language Learning International Conference - November 2023

**Integrating TED Talks and TBLT for
Enhancing Speaking Accuracy**

**A Study
in the Algerian EFL Classroom**

SABRINE BOUHAMED



**UNIVERSITY OF
LIMERICK**
OLLSCOIL LUIMNIGH

Overview of Presentation

- Background and Research aims
- Methodology
- The Pedagogical intervention
- Discussion of Preliminary Data
- Conclusions and Potential Implications

Background

- The integration of ICT tools has become a key factor for successful education all over the globe.
- ICT tools are still at an inception stage in the Algerian educational context (Berbar and Ait Hamouda 2018).
- Recent literature has described the implementation of ICT tools and Task-Based Language Teaching (TBLT) by EFL teachers in language classrooms (Morgana 2023; Ellis *et al.* 2019; Choirunnisa and Sari 2021)
- There is a lack of focus on accuracy (McDonough and Sato 2019).



**Information
Communication
Technology**

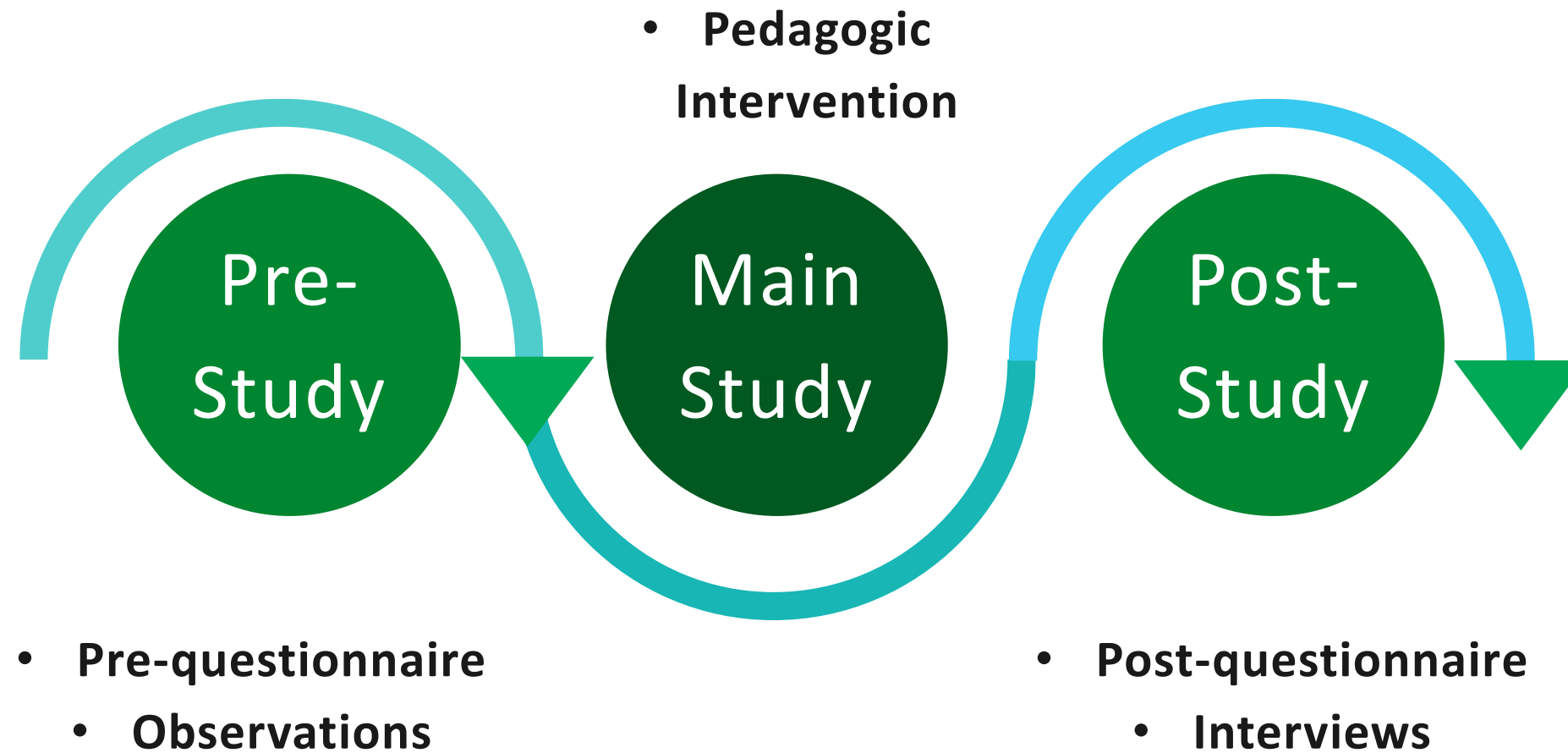
Research Aims

- This study aims to combine TED Talks and TBLT in the language classroom and to investigate their impact on EFL Algerian university students' accuracy in speaking English:
 1. Explore the extent to which research participants use ICT tools in their learning.
 2. Integrate the ICT tool of TED Talks and TBLT in the language classroom.
 3. Examine the extent to which can the use of TED Talks and TBLT enhance research participants' speaking accuracy.



Methodology

- This study is conducted in the Algerian context.
- The research participants are first-year undergraduate students of English.



Methodology and Data: The pedagogical Intervention

➤ The course was designed using multiple **language-focused tasks** and **speaking tasks** using the **teaching speaking cycle** by Goh and Burns (2012).

➤ **3 videos of TED Talks** were selected based on **cultural appropriacy, video length, and appropriateness** of the video in relation to **students' level of proficiency**.

