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TED Talks for Developing EFL Oral Production Skills of Secondary School Students

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Abstract

This study was conducted to investigate the use of TED talks as a pedagogical technique in teaching English language, and its impact on students' oral production skills. For this purpose, one intact class ($N=34$) was chosen as a convenient sample from a secondary school in El-Gharbia Governorate. This Study has been conducted both qualitatively and quantitatively through the use of pre/post oral production tests, a reflection in-action sheet, and a reflection on-action sheet as data collection instruments. Data were analyzed both qualitatively and quantitatively (using paired-sample t-test). The quantitative results showed that there were statistically significant differences between students' pretest and posttest mean scores on all oral production sub-components (i.e., accuracy of English sounds, word stress, words, grammar, and expressions as well as fluency) in favor of the posttests. Qualitative findings revealed that TED Talk videos can provide learners with the communicative elements that allow them to use English to express their ideas freely. Students' responses to the reflection sheets showed that they appreciated the activities practiced and TED Talks as an English as a Foreign Language (EFL) resource. This offers a glimpse of how useful authentic videos and subtitles are when encouraging students to learn English.

Keywords: TED Talks, EFL; oral production skills

1. Introduction

Within normal educational contexts, speaking and oral production is referred to as the most labor-intensive and time-consuming skill to develop and assess. To put it differently, much effort and time are required to design, practice, assess, monitor, and give feedback on different oral production tasks. As such, making use of authentic online resources and tools are a good option to complement and support classroom speaking practices. In this respect TED Talks is one of the options that offer great potentials for EFL learners.

TED Talks is a form of digital media offered using video-based technology. The content is delivered by professionals and also those who have influential ideas openly and complementarily. These talks have the potential to support learning through public presentations.

To have a closer look at the problem, 10 EFL secondary school teachers have been interviewed. The following were the questions:

1. What are the methods and techniques used to develop the students' oral production skills?
2. Are students provided with equal opportunities to practice oral production inside the classroom?
3. Do students have background in oral production sub-skills?
4. Do students practice oral production using correct word stress, grammar, words, and expressions inside the English class?
5. What type of oral assessment is administered during the semester?

The results of the pilot study indicated that:

1. Eight Teachers (80%) expressed their need for better teaching strategies and methods that would increase their students' motivation and willingness to develop their speaking proficiency; some students do not participate in the class because they are not able to speak fluently, and they are frightened of making mistakes.
2. Nine Teachers (90%) said that students were not provided with equal opportunities to practice speaking inside the classroom; speaking is not given enough time or attention

while teaching English language to first year secondary stage students due to time limits the evaluation system that focuses only on reading and writing while neglecting listening and speaking skills.

3. Eight Teachers (80%) reported that; students have the basics of sounds pronunciation, but not sufficient, they are not taught about word stress before, few students can use words, grammar, and expressions appropriately.
4. Nine Teachers (90%) explained that students lack authentic activities, active engagement, and confidence to pronounce English sounds and word stress correctly.
5. All ten teachers (100%) said that; there is no oral assessment within the semester.

The current study, therefore, was conducted to investigate the effects of TED Talks on EFL Secondary School students' oral production skills. The following are the six main research questions:

1. To what extent can TED Talks develop the participants' pronunciation of English sounds?
2. To what extent can TED Talks develop the participants' production of English word stress?
3. To what extent can TED Talks develop the participants' production and use of appropriate words?
4. To what extent can TED Talks develop the participants' production and use of correct grammatical structures?
5. To what extent can TED Talks develop the participants' production and use of appropriate expressions?
6. To what extent can TED Talks develop the participants' fluency in oral production?

2. Literature Review

2.1 TED Talks

Videos are one of the forms of digital media that can be used in language teaching and learning. According to Sherman (2003), it is a multi-purpose resource that can expose learners to the English

language world gaining many benefits with the least effort. Using videos, teachers can support and enrich teaching and learning process. In addition, Sherman (2003) reported that videos can be exploited for discussions, writing assignments, and as an input for oral/written projects or even the study of other academic subjects. According to Smaldino et al. (2008), videos are there and available on almost all and every topic for different types of students in all academic domains. As such, videos are useful in language teaching and learning because they provide interesting and engaging visual media.

