

INTEGRATING TED TALKS INTO EFL LEARNERS' CLASSROOM: LESSON FROM INDONESIAN EFL TEACHERS

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Abstract

This qualitative case study investigates the integration of TED Talks into EFL classrooms in Cirebon, Indonesia. Twelve participants from higher education institutes were selected to explore their experiences using TED Talks for language instruction. Classroom observations and semi-structured interviews were used to collect and analyze data. The findings show that teachers integrate TED Talks for various language skills, including listening comprehension, vocabulary expansion, speaking and discussion, writing and reflection, presentation skills, and grammar. TED Talks are recognized as effective resources for engaging learners and promoting language acquisition, despite challenges related to proficiency levels, accessibility, content suitability, and classroom dynamics. Incorporating TED Talks in English language classrooms in Indonesia has significant potential for language learners, offering an immersive and thought-provoking learning experience that enhances language development and cultural understanding. The research concludes with implications and recommendations for EFL teachers, teacher educators, and curriculum developers, emphasizing improved listening, speaking, reading, writing, critical thinking, and intercultural communication skills. The study acknowledges limitations and suggests future research directions. Overall, this research contributes to understanding the integration of TED Talks in the EFL classroom, particularly in the Indonesian context.

Keywords – EFL learners, EFL teachers, language instruction, TED talks

Introduction

English as a Foreign Language (EFL) classrooms constantly seek innovative approaches to enhance language learning and engage students in meaningful and authentic contexts. In recent years, the use of TED Talks has gained attention as a valuable resource for language instruction, providing access to diverse topics, authentic spoken English, and thought-provoking content (Xia, 2023a). This research aims to explore the integration of TED Talks into EFL classrooms, specifically focusing on the experiences and perspectives of Indonesian EFL teachers. Indonesia, a multilingual and multicultural country, places great importance on English language education as a means to foster global communication and improve students' future prospects (Yusra et al., 2022). However, EFL

classrooms often face challenges in creating an immersive and interactive learning environment due to limited exposure to native English speakers and authentic English materials (Munandar & Newton, 2021). Integrating TED Talks into EFL instruction presents an opportunity to bridge this gap and promote language learning that is engaging, relevant, and communicative.

The use of TED Talks in EFL classrooms has several potential benefits. Firstly, TED Talks provide learners with exposure to real-world English used by native speakers in various contexts (García-Pinar, 2019). By listening to proficient speakers, students can improve their listening comprehension skills, develop an understanding of natural speech patterns, and expand their vocabulary. Additionally, TED Talks

cover a wide range of topics, allowing students to explore areas of personal interest and develop content-specific knowledge while enhancing their overall language proficiency (Farahani & Kazemian, 2021). Furthermore, TED Talks can serve as catalysts for meaningful discussions, encouraging EFL learners to express their ideas, critically analyze the content, and engage in debates. The thought-provoking nature of TED Talks can stimulate students' critical thinking skills, cultural awareness, and global perspectives (Wingrove, 2022a). Through active participation in discussions related to TED Talk themes, students can enhance their speaking and interpersonal communication skills.

Despite the potential benefits, the integration of TED Talks into EFL classrooms requires careful consideration and understanding of the instructional approaches and strategies used by EFL teachers. By exploring the experiences and perspectives of Indonesian EFL teachers in utilizing TED Talks, this research aims to identify effective practices, challenges faced, and potential adaptations to the Indonesian context. The findings will provide valuable insights into optimizing the integration of TED Talks into EFL instruction, ultimately enhancing the quality of language learning experiences for Indonesian EFL learners. Through this research, a comprehensive understanding of how Indonesian EFL teachers integrate TED Talks into their classrooms will be gained. This research will shed light on successful strategies, techniques, and lesson planning considerations. The insights gained will not only benefit Indonesian EFL teachers but also contribute to the broader field of English language education by providing guidance and recommendations for incorporating TED Talks effectively into EFL instruction in diverse educational contexts.

By investigating the integration of TED Talks into the Indonesian EFL classroom, this research aims to contribute

to the ongoing discussion on innovative approaches to language instruction and provide practical implications for EFL teachers seeking to create engaging and meaningful learning experiences for their students.