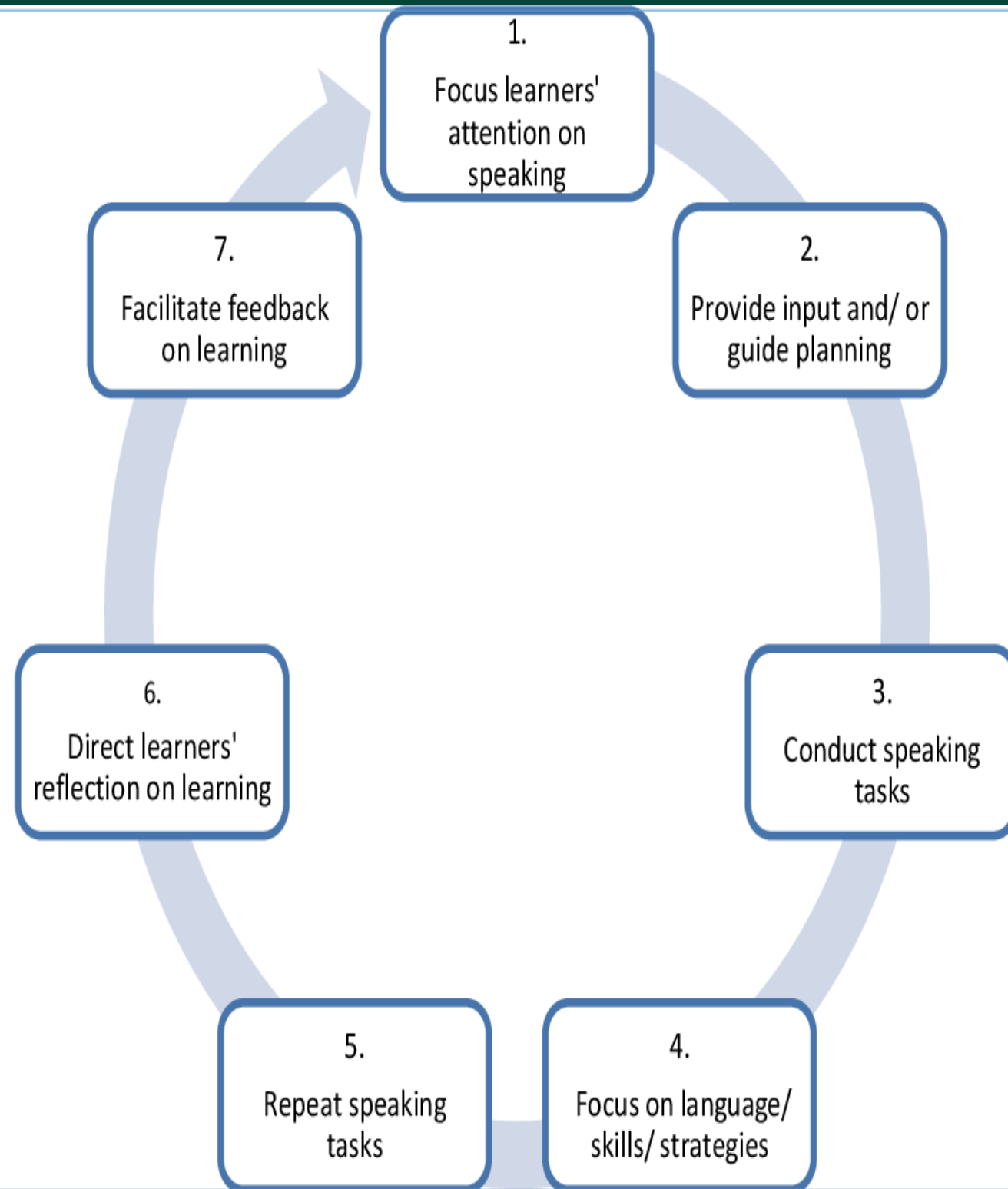


Fig 1: The teaching-speaking cycle (Goh and Burns 2012)

Week	Session	The focus
Week 1	Session 1 (introductory session)	Introducing TED Talks Focusing learners' attention on speaking
	Session 2	Accuracy of vocabulary Watching TED Talks video
Week 2	Session 3	Accuracy of vocabulary
	Session 4	Accuracy of grammar Watching TED Talks video
Week 3	Session 5	Accuracy of grammar
	Session 6	Accuracy of pronunciation Watching TED Talks video
Week 4	Session 7	Accuracy of pronunciation
	Session 8 (concluding session)	Accuracy of speaking English including vocabulary, grammar, and pronunciation

