

ESL TERTIARY LEARNERS' PERCEPTIONS OF TED TALK AS A LANGUAGE LEARNING TOOL

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ABSTRACT

The rapid growth of technology has revolutionized language learning and teaching, particularly in English language education. Among modern tools, TED talk has emerged as a valuable tool for improving various language skills. This study aimed to investigate the perceptions of undergraduate learners regarding the use of TED talks as a language learning tool, focusing on the impact of three key variables: language knowledge, grammar knowledge, and vocabulary knowledge. Using a quantitative approach, the data were collected through a survey from a hundred students (3rd and 4th year) of Sindh University chosen through random sampling technique. The analysis, conducted using SPSS version 27, reveals that learners perceive TED talk as an engaging and effective tool for enhancing language skills, particularly in enhancing learners' grammar comprehension, sentence comprehension, improving understanding of the cultural context of the language, making them feel more fluent and confident in their use of the language, familiarizing them with various accents and dialects, enhancing their ability to identify and correct common grammatical mistakes and errors, learning new words, phrases, and technical terms. The study concluded that incorporating TED talks into language learning curricula can significantly benefit ESL learners by providing diverse and context-rich content.

Keywords: TED talk; ESL; undergraduate; language learning tool.

1. INTRODUCTION

Technology has influenced every aspect of human life with the promise that it will enrich Humans' lives. The modern era has posed new challenges and duties to modern learners. The use of information and communications technology in education has significantly changed learning and teaching methods. Similarly, technology has developed multiple ways to help learners learn the target language. Louaifi (2020) claims the use of videos as a language-learning tool is not a new phenomenon. The impact of videos on ESL undergraduates is two-fold as it involves both auditory narrative and visual presence. One of the major platforms playing a pivotal role as a

language learning tool is TED Talk (Diniya, 2023). TED Talk, is a platform introduced in 1984 to bring innovative and unusual ideas to people.

TED Talk is a non-profit organization that stands for Technology, Entertainment, and Design introduced in 1984 (Donovan, 2014). A prominent platform revered for its repository of talks and presentations delivered by innovators, experts, and thought leaders across various disciplines. TED talk has transitioned into a digital nexus, housing a plethora of captivating and informative discussions spanning science, technology, arts, and culture. With its guiding principle, "Ideas Worth Spreading," TED talks endeavor to ignite intellectual curiosity, cultivate discourse, and instigate positive transformations on a global scale. Typically lasting around 18 minutes, each TED talk encapsulates profound insights, groundbreaking concepts, and compelling narratives, rendering TED talk a quintessential resource for ESL learners, educators, and enthusiasts alike (Windingland, 2014). Through its online accessibility and live events, and actively engages in meaningful dialogues, thus contributing to the collective advancement of knowledge and understanding.

English being a global language has earned the worth of being spoken all around the world (Abadi & Marzban, 2012). For that reason, the researchers are trying to explore the most effective strategies to facilitate the task of learning to teach English as a second language. Learning English does not require only the mastery of the linguistic features of language such as grammar, vocabulary, pronunciation, etc, but also the mastery of the paralinguistic ones such as body language and gestures. The aforementioned features are considered to be the central aspects of effective communication, TED talk speakers' language of communication is English as it is accepted as an international language. TED talk videos help ESL learners from learning vocabulary to speaking skills along expressions as the speakers belong to different backgrounds, countries, and cultures which helps learners to become familiar with different cultures, accents, vocabulary, register, jargon, and technical terms of various fields (Diniya, 2023; Saputra & Fatimah, 2018). According to Louaif (2020) and Edwards and Vaughan (2020), videos offer non-native speakers to understand stress patterns. With contextual clues videos allow ESL learners to see body rhythm and speech rhythm along use of authentic language and speed of speech in different situations.

The present study uses the framework of language immersion (Johnstone, 2002), as a pedagogical approach to investigate whether using TED talk videos leads to enhanced English language production. Further, it aims to recognize the value of using TED talks as a strategy for constantly immersing ESL tertiary learners in L2, thereby improving language production. Language production can be in terms of Language knowledge, vocabulary, Grammar knowledge, and Pronunciation. Moreover, it strives to investigate the impact of watching TED talks on learners' motivation for language production as well as fostering an impressive language learning environment. This study aims to investigate the strategy of using TED talk videos for language learning. Especially, for the active production of the English language in public sector university, Sindh University, Jamshoro, Sindh, Pakistan.

1.1 Research Objective

- To investigate ESL tertiary learners' perceptions of TED talk as a language learning tool.

1.2 Research Question

- What are the perceptions of ESL tertiary learners regarding the use of TED talk videos as a language learning tool.

2. LITERATURE REVIEW

2.1 Use of ICT

The Internet unifies linguistic, cultural, social, and economic differences. A larger number of TED talk videos are available online and ranging from 3 to 18 minutes. TED talk generally deals with one's life experiences, anecdotes, and personal storytelling. Speakers talk about their start-ups, inventions, and life experiences. They deliver in a contemporary, non-traditional manner and the speaker does not conform to a formal way of lecturing. The official TED site records that it has more than 2,700 talks to view based on duration, topics, and language preference. The data available on the TED homepage depicts that, some presentations have received 16 million hits which reflects the popularity of the foregoing platform. TED speakers belonging to different backgrounds, may or may not be native speakers of the language and this diversity of linguistic backgrounds to a certain extent puts the student listeners in a comfort zone.

2.2 The Internet

Kelly (2018) and Harmer (2012) have claimed that TED talk videos are useful for ESL learners in various ways ranging from providing general language knowledge and enhancing listening skills to improving the articulation (pronunciation) of words. On the other hand, TED talk videos are simple, original, clear, relevant, and enjoyable (Waknell, 2012). Whereas Armillars (2016) and Council (2016) claimed that TED talk videos are motivational and entertaining lectures as they contain universal themes, phrases" catchiness, authenticity, memorability of models, visuals as well as emotional connection with the audience, along with low point, wit moment, and openness.

2.3 Videos

Using videos for English language teaching and learning has been widely acknowledged by English Language teaching practitioners (Goldstein & Driver, 2014). Videos as a tool for teaching language give learners and teachers a double benefit by offering authentic use of the language as well as by placing it in the appropriate cultural context (Harmer, 2008). Another prominent feature of the video is that it can be paused and repeated at any time during viewing. Louaifi (2020) and Edwards and Vaughan (2020) present that learners learn to use the language in a fun and informal way as videos enable learners to see facial expressions and body language, parallel, noticing the stress, intonation, and rhythm of language.

2.4 Learning Language through Immersion

Johnson and Swain (1997) state that learning a language through immersion was originally promoted within bilingual education. Genesee (1985) traces the history of second language learning through immersion programs where he claims that language learning through immersion was first developed in Canada in the 1960s, on the other hand, Campbell (1984) presents it occurred in the 1970s in the United States.

Genesee (2013) states learners who learn a second language through the immersion method develop native-like fluency and confidence in using the language. Sheela and Ravikumar (2016) believed that the more a learner is exposed to the target language, the easier it becomes for him to have command over it. Multiple studies have traced and proved the impacts of videos on second language learning, more specifically, in English language learning (Louaifi, 2020; Edwards & Vaughn, 2020; Hafner, 2014). However, the use of TED talk as a video resource for encouraging English language learning and production is fairly limited.

2.5 TED Talk

The present study aims to create an immersive language environment for teaching English using TED talk. Watching TED talk motivates learners and draws their attention to English language learning (Diniya, 2023). TED talk offers a better foundation of input (lexical and syntactic), assisting ESL learners to notice and develop communicative competence and maintain their intrinsic motivation (Gilmore, 2007 as cited in Leopold, 2016). The learners can choose to view the type of videos. Daniel (2013) pinpoints that the way language is produced in the videos generates interest among ESL tertiary learners. As TED talk videos deal with general topics, such a form of learning energizes and relaxes learners for the learning exercise. It results in affability and decreases anxiety and tension, thus providing an active learning atmosphere for English language learning and production. TED talk has various advantages as a learning tool.

