

Implementing TED Talks as Authentic Videos to Improve Taiwanese Students' Listening Comprehension in English Language Learning

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Abstract

This research paper explores implementing authentic video materials in EFL listening classrooms. Videos have been used as one of the English listening learning resources; however, without effective learning supports, EFL students are likely to encounter difficulties in comprehending the content on videos and then demotivate learning English. This study aimed to incorporate authentic online videos into students' English listening activities in college-level English classrooms in a private comprehensive university in southern Taiwan. Based on the research background and rationale, there were three main questions : (1) Is there a significant difference among students with different majors on the perceptions of the effectiveness of the listening activities on watching Technology Entertainment and Design Talks videos? (2) Is there a significant difference among students with the content familiarity in their learning with TED Talks videos? (3) What are the students' perceptions of practicing English listening with TED Talks videos? This research was conducted in a one-semester project to uncover 82 EFL learners' self-reports of learning their online video materials. TED Talks videos and listening activities were utilized in this learning environment. A questionnaire was administered and consisted of demographic information, Likert scale questions, and interviews. The results showed that most students considered that they improved their listening comprehension after learning the TED talks video. Students recalled their background knowledge and analyzed content in the TED Talks.

Keywords: authentic material, Computer-assisted language learning, English as a foreign language, English listening comprehension, Technology, Entertainment, and Design Talks, Taiwanese students

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Introduction

Technology has been an indispensable part of foreign language learning and teaching. Many instructors and educational practitioners use online learning materials to improve their insufficiencies. To keep pace with this change in language learning classrooms, especially in English, foreign language contexts have reinforced traditional classroom-based instruction with online learning materials. Besides, one cutting-edge technological tool uses videos to improve students' language learning and promote effective communication and education in teaching. More specifically, using video materials can motivate students' willingness to expose themselves to listening to English. Students could definitely benefit from more chances to interact with teachers and classmates for their independent learning outside the classroom. Extensive listening activities such as TED Talks could be one of the authentic video materials to offer students abundant comprehensive and enjoyable input (Cong-Lem, 2018; Lin & Wang, 2018; Renandya & Farell, 2011).

Learning English as a foreign language has been considerably highlighted in Taiwan. Among listening, speaking, reading, and writing, listening has been recognized as the most crucial competence of communicating with foreigners when it comes to addressing language development (Liu, Chen & Chang, 2009). Recently, the popularity of multimedia technologies provides many opportunities to access English learning materials in listening. In this research, the researcher conducted the selection of authentic videos such as TED Talks in teaching listening comprehension could improve listening in English. Consequently, the purpose of this study was to incorporate authentic online videos into students' English listening activities. The following research questions were investigated based on the research background and rationale: (1) Is there a significant difference among students with different majors on the perceptions of the effectiveness of the listening activities on watching TED Talks videos? (2) Is there a significant difference among students with the content familiarity in their learning with TED Talks videos? (3) What are the students' perceptions of practicing English listening with TED Talks videos?

Literature Review

Cultural-historical Theory

The Cultural-historical Theory provides insights and the framework support for understanding how human beings learn with different social and cultural tools and their interactions. Teaching and learning can be thought of as a state that students learn together in the Zone of Proximal Development (ZPD). The collaborative efforts between students are also designed into different cooperative learning pedagogies that have different directions to traditional education theories, especially those foreign language acquisition theories from Chomsky. (Lin, 1999) Because Vygotsky sees knowledge construction is derived from social interactions, which is the foundation of Cultural-historical Theory on using technologies as auxiliary tools for learning, the theory is suitable as a theoretical framework for this study's research design, explanation, and discussion.

Mediation through artifacts is the essential concept of the Cultural-historical Theory. (Lantolf & Thorne, 2006) Mediation was described by Vygotsky as activities between sign and tool. (Cole, 1996, p.108; Vygotsky 1978, p.54) Moreover, it described it as "the use of signs and tools using the schema ... shows each concept subsumed under the more general concept of indirect (mediated)

activity" (Vygotsky, 1978, p. 54). Vygotsky believes that when tools and signs work together and conduct indirect activities, mediation occurs. Therefore, according to Vygotsky's concept of social interaction in the Cultural-historical Theory, learning is constructed socially. The learning context has great influences on the use of cultural tools and signs to create meaning from new knowledge.