Nowadays, English has become a language for international communication, commerce, science, advertising, and exchanging advanced technology. Within these contexts, technology is increasingly becoming an integral part of teaching and learning English as a foreign language (EFL). Moreover, networked technology as represented by the internet played a significant role in enhancing effective education and communication (Park & Cha, 2013). TED (Technology, Entertainment, and Media) Talks is one of the tools and applications that can be implemented in EFL teaching and learning.

TED Talks is one of the forms of internet media that offers more than 2000 talks. Since 1984, TED Talks has sponsored and featured many instructional lectures from all around the world using this form of technology. It offers authentic teaching/ learning materials, and subtitles and transcripts from different countries, so that the audience can develop the quality of their oral production techniques (Saputra & Fatimah, 2018). TED Talks have proven to be active learning media. TED Talks include multimedia tools taking the form of presentations given by people who are mostly non-professional speakers, and thus commonly referred to as open presentations (Kedrowicz & Taylor, 2016). Using TED Talks, learners could enhance their oral production skills as well as motivation and engagement in learning (Nursafira, 2020).

The biggest merit of those videos is that they are mostly authentic. This is because the speakers/ presenters do not use a script

that has been prepared in advance by someone else. Instead, they present and share their own individual personal stories, experiences, and ideas. At the same time, Tedx is delivered by non-native users of English which necessarily exposes learners to various accents and dialects. This is sometimes useful for EFL students since they are expected to encounter this diversity in real life situations. Moreover, the TED presenter can make some language mistakes. This also can teach learners how to speak fearlessly (Wingrove, 2017). Additionally, Maria et al. (2018) mentioned that “Ted is a useful in an academic context given the features of the platform and its content; besides that, Ted becomes an excellent pedagogical tool thanks to its ability to inspire, and amaze the audience”. (p. 110).

Unlike the other digital media platforms, that were not initially designed and launched for teaching/ learning purposes, TED offers a feature that enables learners to see the subtitles of the presentations, and their corresponding transcription (Saunders, 2017). This allows the learners to collect information either through listening or reading or in an integrated manner since they can see and follow the gestures and the facial/body movements of the speakers. Therefore, there is an increasing interest in TED more than the other video platforms. Given the different educational potentialities of TED Talks, TED has initiated some partnerships with other pertinent companies, such as NatGeo, and thus has developed its own platform that is specially designed for educational purposes (Saunders, 2017; Wingrove, 2017).

2.2 Oral Production Skills

Within foreign language learning contexts, oral proficiency is one, if not, the most complex language skills to develop. This is the case for both native and non-native speakers alike. It is a necessary skill for them to be able to communicate either with other classmates or with people from other countries easily. As such, speaking classes are referred to as the most labor-intensive and time-consuming ones. However, oral language skills are acquired naturally by means of and as a result of exposure to it.

In fact, mastering and developing this productive skill faces a lot of difficulties. Knowledge, practice, and more focused attention are required. Besides, students should be self-confident so as to overcome anxiety while speaking. Knowing how to select and use the appropriate and correct vocabulary, expressions, grammatical structures, and pronunciation are also one of the prerequisites. As Tokoz-goktepe (2014) asserted, oral production skills are one of the essential elements of communication that should be considered by EFL learners.

Unfortunately, oral production skills still receive the least attention in the Egyptian schools. This is because the students at the end of each term are assigned written exams not oral ones. As such, the main focus of teachers is on the grammatical rules, even in the mother tongue (Ahmed, 2000). That is the main focus is on accuracy. Accuracy refers to the correct and appropriate selection and use of English pronunciation, vocabulary, grammar, and expressions.

In teaching English as a foreign language, teachers' principal goal is to equip the learners with oral fluency in addition to accuracy. There are various definitions of fluency. Ammar (2017) defined it as the skill to express oneself in a reasonable, intelligible, and accurate way overcoming too much hesitation and pauses during oral production since it breaks up the communication flow which leads to losing listeners' interest. Moreover, Elfeky (2016) stated that fluency refers to the level of oral proficiency at which speakers produce oral language easily.