Baeva (2017) has briefly discussed the following advantages of the TED talk Platform: TED talk videos have a subtitle option, which aids limited English proficiency (LEP) learners to read and understand what is being spoken, thereby developing their reading and understanding skills. Watching TED talk videos allows for language immersion, promoting learning inside and outside the classroom as online videos can be accessed anytime if learners have internet access. Moreover, these videos have the option of viewing them anywhere be it in the classroom, in hostel, common areas, etc.

2.6 Language Immersion Framework

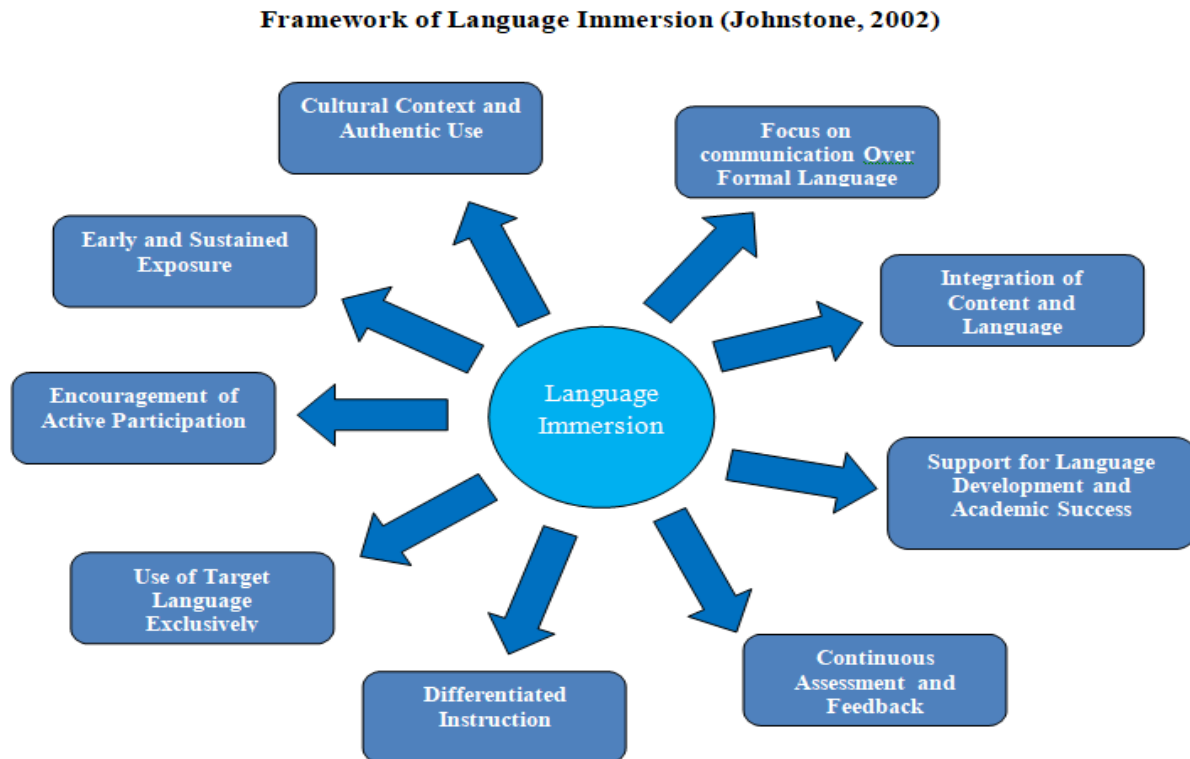


Fig. 1. Language immersion framework

3. RESEARCH METHODOLOGY

In the present study, the researcher has used a quantitative approach to collect the data. The sampling technique used in this study is a random sampling method through which the overall population, 100 participants, 50 from each batch (Third and Final year) with the gender distribution of 50% male and 50% female was selected. For the collection of data, the researcher has used questionnaires (close-ended) as the instrument to collect the data. Before, collecting the data, the students were informed via consent form to take part in the study and were free to withdraw at any time. The online questionnaire was used to collect the data due to time and financial management. The online questionnaire was sent to the selected participants (100) through the “Survey Heart” online engine. The questionnaire contained eighteen (18) items that aimed to investigate how TED talk videos could improve ESL undergraduates’ language knowledge. The questionnaire has been adapted from the study of Lhamo (2021). The collected data has been analyzed through the SPSS software 27th version.

4. FINDINGS AND DISCUSSION

4.1 DEMOGRAPHIC INFORMATION

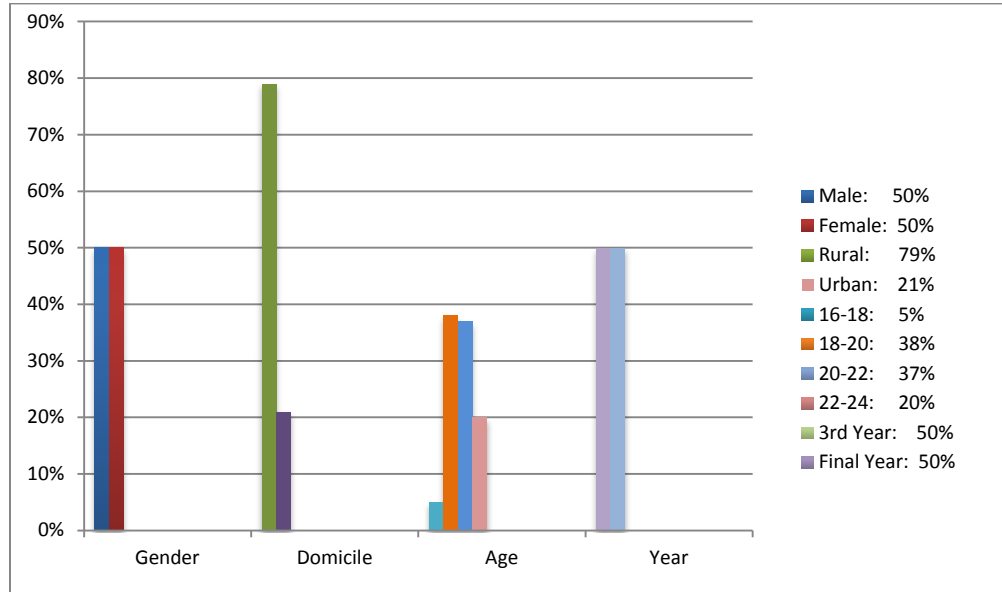


Figure 2: Demographic Information

The bar chart, Fig. 2 presents the demographic information.

Based on Fig. 2 the entire population involved in the present research consisted of a hundred (100) participants, fifty participants belonging to the third (3rd) year and the remaining fifty from the final year with the division of gender (50%/50%). Furthermore, the figure presents the age of participants: 5% of the participants ranged between 16 to 18, 38% between 18 to 20, 37% from 20-22, and 20% from 22-24. Finally, the figure shows the domicile of participants 79% belong to rural areas whereas, the remaining 21% of participants are from urban areas.

4.2 Learners' Language Proficiency

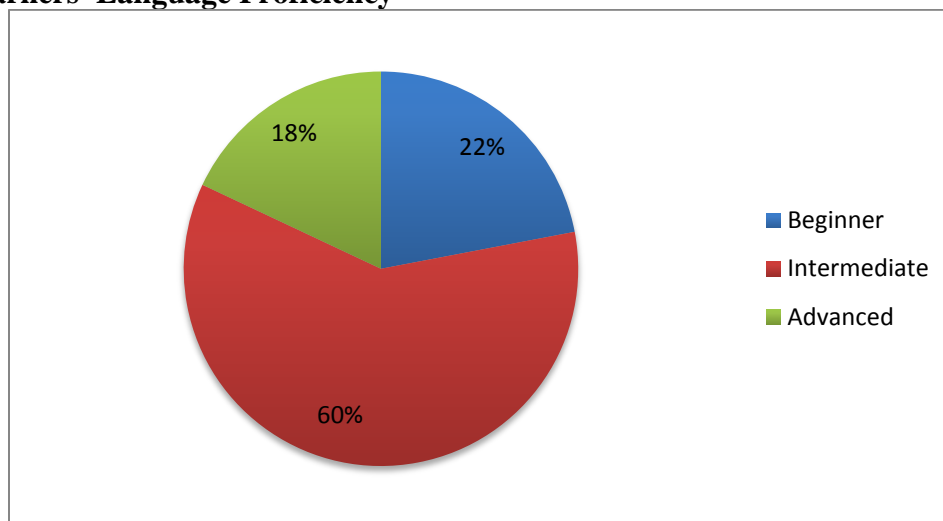


Figure 3: Learners' Language Proficiency

Fig. 3 presents the learners' language proficiency level.