Zone of Proximal Development (ZPD)

According to the foundation of mediation and ZPD, culturally mediated means are utilized for language acquisition. Lantolf and Thorne (2006) describe language acquisition as "with respect to symbolic artifacts, language activity... is the primary, though not exclusive, mediational means humans deploy for thinking" (p. 79). Mediation and cultural means used in concept formation was a key for ZPD by Vygotsky. Vygotsky (1978) calls the discrepancies of learning of the existence of help from adults as the zone of proximal development.

Based on this understanding, grammar education for second language learners is not purely the reception to the established knowledge from "the other," but the active production of concepts. As a mediational artifact, TED Talks as a tool for inter-mental communication and sign for intra-mental communication in the process of language mediation. Learners aware of the mediational artifacts, but if the sign and tools within the learning mediation can be designed in a more spontaneous way for learners to cooperate with others in a classroom setting. (Gutiérrez, 2006). Computers, along with TED Talks, are used as mediational artifacts in communicating with learners to improve their listening comprehension in a more meaningful way.

Listening Comprehension in EFL Contexts

Communicative skills are important in our daily life. Listening to practice in a foreign language classroom, especially, is very challenging. Many researchers stated that foreign language teaching mainly emphasized productive skills: speaking and writing. (Nunan, 2002; Vandergrift, 1999; Wallace, 2012). Listening and reading regarded as secondary skills are often overlooked; therefore, listening is currently receiving more attention (Gilakjani & Ahmadi, 2011a, 2011b; Nunan, 2002; Wallace, 2012).

Krashen's Input Hypothesis (1981) is concerned with students' acquisition. According to this hypothesis, learners improve and progress along with the 'natural order' when they receive second language 'input' that is one step beyond his/her current stage of linguistic competence. For example, if learners are at a stage 'i,' then acquisition takes place when they exposed to 'Comprehensible Input' **that** belongs to level 'i + 1.' Therefore, listening comprehension is crucial for language learners' right conditions to cultivate other language skills.

The two important perspectives regarding the processes of listening influencing language pedagogy since the 1980s are bottom-up, top-down processes (Nunan, 2002). The bottom-up process focuses on listeners' understanding of what they hear starts the smallest units of sounds such as words, phrases, clauses, and sentences. These sounds could become concepts. In this process, most listeners apply several types of knowledge in a "hierarchical" manner to comprehend the message (Flowerdew & Miller, 2005). On the other hand, the top-down process perspective focuses on listeners actively reorganize the meaning of incoming sounds using prior knowledge of

contexts (Richards, 2003). Most researchers agree that both processes are necessary for effective learning when learning a language (Nunan, 2002; Richards, 2003; Wallace, 2012).

Authentic Listening Materials

Herrington and Oliver proposed a concept of authentic learning, useful as a model for curriculum design rather than a learning theory (Herrington, 2015). Authentic learning allows learners to explore, discuss, and meaningfully construct concepts and relationships in contexts involving real-world problems and projects relevant to the learners (Herrington & Oliver, 2000). Furthermore, Gauriento and Morley (2001) also echoed that when it comes to language teaching, the use of authentic materials in the classroom is beneficial to the learning process. In other words, learners are more likely to increase their motivation when teachers use real-world issues, problems, and applications. According to Al Azri and Al-Rashdi (2014), they categorized three kinds of authentic materials: listening, video, and print materials. The listening materials include films, news, cartoons, and songs.