Table 1: The content of the course

Discussion of Preliminary Data: Pre-study Survey

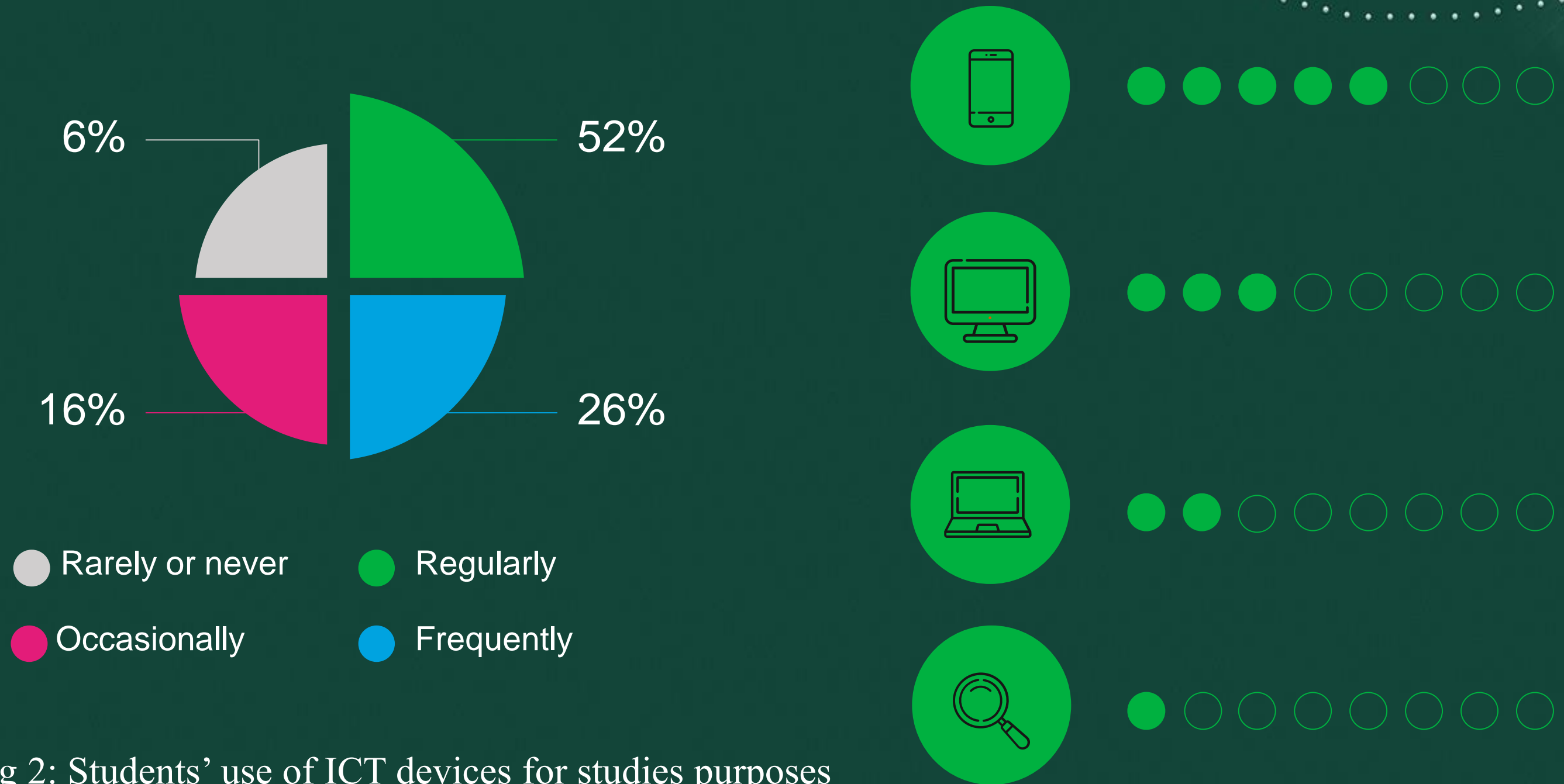


Fig 2: Students' use of ICT devices for studies purposes