The Fig. 3 shows that the majority of the participants (60%) have intermediate level of language proficiency, 22% of the participants revealed their language proficiency level as beginner whereas, the least (18%) percentage of the participants have high language proficiency.

4.3 How Often do You Use TED Talk

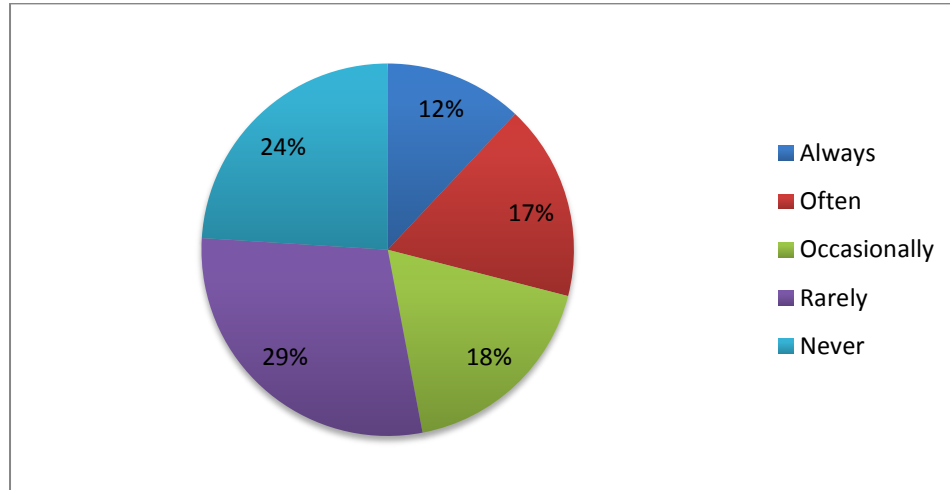


Figure 4: Frequency of using TED talk.

Fig. 4 demonstrates learners' frequency of using TED talk.

The Fig. 4 reveals that 12% of the participants always use TED talk to improve their language knowledge. 17% of the participants revealed that they often use the TED talk whereas 18% of the participants occasionally refer to it. Furthermore, the figure presents that 29% of the participants rarely use TED talk meanwhile 24% of the participants have never used it.

4.4 Watching TED Talk has Improved My Overall Understanding of the English Language

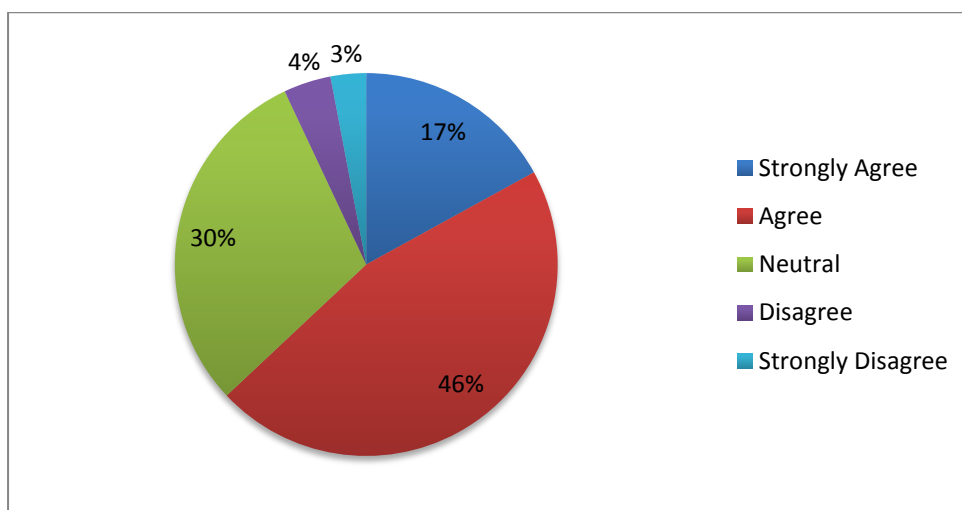


Figure 5: Overall comprehension.

Fig. 5, demonstrates if watching TED talk has improved learners’ overall comprehension of English.

Comprehension, the ability to understand and process written and spoken language, is a critical skill in acquiring command over any language (Thuy, 2024). Fig. 5 reveals a significant inclination towards agreement among the participants regarding the positive impact of watching TED talks on their comprehension of English. Specifically, a combined total of 63% of respondents (17% strongly agree and 46% agree) acknowledged the improvement in their English comprehension due to the TED talk. This suggests that the majority of the learners perceive TED talks as a beneficial resource for improving their language skills.

Additionally, 30% of the learners remained neutral. This reveals that they may recognize the potential benefits, but they have not experienced a noticeable impact on their comprehension skills. This neutrality might stem from a variety of factors, such as individual differences in learning styles or the frequency and context in which TED talk is utilized. On the other side, a small number of the students expressed dissent, with 4% disagreeing and 3% strongly disagreeing with the statement. This minority indicates that for a few individuals, TED talk might not be as effective, possibly due to differing preferences for learning materials or varying levels of initial language proficiency. TED talk's effectiveness in improving comprehension is evident across various aspects of language learning.

The findings of the present study replicate the results of existing studies such as Thuy (2024), Komekova (2023), and Rudneva and Valeeva (2018) that have demonstrated TED talk as having significant potential in enhancing learners' overall comprehension of English. These foregoing studies further found that incorporating TED talks into English language learning environments leads to enhanced overall language proficiency.

4.5 I Feel More Fluent and Confident in Using English after Watching TED Talk

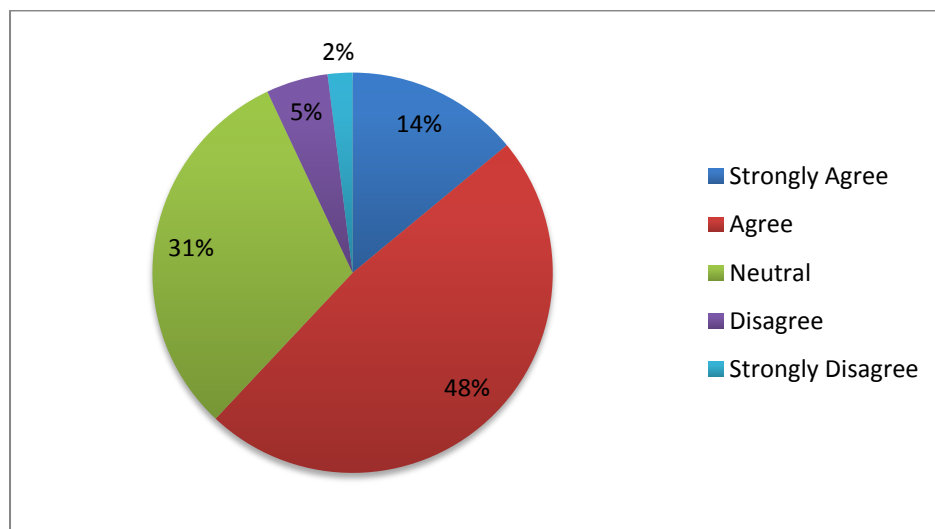


Figure 6: Fluent and confident.

Fig. 6 illustrates if learners feel fluent and confident using English after watching TED talks.

Fluency and confidence in language use are key components of effective communication. The statistics show a strong positive response from the participants. A total of 62% of respondents (14% strongly agree and 48% agree) reported that they feel more fluent and confident in using English after watching TED talks. This particularly indicates that the majority of the learners believe that TED talks have a favorable impact on their language fluency and confidence.