Among authentic listening videos, TED (Technology, Entertainment, and Design) has many advantages as sources of authentic listening materials from the view of second or foreign language learning and teaching. Park and Cha (2013) concluded that four advantages of TED videos: interesting contents, distinctive "interactive transcript" feature, easy downloading, and simple access. Other educators also reported that Korean EFL students perceptions and attitudes toward authentic listening materials (TED Talks) were significantly positive (Gagen-Lanning, 2015; Kim, 2008; Watkins & Wilkins, 2011).

The Familiarity of Content Knowledge

ESL/EFL students have countered a problem when they listen to some unfamiliar content in English. Lack of social-cultural, factual, and contextual knowledge of the second/ foreign language can demonstrate a difficulty of listening comprehension because language is used to mention about culture (Othman & Vanathas, 2017). More specifically, this presents that background knowledge plays a crucial part in interpreting meaning when this forms a foundation for listeners to connect new information to listeners' existing knowledge. Furthermore, Gebhard (2000) stated that background knowledge was associated with real-world experience and expectations. The knowledge is very significant when teachers consider learners' language processing problems. He elaborated that in listening, comprehension can only occur when the listener can locate what he/she listens in a context. If the listener comprehends something about the speaker and his/her intention, comprehension is much more likely to be simple. Indeed, familiarity with the text makes listening comprehension easier for the students as they relate to their background knowledge (Gebhard, 2000; Othman & Vanathas, 2017)

Motivation

Motivation plays a significant part and is considered the universal principle that suggests that learners take an independent action (Dörnyei, 2001). Intrinsic and extrinsic were also two essential types of motivations, depending on the situation and individual traits; however, they could coexist. Bhattacharya and Chauhan's study of the blogging program revealed that the majority of their learners were mostly motivated by internal factors. Learning autonomy would be a key incentive to encourage them to learn more.

Students were motivated by intrinsic factors like the sense of achievement, self-motivated corrections ... and seems to assert the standpoint taken by Dörnyei (2001) and Deci and Ryan (1985) that innate motivation is an essential construct in the development of learning autonomy. (p. 15)

Consequently, it is vital to cultivate a positive learning environment that develops a sense of achievement and self-motivation, learning students towards autonomy.

Methodology

Participants

In this study, the participants were two classes of freshmen from two departments, Business Administration (BA) and Industrial Management (IM), at a four-year university in Taiwan. Each class consisted of 41 students. The participants joined this TED project as a part of their regular course. The instructor encouraged the students to visit the assisted TED website every week. The average age of participants is eighteen. All of them had learned English for at least nine years. Most of them did not take or pass any English language proficiency.

Speaking and Listening Course

First-year students in the required core course (Basic English Listening) had 2 hours a week of English learning, most of which were dedicated to speaking and listening to foster their communication skills. The course was designed to establish a foundation for English core classes, assisting students in participating in activities, leading a discussion, and giving short presentations. As most of the hours in the Speaking and Listening course were used to develop students' productive skills, it was needed to provide additional exposure to authentic speech outside the classroom. Typically, Freshman Listening and Speaking course used a listening textbook with accompanying CDs. Students at this level were considered essential to intermediate. Listening receives a greater focus than speaking does; the course was followed by a second-year required course, Practical English

Instruments

TED Talks

In the second semester of spring 2018, four TED talks were assigned for outside the classroom. There were three criteria for selecting four videos. Firstly, the length of the TED Talk should not be long. The average length for each video was approximately 8 minutes. Second, the language level should be at an intermediate level. Thirdly, these TED talks should be published within two years. Two experts who had more than six years' experience of teaching English would select four videos. Four TED Talks videos were used in this study, namely "How do use a paper towel," "Photos from a storm chaser," "A skateboard with a boost," and "Why I take the piano on the road and in the air."

The Questionnaire with Open-Ended Questions

A 5-point Likert scale questionnaire of 30 items was modified based on the questionnaire from Chang's study (2016) for the evaluation of language learning motivation and attitudes. The questionnaire was designed to investigate the students' perceptions from three dimensions, including their perceptions toward their familiarity with content knowledge about TED Talks videos and the effectiveness of the listening activities and motivations. Each item was measured on the 5-point Likert scale, ranging from five (Strongly Agree) to one (Strong Disagree). The Cronbach alpha value of reliability statistics is .75, .72, and 0.79, respectively. Moreover, the researcher designed several open-ended questions for participants to understand their more in-depth reflection of watching TED Talks, impacts on learning comprehension, and any suggestions.