Methodology

Following Williyam (2022), the research employs a qualitative case study, selecting twelve EFL teachers from a higher education in Cirebon, Indonesia who voluntarily integrate TED Talks into their teaching. A case study is a form of ethnographic research that concentrates on examining a solitary entity, which can be an individual, a group, an organization, or a program (Fraenkel et al., 2023). The data collection methods include classroom observations and semi-structured interviews with the participating teachers. Classroom observations will be conducted to gather detailed notes on teacher practices, student engagement, and reactions, while interviews will provide in-depth insights into the teachers' experiences and perspectives. The collected data will be transcribed, coded, and analyzed to identify themes and patterns. The findings will be presented and discussed, comparing them with existing literature on the topic. The implications of the research findings will be discussed, providing recommendations for EFL teachers, teacher educators, and curriculum developers in Indonesia. The research paper will conclude with a summary of the key findings, reflections on limitations, and suggestions for future research.

Finding and Discussion

The use of technology in language learning has been steadily gaining momentum, offering innovative ways to engage learners and enhance their language proficiency. Among the various digital resources available, TED Talks have emerged as a popular tool for EFL teachers, providing authentic and

engaging content for language learning. This research aims to explore the experiences of Indonesian EFL teachers who have integrated TED Talks into their classrooms, focusing on the effective practice, challenges, strategies employed and potential adaptations to the Indonesian context. By examining the findings and discussions presented in this study, a deeper understanding of how TED Talks can effectively support language acquisition and foster a dynamic learning environment will be achieved, ultimately contributing to the development of effective teaching practices in EFL classrooms.

TED Talks Integration to Teach English

After conducting observations on twelve EFL teachers from a higher education institution in Cirebon, Indonesia, this study uncovers valuable insights into the integration of TED Talks as a teaching tool for English language instruction. The findings reveal the existence of six distinct approaches employed by these teachers, which can be categorized into some main groups. To provide a clear overview of these strategies, the research presents the summarized results in Tables below, outlining the specific techniques utilized by the teachers to effectively incorporate TED Talks into their classroom practices.

Table 1. TED Talks to Teach Listening Comprehension

	TED Talks	Learning Objectives	Language Instructions
Teacher A	https://www.ted.com/talks/gala_jackson_how_to_quit_your_job_without_ruining_your_career?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare	Listen for Specific Information	Answer Questions
Teacher B	https://www.ted.com/talks/hyeonmi_kim_how_webtoons_are_changing_movies_and_tv?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare	Listen for Specific Information	True or False Exercises

Two different approaches to integrating TED Talks for teaching listening comprehension were observed among the participating teachers. Teacher A employed a pre-lesson preparation strategy by selecting a TED Talk video on the topic of how to quit a job without ruining career. Prior to the class, the teacher prepared ten questions related to the video content. During the class, the video was played, allowing the students to actively listen and answer the prepared questions. This exercise aimed to enhance

the students' ability to locate and extract specific information from a speech.

In contrast, Teacher B opted for a true or false exercise, selecting a TED Talk video on the subject of how Webtoons are changing movies and TV. Before the class, the teacher designed a set of seven true or false statements related to the video. During the class, the video was played, and the students were tasked with identifying which sentences from the exercise were true or false based on the information presented in the speech. This approach also aimed to develop the students' proficiency in extracting specific details from spoken discourse.

Table 2. TED Talks to Enrich Vocabulary

	TED Talks	Learning Objectives	Language Instructions
Teacher C	https://www.ted.com/talks/birte_kristiansen_and_petra_sijpesteijn_a_day_in_the_islamic_golden_age?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare	Express Facts	Listen and Write the Verb 1

	m_medium=referral&utm_source=tedcomshare		
Teacher D	https://www.ted.com/talks/karlos_hill_and_soraya_field_fiorio_when_did_slavery_actually_end_in_the_united_states?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare	Tell Past Experiences	Listen and Write the Verb 2

Two EFL teachers took different tactics, but both used TED Talks to help their students learn new words. Teacher C choose to show a TED Talks presentation about the Islamic Golden Age. The instructor had the students watch the movie before class and identify as many different types of verb 1 as they could in preparation for an activity. Before students learned how to utilize verb 1 to communicate facts, this activity was a fun way to get their attention.

Teacher D also used a TED Talks video about slavery as her teaching tool.