Many foreign language speakers assume that fluency is the skill to speak fast. That is why learners insist on speaking quickly without pauses. Foster and Skehan (1996) reported that fluent speech is identified by fewer pauses, hesitations, repetitions, and a shorter amount of total silence. Besides, fluent speech has fewer false starts, replacements, and reformulations (Al-Sabagh et al., 2012). Although pauses are considered important and natural components of communication, frequent use of them may restrict and undermine fluency. Therefore, teachers need to pay attention to



the importance of developing students' oral fluency. Overall, fluency definitions are mostly reflected in speed, coherence, continuity context, sensitivity, smoothness of speech, flow, and automaticity (Riggenbach, 2000, as cited in Shehata, 2008).

3. Method

3.1 Study Design

This study was conducted using a quantitative/qualitative research method with a quasi-experimental design. To help fulfill this aim, a one group pre/posttest quasi-experimental design was carried out. For data analysis, this study utilized quantitative method based on statistical analysis of the results of administering the program , and a qualitative method for showing how and why the results occurred as sort of justification of the quantitative results. The participants had pre/post oral production tests together with a rating rubric to measure and compare their performance before and after the treatment. Moreover, they had reflection-in-action sheets and reflection-on action sheets during and after the study to find out the student's attitudes towards the TED Talks sessions.

3.2 Participants

This study was conducted on first year secondary school students. One intact class was chosen at a convenient sampling technique from a secondary school in El-Gharbia Governorate in the first term of the year 2020/2021. A group of 34 EFL learners were chosen based on some specific criteria to form a treatment group which studied the target program. Participants' ages ranged from 15 to 16 years old. They have been studying English. Their English oral production skills are around average (with same major problems in pronunciation, vocabulary, expressions, grammar, and fluency).

3.3 Instruments

3.3.1 The Oral Production Pre/Post-Tests and the Scoring Rubric. Two different parallel forms of oral production tests, used as pre/posttests, were prepared and administered. Some questions were to elicit personal information of students. First, they were asked to introduce themselves, and talk about their likes and dislikes. Some questions related to their study topics were also included in the interview to check progress in their oral production skills following the rating rubric criteria. Face-to-face interviews were conducted in order to gain further details. All the questions were answered by the students while they have been audio recorded. When conducting the interview; the researcher explained to the interviewees the aim and the appropriate way to answer the questions. Second, students were shown a picture to describe. Third, they were shown one sequence of colored pictures, consisting of five numbered pictures and were asked to tell the story depicted in each sequence (what the man and the woman were doing, what happened to them; where they were going, what they had to do, etc.).

The scoring rubric included (2) general skills: fluency and accuracy. In addition, accuracy was divided into (5) sub-skills: grammar, vocabulary, expressions, pronunciation of sounds, and words stress. The rating rubric commenced with a letter to the jury explaining the title of the study, and its objectives. Moreover, in formulating the skills, care has been taken to be clear, specific and precise, and each term includes one skill.

3.3.2 Reflection-in-action and on-action sheets. In the given reflection sheets, students were required to respond to a set of questions that reflect his/her feelings towards the TED Talks program. Their responses to the questions on the sheet were used to improve work in the following sessions and in justifying the results of the experiment in the end of it.

3.3.3 Reflection-on-Action sheets. After studying the program, some questions were written to be answered by participants with the aim of collecting their views about TED Talks and willingness to use them in learning English which can help analyze the results of the study.

3.4 Treatment and Data Collection

The treatment lasted for (22) sessions over (6) weeks, (45) minutes each. The researcher as an English teacher acted as a facilitator, initiator, a guide, a coach, a mental supporter, a participant in addition to being a motivator. Moreover, a teacher must be a consultant helping the students to be more engaged in learning as they love to be given the opportunity and power to speak and discover new things by themselves. Rather than being passive recipients of information, teachers had to urge pupils to talk through asking them some interesting questions, a problem to think of its solutions or doing some of the activities. Implementation procedures were as follows:

Warm-up

This stage was called ice-breaking stage which was achieved through holding an introductory session to the students. It was held directly after the researcher had told the students about the treatment and how it is different from their daily regular classroom teaching, at this introductory session, the researcher told the students about the treatment: its objectives, its rationale and how they will benefit from it. Increasingly, the researcher showed them how they could download the target videos from the TED Talk or the website to use them for the purpose of the treatment. Hence, the participants were enthusiastic to participate in the treatment. In the second session, the researcher began teaching the treatment group on the mechanism of dealing with TED Talks strategy and its components.