Interview

After conducting the questionnaire, six students from two classes were chosen randomly for a semi-structured interview. The follow-up questions were from the questionnaire, where the students were asked to elaborate more on the open-ended questions.

Procedure

This experiment was conducted in 2019 for 18 weeks. One TED Talk was demonstrated every other week, and each video lasted for several minutes and took 30 minutes to complete the worksheet. The researcher designed at least ten questions of each worksheet for each TED Talk based on the content of the TED Talks videos before the class. Before the class, the instructor first uploaded the file of TED Talks video on the learning platform, Moodle, asked students to take some notes, and preview the worksheet before the discussion. When the instructor considered that the students watched the video that students might not understand well, the instructor would ask them in class. Since each video played several minutes, most students watched the whole video once and simultaneously answered all the questions. At the end of the questions, the instructor would check the students' answers and discuss them. There were two TED Talks videos that were included for each the midterm and final exams. Finally, students were given to complete the questionnaire and open-ended questions. Six participants were selected to interview at the end of the semester. This procedure was in a sociocultural context (see Figure.1).

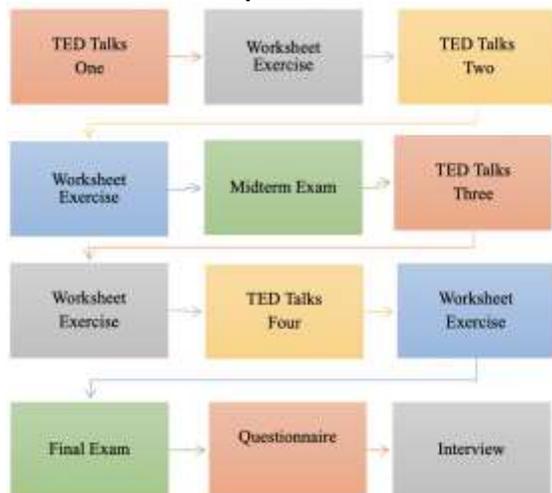


Figure. 1 Data collection procedure

Data Analysis

The data from the questionnaire and open-ended answers were analyzed according to the research questions. SPSS 18 for Windows was used as the leading software for statistical analysis. Descriptive statistics were calculated to describe the means. Standard deviations were adopted to analyze the questionnaire results of perceptions towards TED Talks videos learning in an English listening and speaking classroom. For the open-ended questions from the questionnaire, each participant was given a code; for example, BA-0001 represents learner 0001 in the Department of Business Administration and IM0001 in the Department of Industrial Management. The researcher translated the responses to the open-ended questions into raw data for each participant and then re-coded the raw data to different themes to understand the learners' perceptions of TED Talks videos listening activities. The themes were designed according to the research questions and their feedback in open-ended questions.

Regarding the interview data analysis, the answers from the questions asking students' perspectives on TED Talks videos listening activities were conducted in a qualitative manner. Participants' opinions were presented to build up a complete picture. The researcher recorded and transcribed the interviews for further content analysis.

Results

Results of Students' Three Closed-Ended Questions

Question one: Is there a significant difference among students with different majors on the perceptions of the effectiveness of the listening activities on watching TED Talks videos?

To further explore the effectiveness of watching TED Talks videos on students' self-reports, one-way analysis of variance (ANOVA) was conducted to examine whether there was a significant difference among different majors' self-report toward the effectiveness of listening TED Talks activities. This analysis was done in relation to the criteria of ten items from the questions.