The video was displayed to the class, and the students were given the task of listening carefully and writing down as many examples of verb 2 forms as they could. This exercise paved the way for later instruction on how to use verb 2 in the context of narratives about students' own experiences. Both teachers believed that this method of incorporating TED Talks would provide students with authentic and relevant language input, spark student interest, and help them learn new words.

Table 3. TED Talks to Teach Grammar and Language Structures

	TED Talks	Learning Objectives	Language Instructions
Teacher E	https://www.ted.com/talks/emma_bryce_why_do_cats_have_vertical_pupils?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare	Describe Things	Listen and understand how to describe something
Teacher F	https://www.ted.com/talks/david_hanson_robots_that_show_emotion?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare	Use Adjective Clause	Listen and understand how to use Adjective Clause

Two EFL teachers incorporated TED Talks into their lessons to facilitate the teaching of grammar and language structure, employing different strategies. Teacher E selected a TED Talk video exploring the fascinating topic of cats' pupils. During the class, the video was played, and the students listened to descriptive statements presented in the talk. The teacher strategically paused the video at intervals to explain how to describe something, using the statements in the video as examples. This approach aimed to enhance the students' ability to

express themselves by providing them with various ways to describe things.

In a similar vein, Teacher F opted for a TED Talk video centered around the concept of robots with emotions. As the video played, the students focused on listening to the use of adjective clauses within the speech. The teacher skillfully paused the video at appropriate moments to explain and illustrate the proper usage of adjective clauses, following the examples provided in the talk. This technique aimed to enable students to enhance their English language skills by

incorporating advanced sentence structures using adjective clauses.

By integrating TED Talks in these ways, both teachers provided meaningful and authentic contexts for grammar and language structure instruction, fostering

students' language development and encouraging them to employ varied and advanced language structures in their own communication.

Table 4. TED Talks to Promote Speaking and Discussion

	TED Talks	Learning Objectives	Language Instructions
Teacher G	https://www.ted.com/talks/francisca_mutapi_africans_should_lead_on_health_care_solutions_for_africa?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare	Deliver Arguments	Listen, take notes, and give opinion
Teacher H	https://www.ted.com/talks/aomawa_shields_how_we_ll_find_life_on_other_planets?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare	Deliver Arguments	Listen, take notes, and give opinion

Teacher G and Teacher H utilized TED Talks to promote speaking skills and encourage discussions among their EFL students. Teacher G choose to display a TED Talk video that focused on the need to improve Africans' health. In the classroom, the video was played, allowing students to listen to the ideas presented. They were then instructed to express their arguments either in support or against the ideas presented in the video. This activity aimed to develop the students' ability to effectively convey their agreement or disagreement.

Similarly, Teacher H chose a TED Talk video exploring the possibility of

extraterrestrial life. During the class, the video was played, and students attentively listened to the ideas shared. Following this, they were prompted to deliver their arguments either supporting or opposing the concepts discussed in the video. This exercise aimed to enhance the students' capacity to express their agreement or disagreement while engaging in meaningful discussions.

By incorporating TED Talks in these ways, both teachers provided a platform for students to practice and refine their speaking skills, foster critical thinking, and effectively communicate their opinions on various topics.

Table 5. TED Talks to Teach Writing

	TED Talks	Learning Objectives	Language Instructions
Teacher I	https://www.ted.com/talks/ted_ed_how_to_manage_your_emotions?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare	Write Summaries	Writing and Reflection
Teacher J	https://www.ted.com/talks/liv_boeree_3_lessons_on_decision_making_from_a_poker_champion?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare	Write Reaction Papers	Writing and Reflection

Both of these EFL teachers were able to successfully incorporate TED

Talks into their writing courses, but they did so in very different ways. Teacher I decided to watch a TED Talk video that

was about controlling one's emotions. The movie was played for students while they were in class, and they were given instructions to pay attention. They were instructed to compose a synopsis afterwards, one that highlighted the most important concepts and ideas presented in the presentation. The purpose of this activity was to improve participants' abilities to concisely communicate information in writing form as well as their capacity to summarise information.