Discussion of Preliminary Data: Pre-study Survey

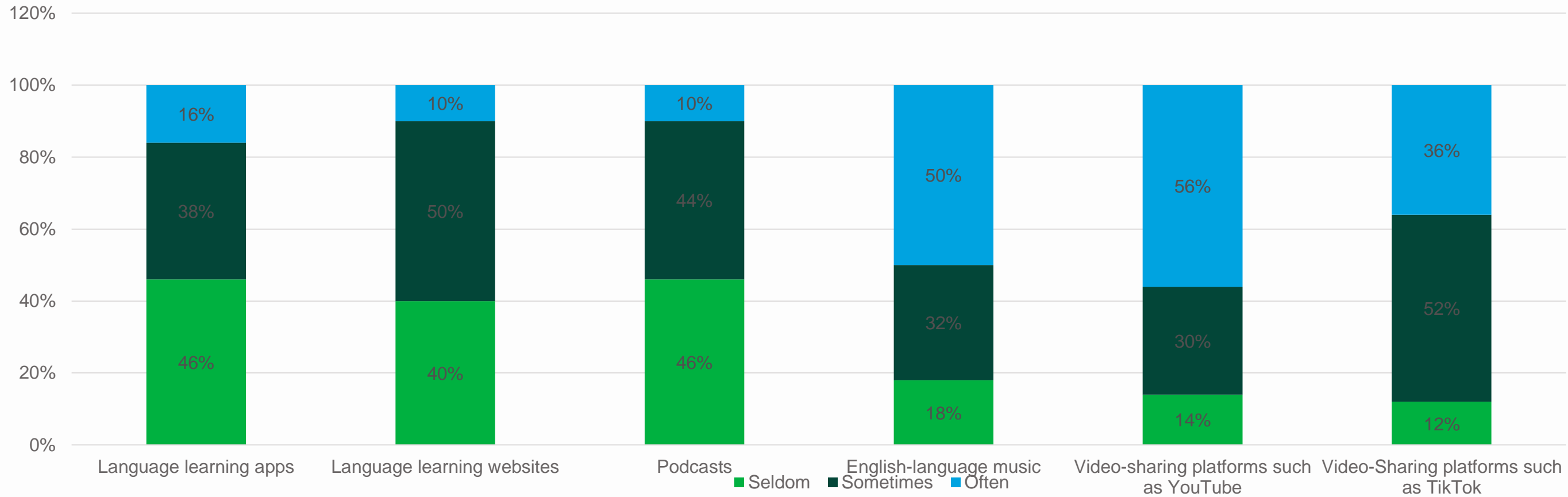


Fig 3: Students' ICT resources use

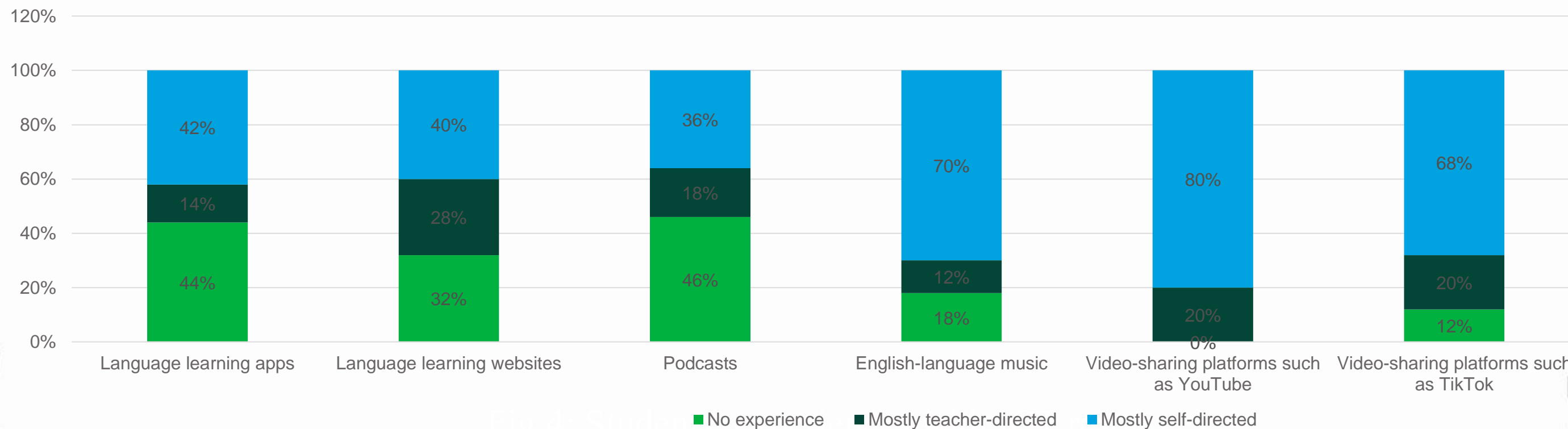


Fig 4: Students' experiences with ICT resources