Results in Table one revealed that there were significant differences at the .05 level between the ten factors of the effectiveness of watching TED Talks videos and different majors [$F(2,117)=6.30, p=.003$], [$F(2,117)=4.56, p=.012$], [$F(2,117)=6.34, p=.002$], [$F(2,117)=3.67, p=.003$], [$F(2,117)=4.97, p=.001$], [$F(2,117)=4.02, p=.02$], [$F(2,117)=7.61, p=.001$], [$F(2,117)=3.41, p=.004$], [$F(2,117)=6.69, p=.002$], [$F(2,117)=8.70, p=.000$] (See Table 1)

Table 1. *The results of one-way ANOVA for the effectiveness of the listening activities*

		SS	df	MS	F	Sig.
Improvement of English listening	BT	7.09	2	3.54	6.301	.003
	WT	65.89	117	.56		
	Total	72.99	119			
Understand most part of the content	BT	7.65	2	3.82	4.556	.012
	WT	98.33	117	.84		
	Total	105.99	119			
Listening Proficiency	BT	7.57	2	3.78	6.342	.002
	WT	69.89	117	.59		
	Total	77.46	119			
Increase vocabulary	BT	5.13	2	2.56	3.656	.029
	WT	82.16	117	.70		
	Total	87.30	119			
The efficiency of learning vocabulary	BT	6.59	2	3.29	4.965	.009
	WT	77.72	117	.664		
	Total	84.32	119			
Remember words with ease.	BT	5.25	2	2.62	4.024	.020
	WT	76.34	117	.652		
	Total	81.59	119			
Learn new vocabulary	BT	10.76	2	5.38	7.613	.001
	WT	82.70	117	.70		
	Total	93.46	119			
Practicing with various videos	BT	4.09	2	2.04	3.411	.036
	WT	70.26	117	.60		
	Total	74.36	119			
Effectiveness of learning with TED videos	BT	9.72	2	4.86	6.686	.002
	WT	85.07	117	.72		
	Total	94.80	119			
Build more confidence in learning English	BT	11.55	2	5.77	8.701	.000
	WT	77.65	117	.66		
	Total	89.20	119			

Note: BT=Between groups, WG=Within groups, * $p < .05$

Scheffé post hoc comparison procedure was further implemented to examine multiple comparisons among the means of self-reports among two different majors. As indicated in Table two, IM scored slightly higher than BA students in the ten factors of effectiveness of watching TED talks videos. However, the BA class ($M = 3.12$, $SD = 0.81$) in the overall scores of the effectiveness of watching TED Talks did not significantly differ from the IM class. ($M = 3.21$, $SD = 0.75$).

Question two: Is there a significant difference among students with the content familiarity in their learning with TED Talks videos?

To answer the second question of this research asking whether there is any significant difference between the mean scores of content familiarity of learning TED Talks videos. One - way analysis of variables (ANOVA) was administered to the questionnaire questions regarding the content familiarity of TED Talks videos. Results in Table two concluded that there was no significant difference among students in terms of the nine factors of content familiarity questionnaire of learning TED Talks videos ($p > .05$), which meant none of two majors showed any significant differences on content familiarity questionnaire on their listening TED Talks videos in this sense. The only factor, analyzing content showed a significant difference between two majors and their mean scores of content familiarity of learning TED Talks videos [$F(4,134) = 6.68$, $p = .002$]. Next, the Scheffé post hoc comparison procedure was further implemented to examine

multiple comparisons among the means of self-reports of analyzing content among two different majors. However, there was no significant difference in the mean difference between the two majors. What is more, as for the factor of analyzing content, the results showed that the IM class ($M= 3.24$, $SD= 0.85$) scored higher than the BA class ($M= 3.07$, $SD= 0.87$) on their self-reports of analyzing content when they watched TED Talks videos.