The Administration Step

The researcher started with the administration of the pre-test. Then, the researcher told the group about the weekly teaching times. They used to meet them two days a week according to the school timetable. The meeting or teaching time lasted for about forty five minutes four times a week. After that, the teacher started teaching the TED Talks treatment as follows:

TED Talks Lesson Plan

Each lesson plan followed the same sequence of the adopted program components. The TED Talk treatment included some of English oral production skills which are;

1- Accuracy, the production and use of appropriate and correct English sounds, word stress, words, grammar, and expressions.

2- Fluency

▪ Introduction

This step provided background information and assigned the roles that students would play.

▪ Task

The aim of this step was about what the students should do and would accomplish by the end of the TED Talk treatment.

▪ Process

In this step, the students were told about the steps they should follow to carry out their tasks and finish them successfully.

▪ Resources

The participants were provided with some resources to carry out their tasks competently and successfully such as: the web pages, the links, the hyperlinked icons and graphic organizer.

▪ Evaluation:

The participants were provided with answer sheets after each session as a kind of feedback to get the participants evaluate their learning.

▪ Conclusion

This aimed at reminding students of what they had done throughout the program. In this stage, the teacher gave them reinforcement and encouragement for what they had accomplished.

4. Results

4.1 Quantitative Results

Students' pre/posttest scores were analyzed and compared using the paired samples t-test. Table 1 presents t-test data.

Table 2. Paired Samples T-Test of Students' Oral Production Pretest and Posttest Scores.

Component	Test	N	M	SD	df	t	P
Producing English sounds	Post	34	1.3529	.48507	33	28.331	.000
	Pre	34	4.6765	.47486			
Producing word stress	Post	34	1.1176	.32703	33	32.744	.000
	Pre	34	4.4706	.50664			
Producing correct and appropriate words	Post	34	1.6471	.48507	33	25.709	.000
	Pre	34	4.7059	.46250			
Producing and using correct grammar	Post	34	1.2941	.46250	33	35.941	.000
	Pre	34	4.6471	.48507			
Producing correct and appropriate expressions	Post	34	1.4706	.50664	33	31.585	.000
	Pre	34	4.6765	.47486			
Overall fluency	Post	34	4.2647	.75111	33	47.401	.000
	Pre	34	13.6765	.87803			

As shown in Table 1, the results of the paired samples t-test reveal that there were statistically significant differences between the pretest and posttest mean scores on all oral production sub-components (i.e., accuracy of English sounds, word stress, words, grammar, and expressions as well as fluency) in favor of the posttests. This shows that TED Talks positively affected students' oral production skills.

4.2 Qualitative Results

4.2.1 Analysis of Reflection-in-Action Sheets.

- **Students' opinions with respect to what they liked and did not like in the previous sessions:**

By reviewing students' responses to this question the researcher found that all students' views moves around how they liked this strategy; this strategy made a difference before and after regarding oral proficiency. In addition they liked the activities which they did such as the discussions and the role play. On the other hand, they indicated that there were many problems related to using new technologies in education and being exposed for native language for the first time, they also complained that they need more time to practice oral production skills.

- **Some opinions with respect to what they wished to find in the following session:**

By reviewing students' responses to this question, the researcher found that some students' added some recommendations to be taken in consideration for further development. For example;

- Student one "*I wish the TED Talk to be shorter*"

The researcher chose videos which are less than ten minutes to fulfill the students' needs.

- Student Two "*we need more practice on the pronunciation*"

The researcher provided the participants with more speaking activities.