Discussion of Preliminary Data: Pre-study Survey

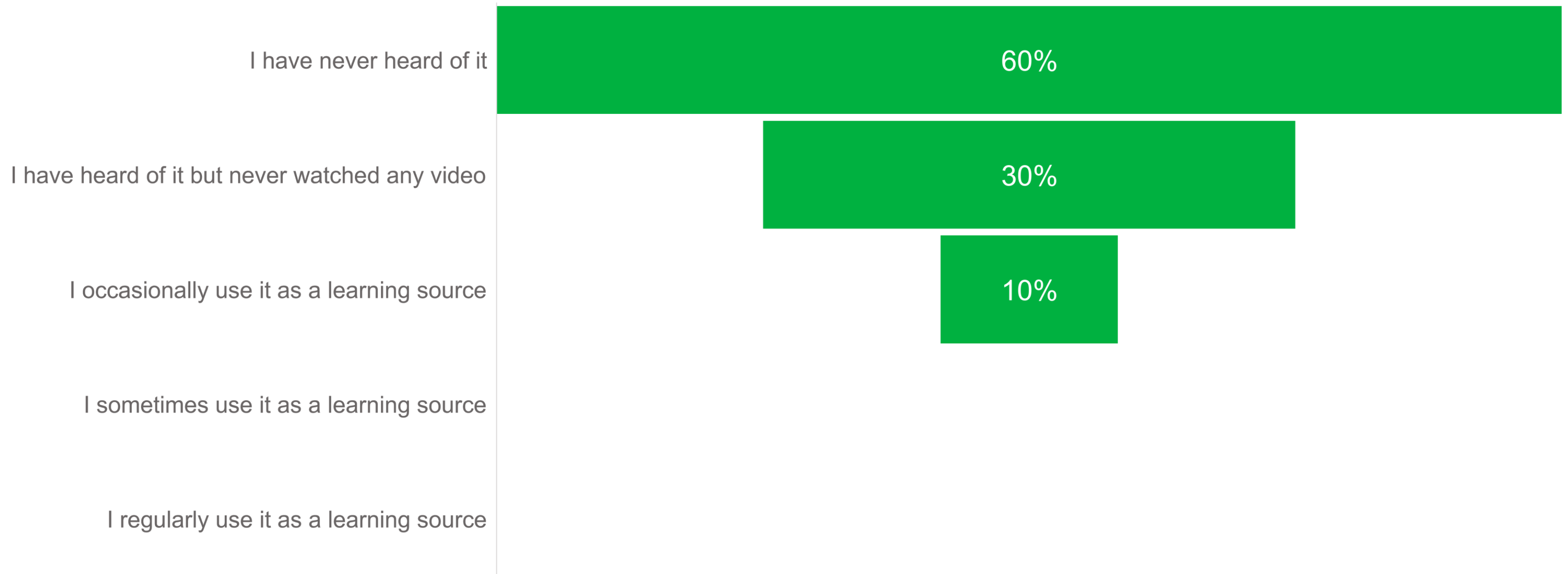
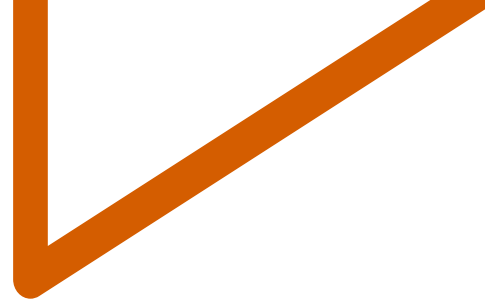
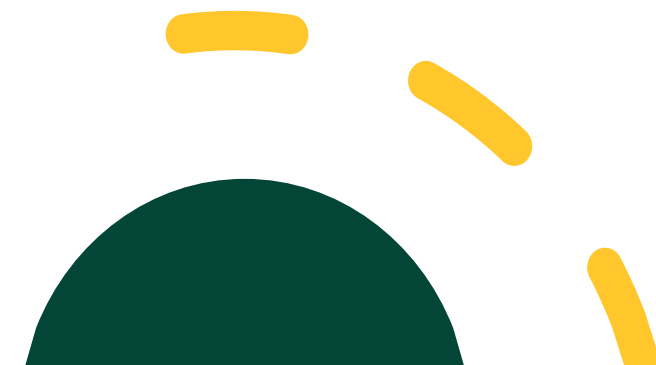