Likewise, Teacher J selected a TED Talk video that discussed the process of decision making. The video was shown to the students in the classroom, and they were prompted to watch it with full attention. After that, they were tasked with writing a reflection paper, in which they were to convey their views, insights, and personal comments on the discourse

that had previously inspired them. In addition to encouraging critical thinking and introspection, the purpose of this practise was to help them improve their capacity to articulate their thoughts in writing form in a way that was both coherent and intelligent.

Both of these teachers offered their students with interesting and important content to stimulate their writing by incorporating TED Talks in the ways described above. The participation in these activities was helpful in fostering the development of skills in summarization, critical thinking, and the efficient expression of ideas through writing.

Table 6. TED Talks to Enhance Presentation Skills

	TED Talks	Learning Objectives	Language Instructions
Teacher K	https://www.ted.com/talks/peter_norvig_the_100_000_student_classroom?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare	Open Presentation	Presentation Skills
Teacher L	https://www.ted.com/talks/daniel_bogre_udell_how_to_save_a_language_from_extinction?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare	Open Presentation	Presentation Skills

Two EFL teachers used various approaches to successfully include TED Talks into their students' writing lessons. Teacher K picked a TED Talks presentation about teaching online. The video was shown in class, with the emphasis on pupils taking note of the speakers' introductions. Then, students were tasked with figuring out how the speakers hooked their listeners in at the start of their talks. The purpose of this exercise was to help students become more knowledgeable of the need of a strong introduction when presenting.

Teacher J also chose a TED Talk video, this one centered on the loss of languages around the world. The movie was shown to the class and they were instructed to pay close attention at the beginning of the presentation. They were instructed, like before, to pinpoint the methods the speakers had utilized to captivate the listeners at the beginning of their speeches. The goal of this activity was to help students develop a more sophisticated understanding of effective ways to introduce themselves in spoken work.

Both teachers used TED Talks in this way, giving their students access to

authentic materials for reflection and study. The students' ability to recognize and employ powerful opening methods in their own presentations was the focus of these exercises, which were designed to help them become more proficient presenters.

Effective Practice of TED Talk Integration to Teach English

TED Talks are a valuable resource for teaching English due to their effective practices that engage learners and promote language acquisition. One key aspect of TED Talks is the wide range of topics covered, which allows learners to explore their interests while developing their English language skills (Harrison, 2021). These talks provide authentic and meaningful content that facilitates comprehension and encourages critical thinking.

The first effective practice of TED Talks in teaching English is the use of real-life, authentic language. Unlike scripted materials, TED Talks feature native speakers expressing their ideas, experiences, and expertise in a natural and spontaneous manner (Tilwani et al., 2022). This exposure to authentic language helps learners develop listening and comprehension skills, as they become accustomed to the nuances of spoken English, including intonation, pronunciation, and colloquial expressions. Furthermore, learners are exposed to different accents and speaking styles, enhancing their ability to understand a variety of English speakers.

Secondly, TED Talks encourage active listening and engagement (Choirunnisa & Sari, 2021). The talks are typically delivered in a dynamic and captivating style, capturing the audience's attention through storytelling, humor, or thought-provoking ideas. This engagement stimulates learners' interest and motivation, making the learning experience enjoyable and immersive (Gavenila et al., 2021). Students are more

likely to actively listen, take notes, and participate in discussions when the content is engaging, leading to deeper language processing and retention.

Another effective practice of TED Talks is the provision of subtitles and transcripts. Most TED Talks offer multilingual subtitles and transcripts, allowing learners to follow along and comprehend the content more easily (Almaged, 2021). Learners can choose subtitles in their native language or English, depending on their proficiency level. Subtitles provide visual support, aiding comprehension and vocabulary acquisition (Montero Perez et al., 2018). Transcripts serve as valuable resources for learners to review the content, identify unfamiliar words or phrases, and practice listening and reading skills independently.

In addition, TED Talks facilitate authentic communication and language production. Learners can engage in post-talk discussions, debates, and group activities centered around the ideas presented (Edwards, 2021). This not only encourages learners to express their opinions and engage in critical thinking but also provides ample opportunities for practicing speaking and conversation skills. Learners can discuss the main ideas, share personal reflections, and engage in collaborative projects related to the topics addressed in the talks (Xia, 2023b). This active participation enables learners to apply their language skills in meaningful contexts and develop fluency and accuracy.