On the other hand, 31% of the participants chose a neutral stance. This substantial proportion suggests that these participants may not have experienced a significant increase in fluency and confidence; they also did not perceive a negative impact. The neutrality could be attributed to various factors, such as the initial level of fluency or the specific content of the TED talks viewed. A minority of participants expressed disagreement, with 5% disagreeing and 2% strongly disagreeing with the statement. This suggests that a few participants did not find TED talk as an effective tool for improving their fluency and confidence, which could be due to personal learning preferences or the lack of practical application opportunities.

This study's findings support the findings of Meihua (2021) who found TED talk as an effective tool for improving learners' fluency and confidence in using the English language. His study further indicated that exposure to TED talks can significantly improve students' speaking performance and reduce their anxiety about speaking English. Moreover, the results of this study corroborate the findings of Komekova (2023) whose research presented TED talk's content as engaging and meaningful that captivates learners, making language practice an exciting endeavor and bridging the gap between classroom learning and real-world language usage.

4.6 TED Talk Helps Me to Understand the Cultural Context of English Language

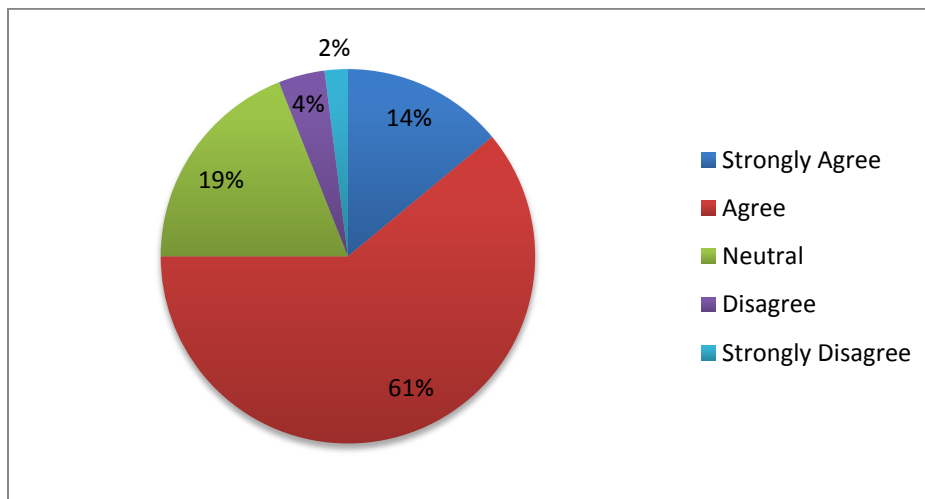


Figure 7: Cultural context.

Fig. 7 projects if the TED talk helps learners to understand the cultural context of English Language.

Understanding the cultural context is an essential aspect of language learning, as it improves the ability to communicate appropriately and effectively in different social contexts. Fig. 7 presents strong positive responses from participants. A significant majority, 75% of respondents (14% strongly agree and 61% agree), believe that watching TED talks help them to understand the

cultural context of the English language. The statistics suggest that TED talk is perceived as a valuable resource for learning not just the language, but also the cultural nuances and contexts in which the language is being used.

Moreover, 19% of the learners were uncertain. This indicates that they neither agree nor disagree with the statement. This neutrality could stem from a lack of exposure to culturally diverse content in the TED talks they have watched or varying levels of cultural awareness before watching the talks. On the other hand, a small percentage of the participants expressed disagreement, with 4% disagreeing and 2% strongly disagreeing with the statement. This indicates that for a few respondents, TED talks may not significantly contribute to their understanding of the cultural context of English, possibly due to differences in personal interests or the specific topics of the TED talks they watched.

This study lends credence to the study of Liu et al. (2023), and Olga (2019) demonstrating that TED talks offer learners authentic exposure to the English language and culture, providing a rich context for understanding the language in real-world settings as these talks cover a wide range of topics from science to culture, enabling learners to engage with various perspectives and ideas from all around the world. This exposure offers learners an opportunity to develop a profound understanding of the cultural context in which English is used.

4.7 TED Talk has Expanded My English Language Knowledge

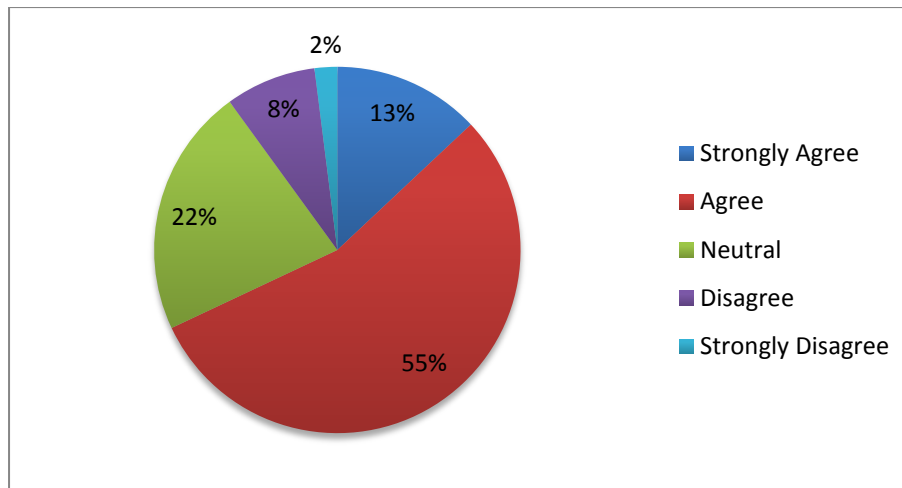


Figure 8: Knowledge of the language.

The Fig. 8 presents if TED talk has expanded the learners' knowledge of the English language.

Expanding knowledge of the English language involves not only expanding vocabulary and learning grammar but also understanding different usages and contexts. About Fig. 8, 68% of respondents (13% strongly agree and 55% agree) reported that watching TED talk has helped them expand their knowledge of the English language. The data suggests that the majority of the participants find TED talks to be a valuable resource for broadening their language knowledge. Meanwhile, 22% of the participants remained neutral. This indicates that they may acknowledge the potential benefits, but they have not experienced an impact on their language knowledge. This could be due to various factors, such as the specific content of the TED talks watched or the students' initial levels of language proficiency. On the opposite side, a small fraction of the participants expressed disagreement, with 8% disagreeing and 2% strongly disagreeing with the

statement. This could suggest that for some learners, TED talks may not be an effective tool in expanding their knowledge of the English language, possibly due to different learning preferences or the relevance of the topics covered in the talks.

This study's results bolster existing studies by Komekova (2023), Olga (2019), and Nurmukhamedov (2017), supporting the idea that TED talks have expanded learners' knowledge of the English language in different ways. These foregoing studies such as the present study proposed that these talks offer engaging and authentic content that improves various aspects of language learning, ranging from enriching vocabulary to speaking skills.

4.8 TED Talk has Familiarized Me with Variety of English Accents and Dialects

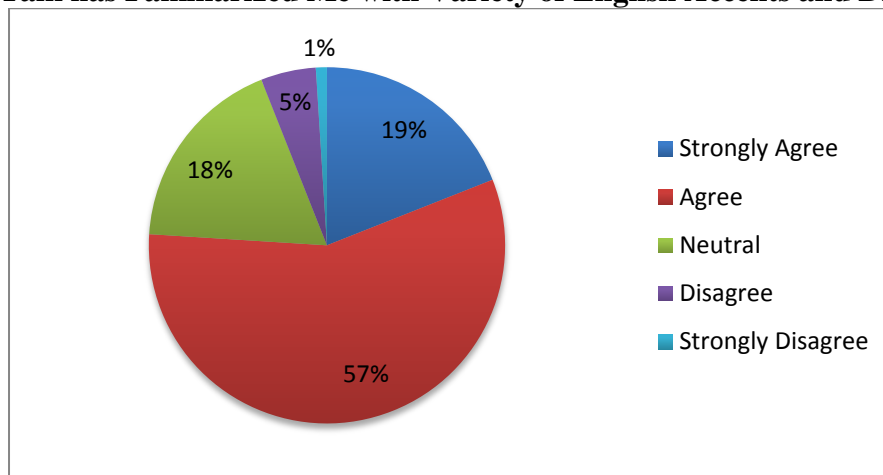


Figure 9: Familiarity with variety of accents and dialects.