▪ **Some opinions with respect to the difficulties that they encountered:**

By reviewing students' responses to this question, the researcher found that students' difficulties which they encountered are centered around;

- The accent of the TED Talk presenter.
- The difference between the cultures.
- It is the first time for them to be exposed to native speakers.

They also added that technical issues were minimal due to the availability of tablets and Internet, and training seemed sufficient. Similarly, the introduced tasks did not pose major challenges for the participants, which can be due to the tasks' relative similarity to what is often introduced in L2 classrooms. In addition, the participants' language proficiencies and interests in improving their oral production skills might have contributed to minimizing these difficulties.

▪ **The participants' point of views in terms of the activities.**

The purpose of the activities was to provide the participants with opportunities to observe language patterns and to make sense of contextual cues. Therefore, these tasks were introduced only after analyzing a given section of a talk, guided by the teacher and accompanied by the use of the white board, where the teacher wrote the participants' notes regarding the given task.

The participants' points of views in the first and second administration of the reflection-in-action sheets showed that all the students found activities useful and were motivated by these tasks, as indicated by two students:

Student1: "The most difficult part was recognizing the unfamiliar vocabulary, but this was good. I was encouraged to look for their meanings and learn more"

Student2:“There were some new words, and this got me to learn their meanings”. While unfamiliar vocabulary could have been a source of difficulty, it was reported to be an incentive for the two participants to learn the new vocabulary they encountered.

In terms of difficulties caused by tasks, the majority of the participants (97.5%) strongly disagreed that they had difficulties due to time and effort spent on analyzing language data or due to search techniques. As a result, participants did not experience significant difficulties during the sessions.

4.2.2 Analysis of Reflection-on-Action Sheets.

The description obtained from the reflection-on-action sheet’s result will be reported. It was focused on major points such as their opinion about the e-learning process, and their willingness to integrate the TED Talks inside the classroom.

Q1. Do you think that in order to have a better proficiency in speaking, you need to be exposed to native speaker's videos?

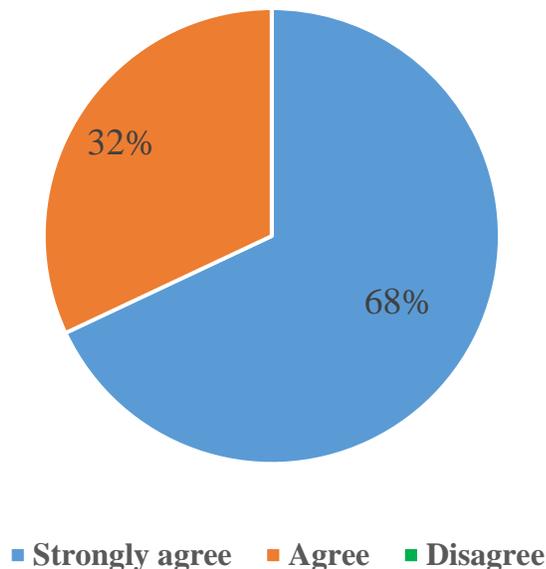


Figure 1. Students' agreement on the exposure to the native speakers' videos

In the treatment group it is clear that the majority of the students strongly agreed (68%) on the idea of being exposed to native speakers' videos' since they know its importance and the rest are in-between with (32%) agreement. The rest of the group said that it would be useful for EFL students in order to learn the right pronunciation of words as well as their use.

Q2. Are you with the use of Ted Talks' videos inside the classroom for pedagogical purposes?