Table 2. *The results of one-way ANOVA for the content familiarity of the listening activities*

		SS	df	MS	F	Sig.
Character background	BT	2.07	4	.51	.73	.57
	WT	94.57	134	.70		
	Total	96.64	138			
Background knowledge	BT	4.18	4	1.04	1.43	.23
	WT	97.89	134	.731		
	Total	102.08	138			
Incorporating content	BT	5.38	4	1.34	1.73	.15
	WT	103.81	134	.775		
	Total	109.19	138			
Prediction Expression	BT	7.63	4	1.90	2.33	.06
	WT	109.74	134	.819		
	Total	117.38	138			
Prediction message	BT	7.81	4	1.95	2.35	.06
	WT	111.32	134	.831		
	Total	119.13	138			
Remember message	BT	4.86	4	1.21	1.40	.24
	WT	115.65	134	.863		
	Total	120.52	138			
Keywords	BT	6.12	4	1.53	1.87	.12
	WT	109.63	134	.818		
	Total	115.76	138			
Important sentences	BT	6.26	4	1.56	2.26	.07
	WT	92.66	134	.691		
	Total	98.92	138			
Analyzing content	BT	9.43	4	2.35	3.15	.02
	WT	100.31	134	.749		
	Total	109.74	138			
Main ideas	BT	4.19	4	1.04	1.341	.26
	WT	104.74	134	.782		
	Total	108.94	138			

Note: BT=Between groups, WG=Within groups, * $p < .05$

Question three: What are the students' perceptions toward the influence of practicing English listening with TED Talks videos?

To elicit the participants' perceptions regarding the impact of practicing English listening comprehension with TED Talks videos, a semi-structured interview with six interview questions was used. With regard to the aspects of the improvement of learning their English listening by watching TED Talks videos, most of the learners agreed that practicing with TED Talks videos in class can improve their listening comprehension and increase vocabulary. For example, participant BA02 said that "watching TED Talks can know more new words. If I try to keep listening again, I would understand more what it talked about." Another participant#IM01 said that "my listening ability is making progress and getting more new words after watching TED Talks videos. Also, I

can practice listening to their daily usage little by little." Moreover, participant # BA 06 I feel I can catch more what the speaker said. In the beginning, I could not figure it out. After I try to listen to it again, I can understand it more and more." Hence, the results revealed that participants' listening comprehension was getting better, and they also promoted their vocabulary acquisition after practicing with TED Talks.

In response to students' motivation to watch assigned TED Talk videos before the class, six participants reported that they were less likely to practice listening to these assigned TED Talks videos because they would be lazy or distracted. They prefer to practice with TED Talks videos in class, not study alone at home. For example, participant#BA03 demonstrated, "in class, my teacher asked to write the worksheet, and I would work harder in class than at home." Additionally, participant # BA 05 stated, "it would be better for me to watch TED Talks videos in class because I can ask teacher questions immediately. Unfortunately, I did not understand TED Talks videos if I study alone at home." However, participant # BA01 addressed, "it would be helpful for me to practice listening to TED Talks videos at home since there was an app to assign TED Talks videos into different levels. The Teacher sometimes played the video, but I sometimes did not get it." Consequently, the outcomes disclosed that most participants prefer to learn with classmates and a teacher in class; however, some students liked to study TED Talks videos at home.

With regard to the perspectives of participants' preference of assigned TED listening material, most participants agreed that choosing content related to real-life was more practical and interesting to them. These materials would motivate them to learn different topics on TED Talks in the future. Participant # IM2 said, "Watching "Paper Towel" was very interesting. I could observe speakers' body language and tone. It was close to daily life, and I would think it was easier to understand what he talked about it." Participant #BA02 mentioned that "sports topic is my favorite because I like to play with a skateboard in my free time. This skateboard is very innovative in this video, and I want to try it if I have a chance to play with it." Furthermore, participant # BA03 talked, "the topic of paper towel is very intriguing for me; the speaker expresses that the use of paper towels in a creative way is important. The other topic I do not like very much is because I do not have the background knowledge, and the speakers speak very fast." Therefore, the findings showed that interesting topics would be their concern when they watched TED Talks videos. They also discussed that speakers' information could associate with their background knowledge would help them comprehend the content of videos.