Lastly, TED Talks foster intercultural competence and global awareness. The talks cover a wide range of cultural, social, and scientific topics from around the world (Schwemmer & Jungkunz, 2019). Learners gain insights into different cultures, perspectives, and global issues. This exposure to diverse content broadens learners' horizons and encourages empathy, tolerance, and understanding (Almaged, 2021). It also provides opportunities for learners to

engage in intercultural communication, appreciate diversity, and develop their intercultural competence, an essential skill in today's interconnected world.

TED Talks offer a range of effective practices for teaching English. The authentic language, engaging delivery, provision of subtitles and transcripts, opportunities for communication, and intercultural exposure make TED Talks a valuable resource for language learners (García-Pinar, 2019). Incorporating TED Talks into English language teaching provides learners with meaningful and authentic language input, promotes active engagement, and supports the development of essential language skills and intercultural competence.

The Challenges of TED Talk Integration to Teach English

While TED Talks offer numerous benefits for English language teaching, EFL (English as a Foreign Language) teachers may encounter certain challenges when integrating them into their lessons. These challenges can arise from various factors, including language proficiency levels, accessibility, content suitability, and classroom dynamics.

One significant challenge is the language proficiency level of the learners. TED Talks often feature advanced vocabulary, complex sentence structures, and specialized terminology (Valeiras-Jurado & Bernad-Mechó, 2022). For beginner or low-intermediate learners, understanding and fully comprehending the content can be daunting. EFL teachers must carefully select TED Talks that align with the learners' language abilities and provide scaffolding techniques to support comprehension (Al-jafra, 2019). This may involve pre-teaching vocabulary, providing simplified transcripts, or incorporating interactive activities to enhance understanding.

Another challenge is the accessibility of technology and internet resources. TED Talks are primarily available online, requiring reliable internet access and

suitable audio-visual equipment. In some educational settings, limited access to technology may hinder the integration of TED Talks into lessons (Farid, 2019). EFL teachers may need to explore alternative methods, such as downloading videos in advance or utilizing offline resources that capture the essence of TED Talks, to ensure that all learners can benefit from the content.

Content suitability is also a challenge when integrating TED Talks. While TED Talks cover a wide range of topics, not all talks may be appropriate or relevant to the learners' interests, cultural backgrounds, or curriculum objectives (Wingrove, 2022b). EFL teachers must carefully select TED Talks that align with the learners' needs and goals, ensuring that the content is engaging, relatable, and culturally sensitive. This may involve previewing the talks, considering learners' preferences, and adapting the content to suit the specific classroom context.

Additionally, classroom dynamics and time constraints can pose challenges. TED Talks are typically longer than traditional teaching materials, and finding sufficient time within the lesson to incorporate a full talk can be challenging (Salem, 2019). EFL teachers may need to adapt and truncate the talks, focusing on key segments or using excerpts to fit the available class time. Moreover, maintaining learners' engagement throughout the talk and effectively managing discussions and activities related to the content require careful planning and classroom management skills.

Furthermore, assessment and evaluation can present challenges when integrating TED Talks. Traditional assessment methods may not adequately capture the language development and skills acquired through TED Talks (Gavenila et al., 2021). EFL teachers may need to design alternative assessment strategies, such as portfolio-based assessments, reflective writing tasks, or performance-based assessments that

require learners to apply the knowledge gained from the talks in real-life contexts.

Lastly, addressing the diverse needs and learning styles of a multicultural classroom can be a challenge. Learners come from different language backgrounds, have varying learning preferences, and possess different levels of confidence in expressing themselves in English. EFL teachers must employ differentiated instructional strategies, allowing for individual or group work, collaborative activities, and opportunities for learners to process and express their thoughts and opinions based on the TED Talks (Al-jafra, 2019).

While TED Talks offer many benefits for EFL teachers in teaching English, integrating them into lessons can present certain challenges. These challenges include language proficiency levels, accessibility of technology, content suitability, classroom dynamics, assessment methods, and addressing diverse learner needs. Overcoming these challenges requires careful planning, adaptation of materials, consideration of learners' abilities and interests, and the use of appropriate teaching strategies to ensure effective integration of TED Talks in EFL classrooms.