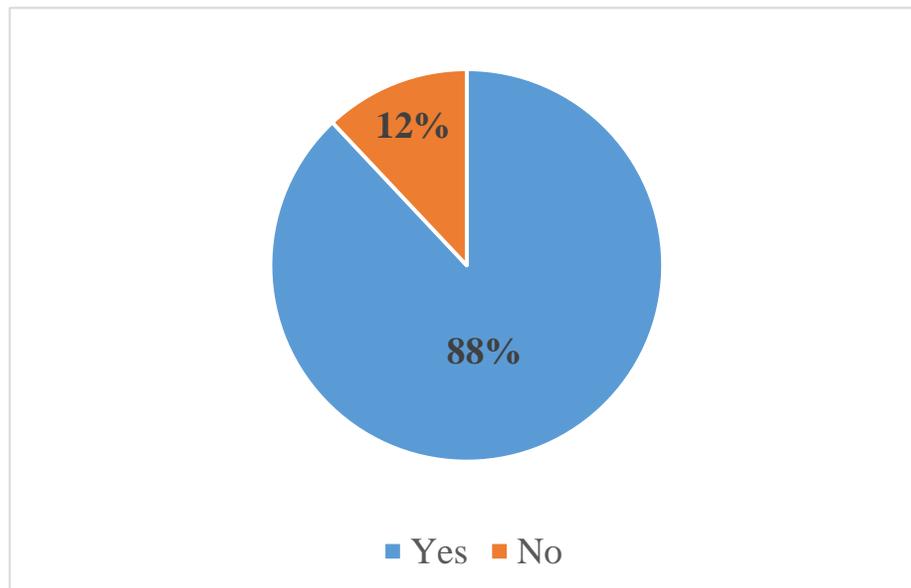


Figure 2. Students' point of view about the use of TED Talks videos inside the classroom

The treatment group with the average of (88%) said "yes" for its use, and only (12%) were against.

Q3. Do you think that Ted talks videos can help you improve your speaking skill?



Figure 3. The usefulness of Ted Talks videos in improving the students' speaking skills

It can be noticed that in the treatment group (100%) of the participant's claim that the use of TED Talks videos would improve their speaking skills; (100%) of the answers were “Yes”.

Q4. Ted talk would improve more your:

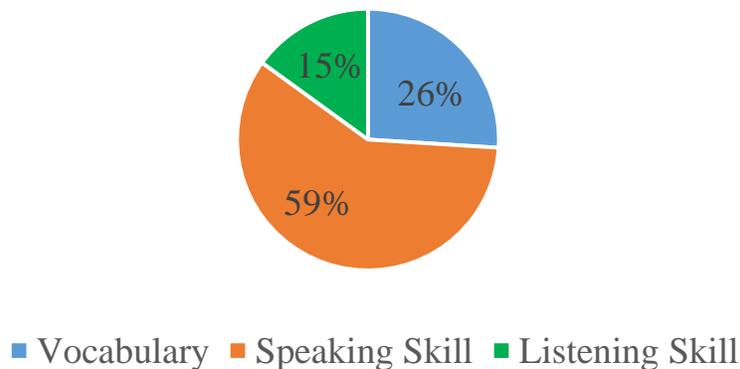


Figure 4. What would Ted talks videos improve the most?

As the Figure of this question reveals, (26%) of the participants state that ted talk would promote more their vocabulary, in addition to the tone ,the accent, or even the flow of the idea otherwise called speaking skill; (59%) opted for this choice, at the end only (15%) thought that it would help more their speaking skill. To justify their answers, some participants said that when it was about vocabulary; it introduces them to new words where they will had to look it up in order to memorize it, meanwhile for the speaking skill it allows them to check how the speech is being delivered, and finally listening skill is more important when it comes to exercises of listening and comprehension.

Q5. Do you think that there is a difference between students who use Ted talk's videos inside the classroom and those who do not?

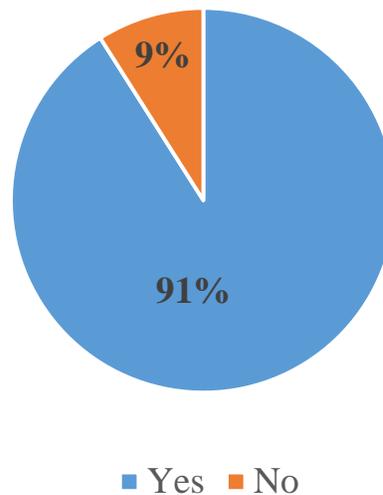


Figure 5. Students' agreement on the diversity between learners who used Ted talk's videos and those who do not

Apparently both of the groups thought that there is a difference between those 2 categories, where it was found that (72, 7%) of the answers confirms the question, and only (27, 3%) deny it. Justifying their agreement, one of the participants said: “when watching a ted talks, you become more familiar with the natives’ accent, and you become familiar to native speakers’ thoughts”. In addition, another

participant mentioned that while watching the video you learn to become more confident and so to feel at ease while talking in front of an audience. Coming to the opposite side of the answers, a participant said that TED Talks are not the only way to practice your English; other added that each one has his/her own learning style.