Fig. 9 shows if TED talk has familiarized learners with a variety of English accents and dialects.

Exposure to various English accents and dialects is crucial for developing comprehensive listening skills and understanding the global diversity of the language. The Figure projects a strong positive response from participants. A total of 76% of participants (19% strongly agree and 57% agree) believe that watching TED talk has familiarized them with various English accents and dialects. The majority of participants suggest that they find TED talks to be an effective medium for experiencing and understanding different English accents and dialects, enhancing their listening skills and cultural awareness. 18% of the students were undecided. This could indicate that these learners recognize the potential for TED talks to expose them to various accents and dialects; they may not have experienced a significant impact personally. This could be due to the specific TED talks these learners have viewed or their initial familiarity with different English accents.

On the other hand, least percentage of the participants expressed disagreement, with 5% disagreeing and 1% strongly disagreeing with the statement. This suggests that for a few respondents, TED talks may not have provided sufficient exposure to various English accents and dialects, possibly due to the selection of talks or individual preferences in learning materials. The present study endorses the findings of Nurhidayat and Syarifah (2019), and Nurhidayat (2023), confirming the effectiveness of TED talk as an effective tool for familiarizing students with a variety of English dialects and accents. As aforementioned studies have found that the integration of TED talk into English language learning has enhanced learners' ability to identify

and differentiate different English accents. Similarly, María et al. (2018) found that a wide range of speakers from all around the world featured in TED talks exposes students to various words, expressions, accents, and dialects, extending their understanding of the English language in actual contexts.

4.9 Watching TED Talk has Improved My Understanding of English Grammar

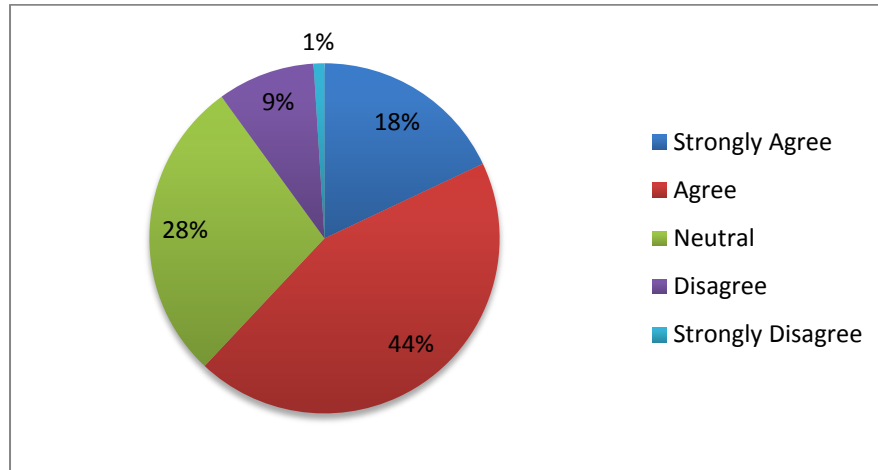


Figure 10: Understanding of Grammar.

Fig. 10 illustrates if watching TED talk has improved learners' understanding of English grammar.

A profound understanding of grammar is fundamental for having command over a language as it provides the structural rules governing the composition of clauses, phrases, and words. Fig. 10 shows generally a positive response from the respondents. A combined total of 62% of participants (18% strongly agree and 44% agree) reported that watching TED talk has improved their understanding of English grammar. This report suggests that the majority of learners find TED talks to be a useful resource for improving their grammatical knowledge of language.

Furthermore, 28% of the students responded neutrally, indicating that while they may see potential benefits, they have not experienced a noticeable impact on their understanding of grammar. This neutrality could be due to the specific content of the TED talks they have viewed or varying levels of grammatical knowledge before watching the talks. Whereas, a smaller number of the learners expressed disagreement, with 9% disagreeing and 1% strongly disagreeing with the statement. This suggests that for some students, TED talks may not be as effective in improving their understanding of grammar, which could be due to students' learning preferences or the specific grammar topics covered in the TED talks they watched.

The findings of this study reinforce the conclusion of Fitria (2022), showing that TED talks have assisted learners in developing their skills in grammar. This study like her's suggested that through watching TED talks, learners indirectly improve their understanding of English grammar.

4.10 TED Talk has Improved My Understanding of Sentence Structures

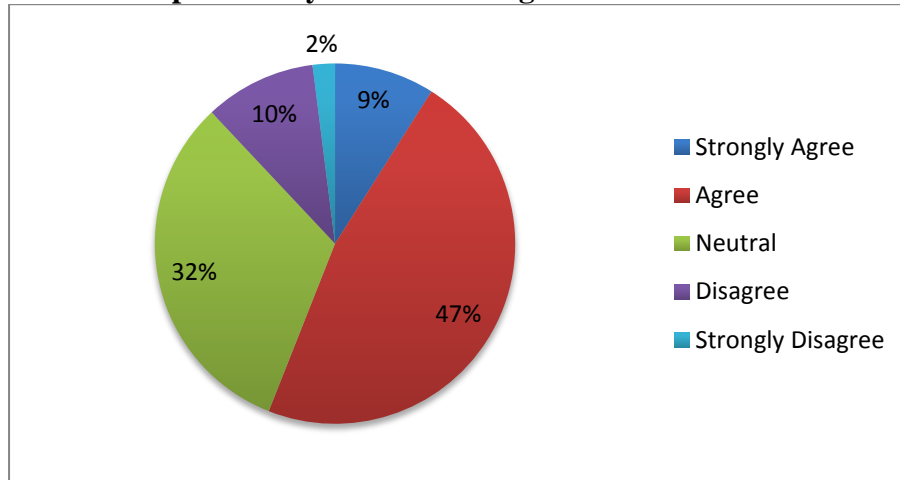


Figure 11: Understanding of Sentence structures.

Fig. 11 depicts if watching TED talk has improved learners' understanding of sentence structure. A profound understanding of sentence structure is essential for language learners, as it ensures clarity and coherence in writing and speech. The Fig. 11 demonstrates positive responses from the participants. A total of 56% of participants (9% strongly agree and 47% agree) reported that watching TED talk has improved their understanding of English sentence structures. This suggests that the majority of students find TED talks to be a beneficial resource for learning how to form sentences accurately.

Additionally, 32% of the participants remained undecided. This significant portion indicates that while these respondents might see potential benefits from watching TED talks, they have not personally noticed a significant improvement in their understanding of sentence structures. This uncertainty could be attributed to individual differences in initial knowledge or the specific content of the TED talks they have viewed. The least participants expressed disagreement, with 10% disagreeing and 2% strongly disagreeing with the statement. This smaller fraction suggests that for some respondents, TED talks may not be as effective in improving their understanding of sentence structures, probably due to individual learning differences or the relevance of the topics covered in the TED talks they watched (Vuković-Stamatović, 2023; Tusino n.d).

4.11 TED Talk has Enhanced My Ability to Identify and Correct Common Grammatical Mistakes

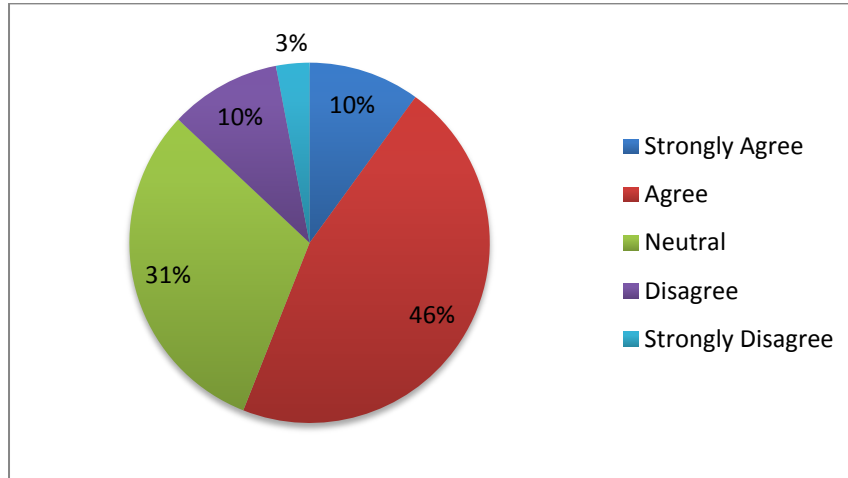


Figure 12: Identify and correct common grammatical mistakes

Fig. 12 illustrates if watching TED talk has enhanced learners' ability to identify and correct common grammatical mistakes.