Fig 5: Students' experiences with the TED Talks platform

Intervention Results



Intervention Results

- The AS measure aligns with the instructions and combines elements from the local accuracy measures Supplied in Obligatory Contexts and Target-Like Use (Foster and Wigglesworth 2016).

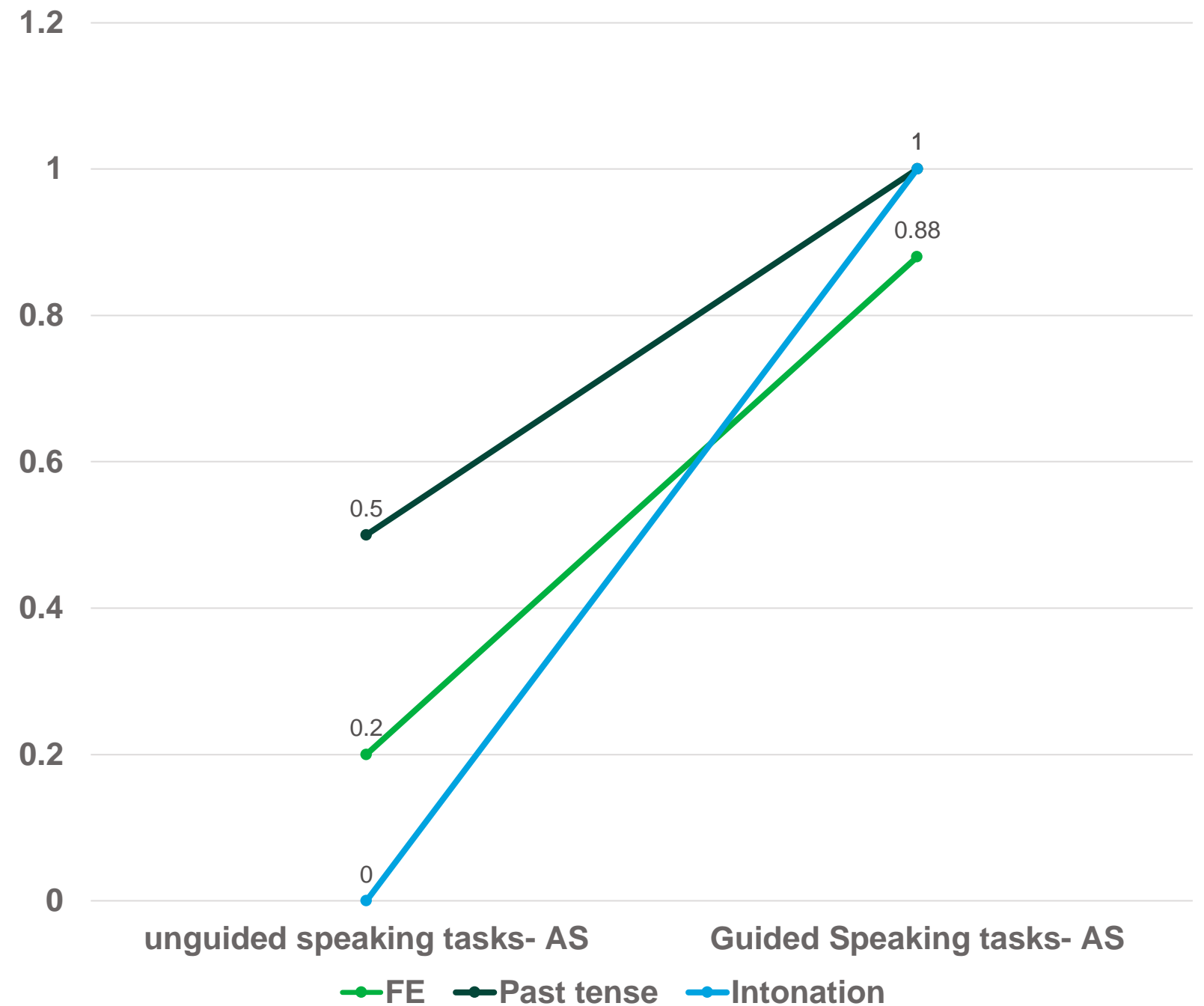
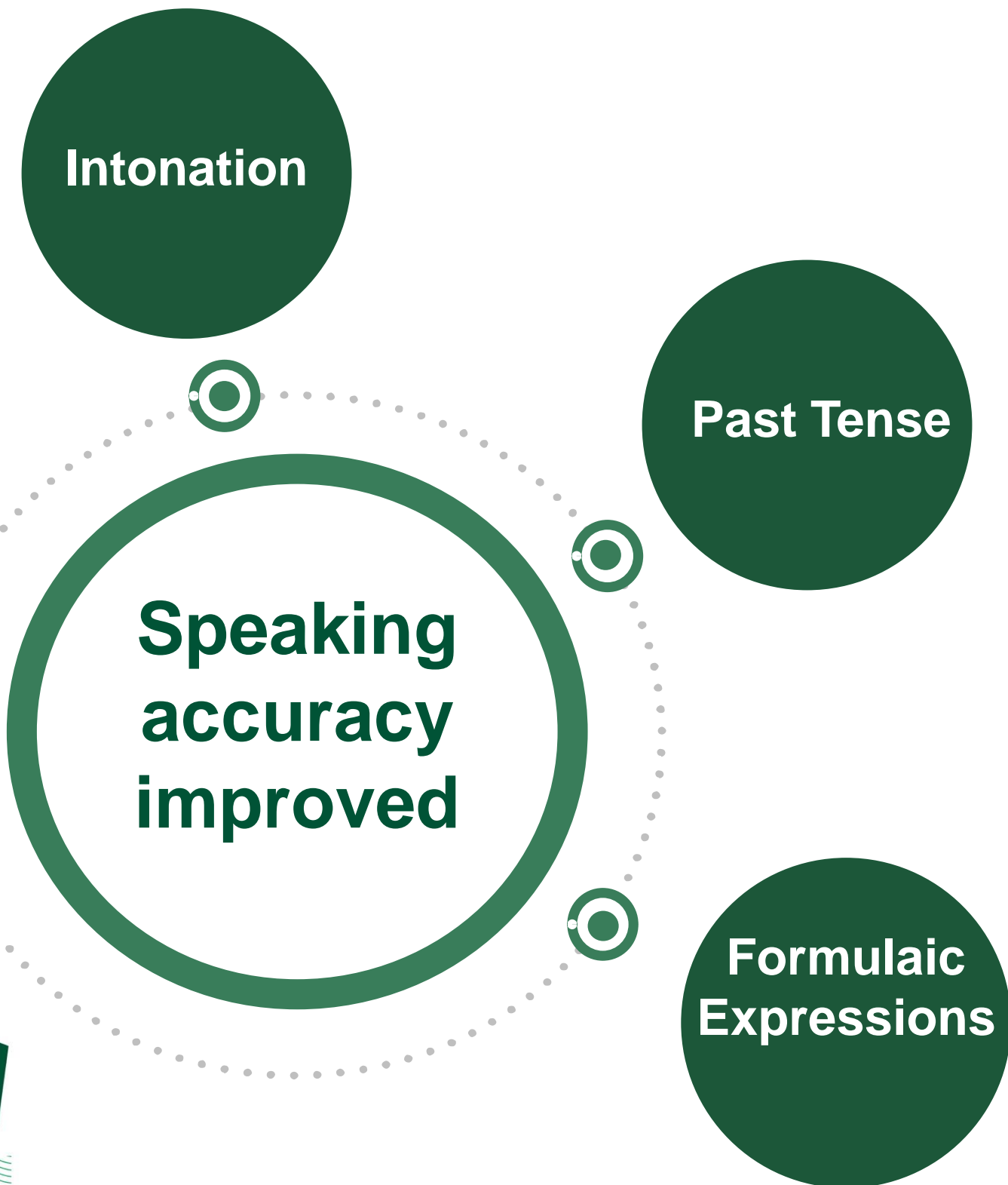