Q6. Are you with the implementation of such strategy during the lesson or the traditional method of teaching?

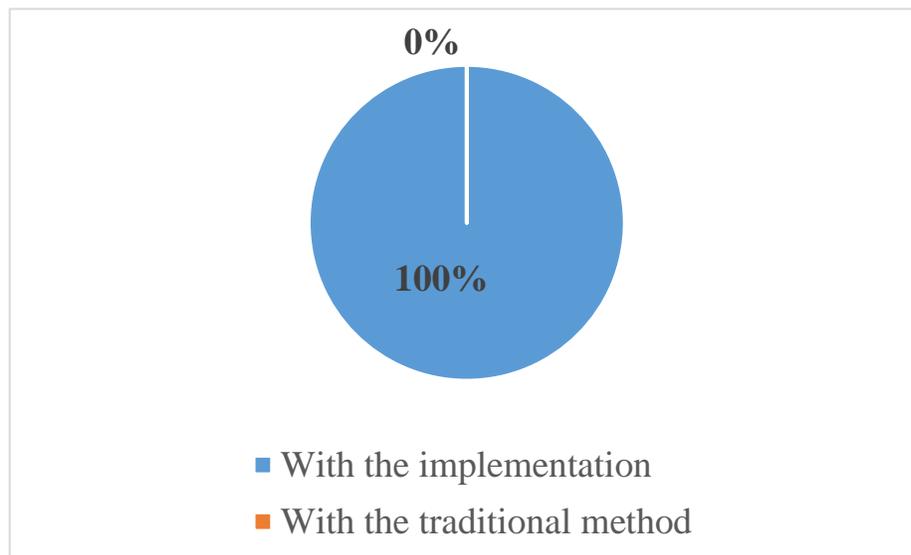


Figure 6. The students' agreement on the implementation of e-learning

In the last question the results showed that all of students are for the implementation of such new tool with a rate of (100%).

5. Discussion

The results of the t-test showed that TED Talks strategy treatment improved students' oral production skills with respect to overall accuracy and fluency. The treatment group achieved a significant progress in overall oral production skills. Therefore, the treatment may have been effective in developing the treatment group students' oral production skills. These findings are in line with those of García-Pinar (2019), Leopold (2016), and Nursafira (2020) who found that TED Talks positively affects oral proficiency among

English learners and is also motivating for teachers as well as students.

Noticeably, all the factors which achieved a significant improvement in students' oral production components (fluency and accuracy) played the same role in developing the experimental group students' overall oral production skills. TED Talks strategy provided students with ample opportunities to speak freely in a relaxed atmosphere. This may have enabled students to speak fluently. Also, different activities helped students apply grammatical rules in various contexts. They acquired good vocabulary and used it in discussions. Their pronunciation grew better and they were more confident in practicing pronunciation.

In addition, they knew how to express themselves according to the context. Students were able to comprehend different messages without much difficulty. Cooperative tasks may have contributed a great deal to the development of speaking skill. They enhanced their confidence to speak spontaneously and fluently as shown in their posttest performance. In addition, pre-task planning enabled students to produce more fluent and complex language. It also helped them handle communicative pressures during the task, which enhanced their performance.

Moreover, students reported that they enjoyed the consciousness raising activities as they felt more responsible for their learning. Furthermore, the discussion at the pre-task stage helped to create interest in doing the task and activated topic related vocabulary, grammar, pronunciation, and pragmatic skills. This increased students' motivation, involvement, and willingness to practice speaking and do the required activities.