The ability to identify and correct grammatical mistakes plays a crucial role in achieving accuracy in language use. The Fig. 12 depicts the positive responses from the participants. A combined total of 56% of participants (10% strongly agree and 46% agree) reported that watching TED talk has improved their ability to identify and correct common grammatical mistakes. This majority of positive responses suggest that participants find TED talks to be a helpful resource for enhancing their grammatical accuracy.

Additionally, 31% of the learners were uncertain which indicates that while these respondents might acknowledge the potential benefits of TED talk, they have not personally noticed a substantial improvement in their ability to identify and correct grammatical mistakes. The uncertainty of participants could be due to the specific content of the TED talks they have watched or individual differences in initial grammatical proficiency. The remaining participants expressed disagreement, with 10% disagreeing and 3% strongly disagreeing with the statement. This suggests that for some respondents, TED talks may not be as effective in improving their ability to identify and correct grammatical mistakes, probably due to individual learning preferences or the relevance of the topics covered in the TED talks they watched.

The existing findings of Masrizal (2017) suggested that exposure to well-formed language, such as that used in TED talks, can significantly enhance students' ability to identify and correct grammatical mistakes.

4.12 TED Talk has Enhanced My Ability to Identify and Avoid Common Grammatical Errors

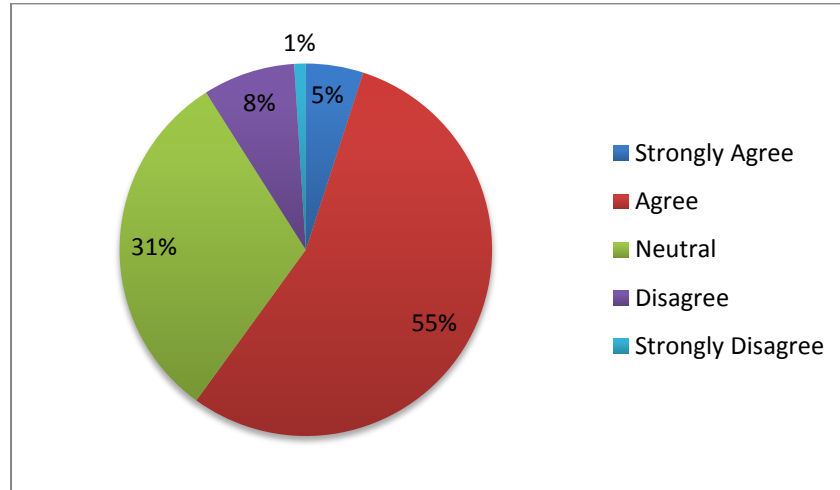


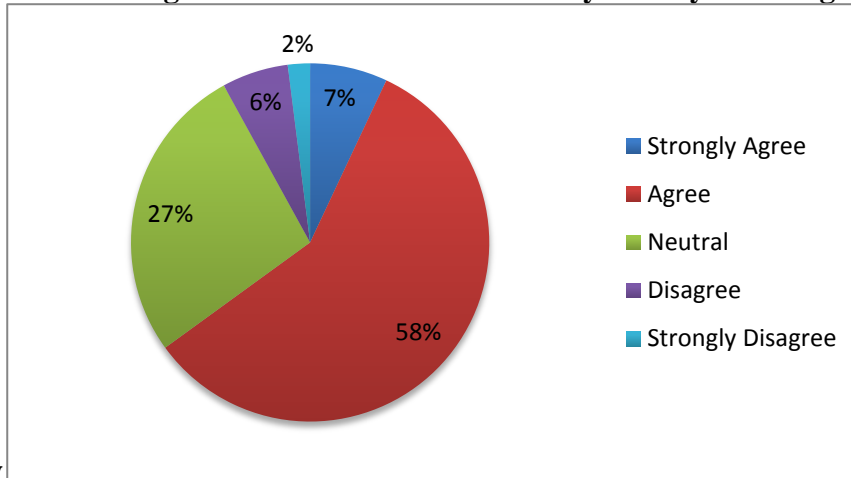
Figure 13: Identify and avoid common grammatical errors.

The Fig. 13 depicts if TED talk has enhanced learners' ability to identify and avoid common grammatical errors.

The ability to identify and avoid grammatical errors is essential for achieving clarity and professionalism in communication. The Fig. 13 suggests a positive response from the participants. A combined total of 60% of respondents (5% strongly agree and 55% agree) reported that watching TED talk has enhanced their ability to identify and avoid common grammatical errors. The data suggests that the majority of respondents find TED talks to be a beneficial resource for enhancing their grammatical accuracy.

As projected in Fig. 13, 31% of the respondents were undecided. This significant portion indicates that while these respondents might acknowledge the potential benefits of TED talks, they have not personally noticed a substantial improvement in their ability to identify and avoid grammatical errors. Their neutrality could be due to the specific content of the TED talks they have watched or individual differences in initial grammatical proficiency. Moreover, the remaining participants expressed disagreement, with 8% disagreeing and 5% strongly disagreeing with the statement. This minority suggests that for some students, TED talks may not be as effective in enhancing their ability to identify and avoid grammatical errors, which could be due to differing learning preferences or the relevance of the topics covered in the TED talks they watched.

4.13 Watching TED Talk has Enhanced My Ability of Using English Grammar



Accurately

Figure 14: Using English grammar accurately.

Fig. 14 illustrates if TED talk has enhanced learners' ability to use English grammar accurately. Accurate use of grammar plays a pivotal role in language learning and teaching, ensuring that written pieces of text are unambiguous. The data indicate a predominantly positive response from the students. A combined total of 65% of participants (7% strongly agree and 58% agree) reported that watching TED talk has enhanced their ability to use English grammar accurately. This suggests that the majority of respondents find TED talks to be a valuable resource for enhancing their grammatical precision.

Contrary, 27% of the students remained neutral. This significant number of participants indicates that while these respondents might recognize the potential benefits of TED talks, they have not personally noticed improvement in their grammatical accuracy. This neutrality possibly stems from the specific content of the TED talks they have viewed or varying levels of prior grammatical knowledge. Moreover, A smaller number of the respondents expressed disagreement, with 6% disagreeing and 2% strongly disagreeing with the statement. This suggests that for some respondents, TED talks may not be as effective in improving their grammatical accuracy. This could be due to varying learning preferences or the relevance of the topics covered in the TED talks they watched.

This study's findings corroborate previous studies by Fitiri (2022), and Ogla (2019) which showed that TED talk plays a significant role in helping to increase student's English language proficiency by providing authentic models of effective communication. This suggests that exposure to well-structured presentations indirectly contributes to better grammar usage. Moreover, Fitria (2022) found that TED talk develops learners' skills in grammar through the availability of transcripts that allow learners to read along with the spoken word which ultimately leads learners to use grammar accurately.