Fig 6: Participants' AS during unguided and guided speaking tasks

Interview Results

01

Overall experience and positive aspects- effective language learning methods

Perceived usefulness of TED Talks, language-focused tasks, and speaking tasks

02

03

Boosts in confidence and engagement


Satisfaction

04



Participants' comments:



- 
- “ I was using only one tense when I speak, the present simple, and I didn't realise that. But when I watched the videos of TED Talks they use different tenses, and the language tasks helped me also in the second task, I realised that I used three tenses. I am happy with that.”
 - “ I improved my intonation when I speak in the speaking task because I practiced what I learned from the video and the exercises.”
 - “ when I hear the person talks, so I get the vocabulary he uses, I hear the way he starts and ends the talks and how he uses vocabulary during the talk in different situations for example to express an opinion so yeah I got new vocabulary and I used it in the speaking”

Conclusion

My intervention:

- Proves that the integration of TED Talks and TBLT into EFL classrooms raises students' engagement.
- Appears to raise students' awareness of speaking accuracy.
- Highlights the significance of teacher guidance.
- Appears to raise students' speaking accuracy.

Potential Pedagogical Recommendations and Implications

- Encourage students to independently utilize ICT resources for language learning.
- Integrate multimedia materials to create engaging, authentic language learning experiences.
- Implement TED Talks and TBLT to enhance learner engagement in EFL classrooms.
- Instructors should provide guidance and support for students to effectively use technology for language learning.
- Educational institutions should invest in digital resources and training to align with students' preferences in a technologically informed language learning environment.
- Promote a holistic approach that recognizes the interconnectedness of multimedia content, tasks, and interactive teaching methods for effective language learning.
- Future research should explore and promote a blended learning approach, combining digital resources with traditional classroom instruction for balanced and effective language learning.

References

- Berbar, K. and Ait Hamouda, H. (2018) 'Teachers' Perspectives on the Benefits and Challenges of ICT Integration in Algerian EFL Classrooms: The Case of Tizi Ouzou University', *Internet journal for cultural studies*.
- Choirunnisa, M.R. and Sari, F.M. (2021) 'TED Talks Use in Speaking Class for Undergraduate Students', *Jambura Journal of English Teaching and Literature*, 2(1), 35-40.
- Ellis, R. (2015) 'The importance of focus on form in communicative language teaching', *Eurasian Journal of Applied Linguistics*, 1(2), 1-12.
- Foster, P. and Wigglesworth, G. (2016) 'Capturing Accuracy in Second Language Performance: The Case for a Weighted Clause Ratio', *Annual Review of Applied Linguistics*, 36, 98-116, available: <http://dx.doi.org/10.1017/S0267190515000082>.
- McDonough, K. and Sato, M. (2019) 'Promoting EFL Students' Accuracy and Fluency through Interactive Practice Activities', *Studies in Second Language Learning and Teaching*, 9(2), 379-395.
- Morgana, V. (2023) *Task-Based English Language Teaching in the Digital Age: Perspectives from Secondary Education*, Bloomsbury Publishing.

Thank you.



Sabrina.Bouhamed@ul.ie



Sabrina Bouhamed



UNIVERSITY OF
LIMERICK
OLLSCOIL LUIMNIGH