During performing the task, students were given the chance to utilize the talk they were exposed to perform a real task without the teacher's intervention thus employing all the learned speaking skills fluently and spontaneously. This was done throughout group discussion with the teacher working as a facilitator who did not intervene yet provoked students to guide each other to use accurate

language. Also, students were given the chance to perform publicly in front of their peers. Not only were the students required to present the final task results, but they were required also to repeat the whole task performance publicly at the post task stage. Eventually, this public performance heightened students' attention to accuracy in terms of all speaking skills, deepened their ability to reflect on these skills, helped them overcome their fear of public speaking and hence increased their proficiency. Students enjoyed talking in front of their peers, making presentations and expressing their viewpoints.

Some students were reluctant to participate at the beginning of the experiment but after sometimes they began to get used to presentations and even shy students were willing to participate. Such post-task increased the chance that pattern identification was more likely to be integrated into the learner's inter-language system. Accordingly, it helped students build confidence with their learning. At this stage, students were encouraged to be active and autonomous learners. They were also triggered to practice the speaking skills learned in a more conscious deliberate manner. These activities stressed students' common points of weakness in terms of speaking sub-skills, and addressed them appropriately. Consequently, students' overall oral production as well as sub-skills improved. They increased the amount of student talking time, discussion and opportunities for students to speak with each other. Moreover, interaction between students served as an important mediator in classroom learning process. These are in line with the findings of Elmansy (2020), Hamam (2017), Eid (2015), Ashour (2014), and Diyyab (2013).

Improvement in pronunciation of sounds and word stress was due to a number of factors. The TED Talks presented to students were spoken at a normal rate of speech including real intonation, rhythm, tones and so on. Students could control the speed of the videos to make them slower or faster. Through watching the TED Talk, students may have noticed the characteristics of the speech stream and the sound system. Students' attention was also drawn to how sounds are linked in spoken language and how sounds change.

This might have helped raise students' awareness and drew their attention to accuracy of pronunciation and thus facilitated the use of different pronunciation features during real spoken performance. During the task, the students were taught the pronunciation of English sounds. After the task, the students showed confidence in pronunciation.

In addition, students were allowed to discuss and suggest alternative realizations of their own and their peers' pronunciation errors. This may have enhanced their learning and ability to identify and correct errors to foster their pronunciation. Sometimes they deviated from the video to discuss the meaning of words and also in response to a pronunciation problem. These discussion sequences “pushed” students to try a new pronunciation or to get the meaning of a word and to achieve language development. The discussion trigger pronunciation repair moves where the goal of the speakers was to attend to the pronunciation breakdowns and learn the correct pronunciation of English sounds.

With respect to developments in grammar, at the pre-task stage, students watched the TED Talk therefore students could: (a) see how grammatical rules were applied correctly in real time speech, (b) identify the relation between the grammatical rules adopted and the spoken functions realized and (c) understand how and when we speak. Requiring the students also to plan for the next task was effective. It helped draw their attention to form and accuracy rather than focusing only on fluency. During the task, students were able to use the grammatical structures learned before the task. Given adequate time, students could plan in terms of grammar, for their own oral performance. Furthermore, the group discussions conducted during the task may have helped students pay attention to their spontaneous grammatical errors that were hardly realized in deliberate production. The self- evaluation enables students also to self-correct the grammatical mistakes they make spontaneously during speaking. Students discovered their grammatical errors by themselves and this helped them to learn the correct rules easily and effectively. Furthermore, the teacher's



feedback helped students integrate the correct more complex structures in their existing language system.

Progress in word and expressions usage can be attributed to different factors. The TED talks used might have helped students improve their use of expressions as they enabled them to (a) identify appropriate expressions and (b) acquire a range of expressions related to the TED Talks topics they had to tackle. Furthermore, working in small groups was especially beneficial because students learned to discuss the meanings of words with their classmates. During the task, the students could practice their ability to use the expressions they learned. In this stage, students learned expressions as part of the TED Talk. Furthermore, working in groups might have helped students pay attention to their spontaneous expressions errors.

The self- correction also might have enabled students to correct the expressions in actual speaking performance afterwards. Students discovered their errors by themselves and this helped them learn easily and effectively. Besides, the post task activities clarified students' errors. This result agrees with some researchers. These results are in agreement with those of Salem (2019), Farid (2019), and Hamza (2019).

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