4.14 TED Talk has Expanded My Vocabulary

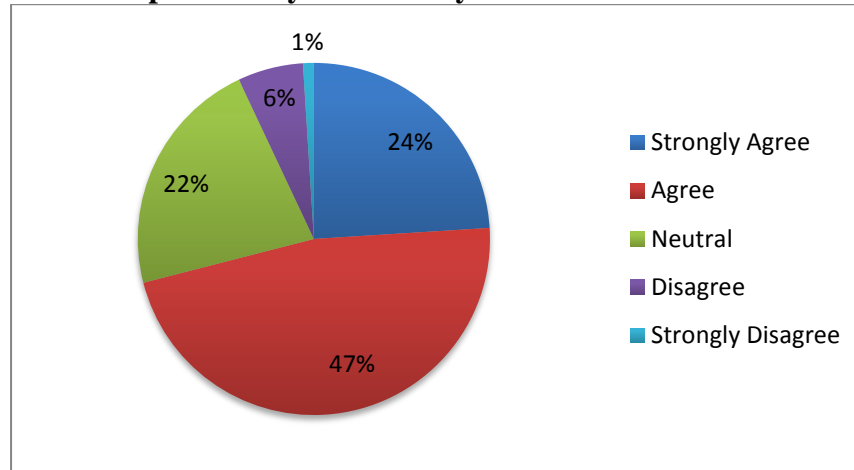


Figure 15: Rich vocabulary.

Fig. 15 demonstrates if TED talk has expanded learners' English vocabulary.

A strong vocabulary is a key component of effective communication, improving both comprehension and expression. The data shows predominantly positive responses from the participants. A combined total of 71% of participants (24% strongly agree and 47% agree) reported that watching TED talk has expanded their English vocabulary. This shows that the majority of participants find TED talks to be an important tool for expanding their English vocabulary.

Additionally, 22% of the participants remained undecided. This significant portion indicates that while these participants might recognize the potential benefits of TED talks, they have not yet observed a significant expansion in their vocabulary. This neutrality could stem from the specific content of the TED talks they have watched or from different levels of initial vocabulary knowledge. Moreover, a minority of participants expressed disagreement, with 6% disagreeing and 1% strongly disagreeing with the statement. This suggests that for some participants, TED talks may not be as effective in expanding their vocabulary, possibly due to different learning preferences or the importance of the topics covered in the TED talks they watched.

4.15 I have Leant New Words and Phrases from Watching TED Talk

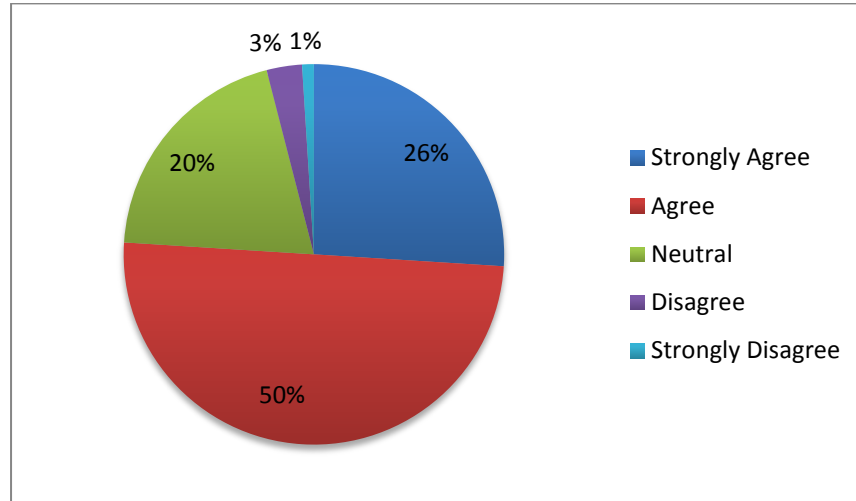


Figure 16: Familiarity with new words and phrases.

The Fig. 16 depicts if learners have learned new words and phrases from watching TED talks.

Expanding the vocabulary with new words and phrases is essential for language development and proficiency. The data shows a highly positive response from the participants. A combined total of 76% of participants (26% strongly agree and 50% agree) reported that they have learned new words and phrases from watching TED talks. This suggests that the majority of participants viewed TED talks to be an effective resource for expanding vocabulary.

On the other side, 20% of the respondents participated neutrally. This significant number of participants indicates that while these participants might recognize the potential benefits of TED talks, they have not noticed a significant increase in their vocabulary. Possibly due to the specific content of the TED talks they have watched or to individual differences in their prior vocabulary knowledge. Meanwhile, a minority of participants expressed disagreement, with 3% disagreeing and 1% strongly disagreeing with the statement. This minority suggests that for some participants, TED talks may not be as effective in learning new words and phrases, probably due to varying learning styles or the relevance of the topics covered in the TED talks they watched.

The findings of the present study confirm those of Vuković-Stamatović (2023), and Nurmukhamedov (2017) reinforcing that TED talk is an effective resource for vocabulary development among English language learners. Their studies have demonstrated that TED talk videos offer a rich source of authentic language input, exposing students to a wide range of vocabulary in context. Vuković-Stamatović (2023) further found that the lexical coverage analysis of TED talk suggests a vocabulary size of 4,000-word families is necessary for reasonable comprehension, while 8,000-word families provide ideal comprehension. This foregoing data suggests that students can potentially acquire a significant number of new words and phrases through regular exposure to TED talks.

4.16 TED Talk has Helped Me to Understand the Meaning of Unfamiliar Words in Context

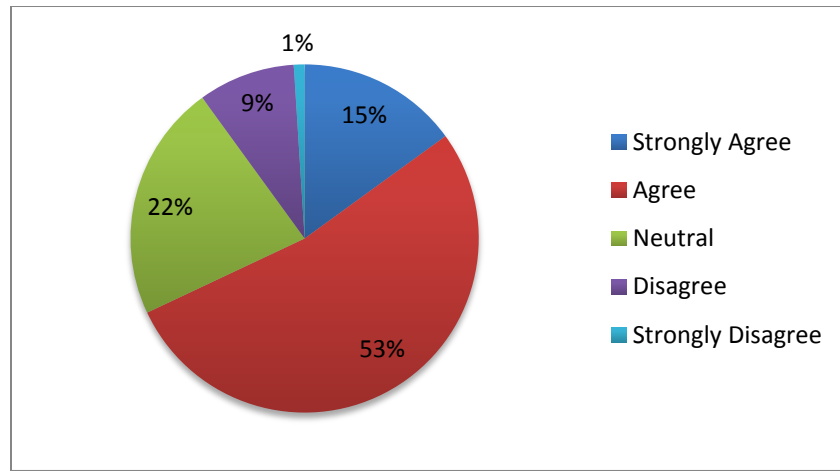


Figure 17: Unfamiliar words in context.

Fig. 17 depicts if TED talk has helped learners to understand the meaning of unfamiliar words in context.

Understanding unfamiliar words in context is an important skill for language learners, as it allows them to infer meanings and improve their vocabulary without constantly referring to a dictionary. The data show a positive response from the participants. A combined total of 68% of participants (15% strongly agree and 53% agree) reported that watching the TED talk has helped them understand the meaning of unfamiliar words in context. This shows that the majority of participants viewed TED talks as an important tool for developing the aforementioned skill.

On the other hand, 22% of the participants were in doubt. This portion indicates that while these participants might recognize the potential benefits of TED talks, they have not noticed much improvement in their ability to understand unfamiliar words in context. This neutrality may be due to the specific content of the TED talks they have watched or to their varying levels of initial vocabulary knowledge. Moreover, a minority of the participants expressed disagreement, with 9% disagreeing and 1% strongly disagreeing with the statement. This suggests that for some participants, TED talks may not be as effective in honing their ability to understand unfamiliar words in context, possibly due to individual learning preferences or the relevance of the topics covered in the TED talks they watched.