Discussion

The purpose of this study was to utilize the selection of authentic videos such as TED Talks in teaching listening comprehension to improve listening in English. It focused upon the effectiveness of the listening activities, content familiarity, and perceptions of practicing English listening with TED Talks videos, in relation to the pedagogical goal of improving students' listening comprehension. It also investigated the relationship between different majors and students' self-reports on TED Talks videos' learning effectiveness. What is more, the difference between students' majors and their content familiarity about listening materials on TED Talks was further explored in the study. Finally, students' interviews were analyzed to get more comprehensive information.

First of all, most students considered that they improved their listening comprehension after learning TED talks videos. Additionally, they could comprehend more what the videos delivered and acquired more vocabulary. Students majoring in BA(business administration) and IM (industrial management) on their self-reports of learning effectiveness demonstrated that there were significant differences between the following factors: improvement on English listening, understand most part of the content, listening proficiency, increase vocabulary, the efficiency of learning vocabulary, remember words with ease, learn new vocabulary, practicing with various videos, the effectiveness of learning with TED videos and build more confidence on learning English. Besides, the IM class outperformed the BA class in terms of the listening comprehension section in their midterm and final exams. Such research results support the previous studies (Gagen-Lanning, 2015; Kim, 2008; Watkins & Wilkins, 2011), indicating that listening activities with TED Talks videos are useful for raising students' learning effectiveness and vocabulary acquisition.

Secondly, students from two majors did not show any significant differences in content familiarity questionnaire on their listening TED Talks videos. Since the selection of TED Talks videos in this study was diverse, their major would not significantly impact their perceptions of the content familiarity. However, only one factor, analyzing content, showed a slightly significant difference between two majors and their mean scores of content familiarity of learning TED Talks videos. Also, the BA class on self-reports scored slightly higher than the IM class. More specifically, students recalled their background knowledge and analyzed content in the TED Talks between two different major classes. This result is consistent with other findings of familiarity of content knowledge research (Gebhard, 2000; Othman & Vanathas, 2017), which reported the familiarity with the text makes listening comprehension accessible for the students as they are able to relate to their background knowledge.

Finally, according to the interview results, the results revealed that participants' listening comprehension was getting better, and they also enhanced their vocabulary acquisition after they practiced with TED Talks. Regarding the schedule of learning TED Talks, some students prefer to learn with classmates and teachers in class while other students chose to practice with TED Talks videos at home. Furthermore, students also elaborated that interesting topics would become their priority when they watched TED Talks videos. They also claimed that speakers' information could connect with their background knowledge. It would help them comprehend the content of videos and interesting and educational TED Talks would motivate them to think independently.

Conclusion

When learning a second or foreign language, students often encounter difficulties in watching or listening to learning materials, which involve a rapid rate of presentation or unauthentic content. In this paper, the researcher conducted the selection of authentic videos such as TED Talks in teaching listening comprehension could improve listening in English. After presenting the findings, it is evident that employing TED Talks may promote students' listening comprehension, vocabulary acquisition, and motivation to pursue their interests independently. However, there are still some suggestions to be addressed. Firstly, some participants like to listen to TED Talks videos after class and prefer to practice with TED Talks privately. Teachers should consider the amount of time spent on listening materials and remind students to preview and review

the learning materials. Secondly, a few students stated that only interesting or familiar topics on TED Talks they would choose to study. Teachers should give students a variety of topics in a learning list at the beginning of the semester. Thirdly, although few students claimed they had difficulties understanding different speakers' accents on TED Talks, the design of listening activities is to make students explore authentic English learning environments. It was concluded that students showed positive learning effectiveness on TED Talks listening comprehension activities, and they were willing to analyze content when they listened to unfamiliar materials. Future studies might explore whether students from different majors will have a chance to investigate the relationship between their listening comprehension and language proficiency. Besides, future students compile qualitative data to delineate how the activity affects listening comprehension elaborately. Finally, more research is necessary for identifying difficulties students encounter, particularly at lower proficiency levels and effective learning strategies to help students overcome them and become advanced listeners.

About the author

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