Potential Adaptations to the Indonesian Context

The integration of TED Talks as a tool for teaching English in the Indonesian context has the potential to be highly beneficial for language learners. TED Talks are renowned for their engaging and thought-provoking content, making them an ideal resource for language acquisition (Edwards, 2021). By incorporating TED Talks into English language classrooms in Indonesia, educators can create an immersive and interactive learning experience that fosters language development and cultural understanding.

One of the key advantages of using TED Talks for teaching English in Indonesia is the exposure it provides to authentic, real-world English language

usage. TED Talks feature speakers from diverse backgrounds and cover a wide range of topics, including science, technology, culture, and personal experiences (Crible et al., 2019). By watching these talks, Indonesian students can listen to native English speakers and familiarize themselves with different accents, intonations, and vocabulary usage. This exposure helps improve their listening skills, comprehension abilities, and overall fluency in English.

Additionally, TED Talks offer a rich source of vocabulary expansion and language learning opportunities. These talks often include complex concepts and specialized vocabulary, which can challenge students to expand their lexical knowledge. By selecting TED Talks that align with the students' proficiency levels, teachers can introduce new vocabulary and phrases in a meaningful context (Wingrove, 2022a). Furthermore, students can practice note-taking skills while watching TED Talks, capturing new words and expressions that they can later incorporate into their writing and speaking exercises.

TED Talks can also serve as a springboard for developing critical thinking and analytical skills in English language learners. The talks present diverse perspectives and thought-provoking ideas, encouraging students to think critically and engage in intellectual discussions. Teachers can design activities that promote active listening and stimulate classroom discussions based on the themes and content of TED Talks (Gavenila et al., 2021). These discussions enable students to express their opinions, enhance their speaking and presentation skills, and develop their ability to support arguments with evidence and examples.

Moreover, TED Talks provide a window into global issues and cross-cultural understanding. Indonesia is a culturally diverse country, and by incorporating TED Talks on topics related to cultural diversity, social justice, and

global affairs, teachers can encourage students to develop empathy, respect for different perspectives, and an appreciation for cultural differences (Choirunnisa & Sari, 2021). This exposure to various perspectives and worldviews fosters intercultural communication skills, which are crucial in today's globalized world.

To effectively integrate TED Talks into English language classrooms in the Indonesian context, teachers can follow a structured approach. They can pre-teach vocabulary and concepts related to the chosen talk, provide guiding questions to focus students' attention, and engage in pre- and post-viewing activities (Farid, 2019). These activities may include predicting the content of the talk, brainstorming related vocabulary, discussing cultural nuances, and engaging in group activities such as debates or presentations.

The integration of TED Talks as a tool for teaching English in the Indonesian context holds immense potential for language learners. By leveraging the captivating content, authentic language use, vocabulary expansion opportunities, critical thinking development, and cross-cultural understanding offered by TED Talks, educators can create an engaging and immersive English language learning experience. This approach enables students to develop their listening, speaking, reading, and writing skills while gaining valuable insights into a wide range of subjects and perspectives.

Conclusions

In conclusion, the findings from this research highlight the valuable role of integrating TED Talks into EFL learners' classrooms, as demonstrated by the experiences of Indonesian EFL teachers. Through their innovative approaches, these teachers effectively utilized TED Talks to enhance various language skills, including listening comprehension, vocabulary mastery, grammar and language structure, speaking and

discussion, and writing. By incorporating authentic and engaging content, TED Talks provided a rich resource for language learning, fostering active participation, critical thinking, and effective communication.

For future research, it would be beneficial to explore the long-term effects of integrating TED Talks into EFL classrooms, examining the impact on learners' language proficiency, motivation, and overall language acquisition. Additionally, investigating the effectiveness of different TED Talk topics and genres on specific language skills could provide further insights into the optimal selection of materials for different language learning objectives. Furthermore, exploring the role of TED Talks in EFL classrooms with learners of different proficiency levels and cultural backgrounds could contribute to a more comprehensive understanding of their applicability and effectiveness.

Overall, the integration of TED Talks into EFL classrooms offers promising opportunities for language educators to create dynamic and engaging learning environments. By continuing to explore and refine the implementation strategies, future research can contribute to the advancement of EFL pedagogy and provide valuable insights for teachers seeking to enrich their instructional practices.

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