4.17 TED Talk has Enriched My Academic Vocabulary

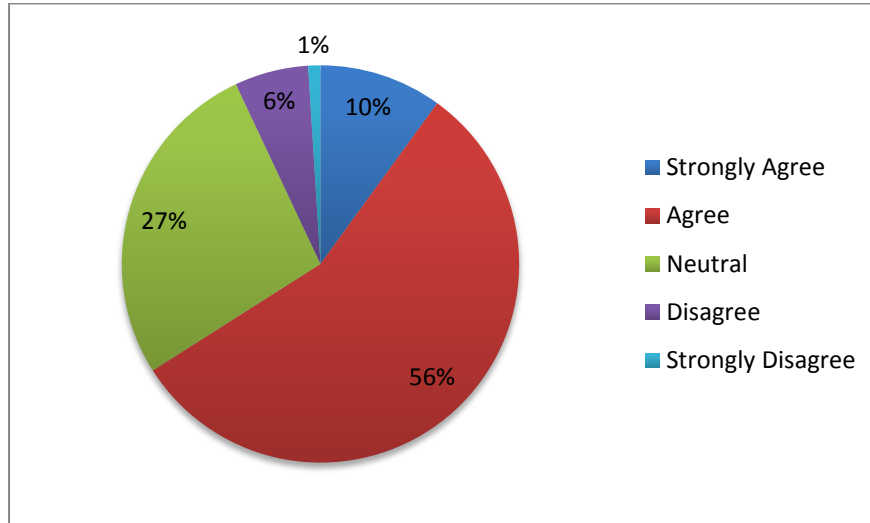


Figure 18: Familiarity with academic vocabulary.

The Fig. 18 illustrates if TED talk has expanded students academic vocabulary.

Expanding academic vocabulary is important for learners engaging with complex texts and discussions in their fields. The data presents positive responses from the respondents. A combined total of 66% of participants (10% strongly agree and 56% agree) reported that watching TED talk has enriched their academic vocabulary. This suggests that the majority of participants viewed TED talks as an important resource for expanding their academic vocabulary.

Meanwhile, 27% of the participants were undecided. This portion suggests that while these participants might recognize the potential benefits of TED talks, they have not observed significant expansion in their academic vocabulary. Their neutrality could stem from the specific content of the TED talks they have watched or from varying levels of prior academic vocabulary knowledge. Whereas, a minority of participants expressed disagreement, with 6% disagreeing and 1% strongly disagreeing with the statement. This minority suggests that for some students, TED talks may not be as effective in increasing their academic vocabulary, possibly due to different learning preferences or the relevance of the topics covered in the TED talks they watched.

4.18 TED Talk has Helped Me in Learning New Technical Terms

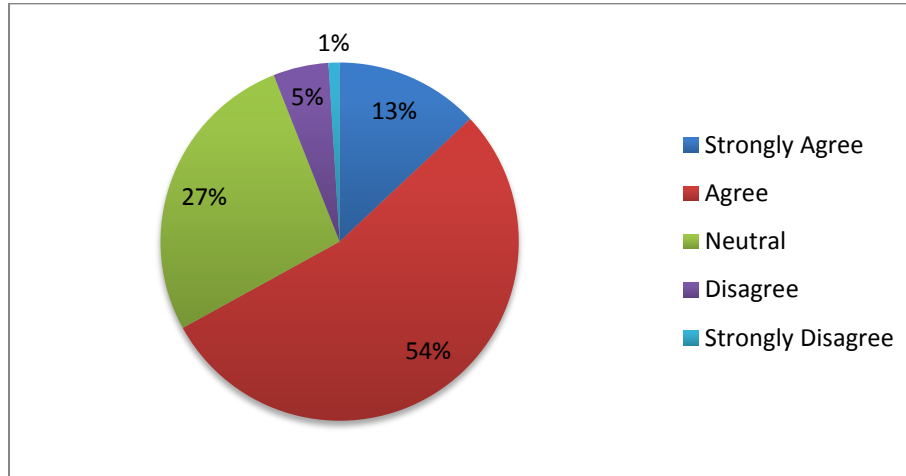


Figure 19: Familiarity with technical terms.

The Fig. 19 shows if TED talk has helped learners in learning technical terms.

Learning technical terms is crucial for individuals engaging in specialized fields, as it helps them to understand and present complex concepts effectively. The data presents positive responses from the participants. A combined total of 67% of participants (13% strongly agree and 54% agree) reported that watching TED talk has assisted them in learning new technical terms. This suggests that the majority of participants found TED talks to be an effective tool for expanding their knowledge of technical vocabulary.

Additionally, 27% of the participants expressed neutrality. This indicates that while these participants might recognize the potential benefits of TED talks, they have not experienced any improvement in their knowledge of technical terms. The neutrality could stem from the specific content of the TED talks they have watched or learners' varying levels of prior familiarity with technical vocabulary. Meanwhile, A minority of the participants expressed disagreement, with 5% disagreeing and 1% strongly disagreeing with the statement. This minority indicates that for some participants, TED talks may not be an effective tool for learning new technical terms, possibly due to learners' learning preferences or the relevance of the topics covered in the TED talks learners viewed.

This study validates the findings of Liu et al. (2023), confirming that TED talk is indeed a valuable resource for students in learning new technical vocabulary and specialized language. Liu's study further proposes that science and technology TED talk videos and TED-Ed animations cover a high number of specialized vocabulary. Overall this study like Liu's found that TED talks serve as an effective tool for learning technical terms and specialized vocabulary that are infrequent in general English.

5. DISCUSSION

The main aim of the present study was to investigate the impact of TED talks on enhancing various aspects of English language proficiency among Pakistani ESL tertiary learners. The data collected from 100 participants in their third and final year at Sindh University, Pakistan, indicated overwhelmingly positive responses regarding TED Talk as an effective language learning tool, similar to those founded by Fitria (2022). The participants demonstrated significant improvements in three key areas: language knowledge, grammar knowledge, and vocabulary

knowledge. The findings of the present study replicate the findings of Aini et al. (2023), as the majority of the students reported improved comprehension and fluency in English after regularly engaging in TED talks. This improvement in fluency aligns with the learners' increased confidence in using English and their ability to understand and navigate the cultural contexts embedded within the language. The ongoing study validates the findings of Hidayati and Cahyani (2022) by emphasizing the effectiveness of multimedia resources like TED talks in promoting language fluency and cultural understanding.

Additionally, TED talks were found to be instrumental in deepening learners' understanding of English grammar and sentence structures. Learners reported that they were better able to identify and correct common grammatical errors, contributing to a more robust grasp of the language. This outcome emphasizes the role of engaging content in reinforcing grammatical knowledge and practical language application. Furthermore, the study highlighted the significant role of TED talks in expanding the learners' vocabulary. Participants reported learning new words and phrases, understanding unfamiliar terms in context, and broadening their academic and technical vocabulary. This expansion of vocabulary is crucial for ESL learners, as it not only enhances their language proficiency but also prepares them for academic and professional settings.

Based on the findings of this study, it can be concluded that TED Talk is a highly effective tool for improving English language proficiency among Pakistani ESL tertiary learners. The results showed notable improvements in comprehension and fluency, a deeper understanding of grammar and sentence structures, and a significant expansion of vocabulary. These findings suggest that TED talks are not only a valuable educational resource but also a powerful medium for fostering a comprehensive understanding of the English language, its cultural nuances, and its diverse dialects and accents. As learners continue to engage with TED talks, their overall language skills are likely to further develop, making this resource an essential component of modern ESL education.

6. CONCLUSION

The findings of the present study suggested that TED talk is a valuable tool for enhancing various aspects of English language proficiency among Pakistani ESL tertiary learners across three key areas: language knowledge, grammar knowledge, and vocabulary knowledge. The study revealed significant improvements in learners' overall comprehension, confidence in using English, and understanding of the cultural context of the language, making them feel more fluent and confident in their use of the language. In addition, the study found TED talks as a valuable resource for learners to understand the cultural context of English, expand their knowledge, and become familiar with various English accents and dialects. Furthermore, the analysis showed that TED talks significantly improved ESL tertiary learners' understanding of English grammar, comprehension of sentence structures, and a better ability to identify and correct common grammatical mistakes and errors. Moreover, the study found that TED talks played a crucial role in expanding ESL tertiary learners' English skills such as: learning new words and phrases, understanding the meaning of unfamiliar words in context, expanding their academic vocabulary, learning new technical terms, and contributing to their overall vocabulary development. In conclusion, the findings of the study revealed that watching TED talks positively influences learners' language learning skills, in three key areas: enhanced comprehension and fluency,

understanding of cultural contexts, and familiarity with various accents and dialects; improved understanding of grammar and sentence structures, and increased ability to identify and correct grammatical mistakes; and expanded vocabulary, better understanding of words in context, and acquisition of new academic and technical terms.

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