

DESIGNING LISTENING TASKS BASED ON TED TALKS FOR ENGLISH MAJORED STUDENTS

Nguyen Minh Ha¹, Nguyen Thi Huong²

¹*Hanoi University of Industry; nguyenminhha.haui@gmail.com*

²*Hanoi University of Industry; huongnt_nn@haui.edu.vn*

ABSTRACT

Under the light of Communicative Language Teaching approach, the use of authentic materials to design effective tasks has been warmly encouraged. Among a variety of resources designed to create authentic materials, TED (Technology, Entertainment, Design) Talks - a set of free videos on a wide variety of topics - is considered as a learning source that gives students a profound knowledge with authentic English. Lesson plans featuring TED talks can be used to bridge the gap between classroom knowledge and real-world practices. This research investigates how to design effective TED talks listening tasks for English majored students and its possible effects on students' listening skill. The research was carried out with the participation of 176 English majored students in their third academic year and 5 teachers at Hanoi University of Industry (HaUI). Data for this study included an online survey for students, and 15-minute semi-structured interviews for teachers. The results show that listening tasks designed from TED talks received positive feedback from the participant informants. Through observation, we see that after 15 weeks of practice, the students have made significant improvement in their listening skill. The teachers' recommended types of designed listening tasks are listing and/or brainstorming; ordering and sorting and comparing. These types of tasks are also of suitability to students' preference. It is hoped that the research would provide EFL teachers with new ideas about some benefits of TED talks to their students during the process of mastering the second language.

Key words: “authentic material”; “Ted talks”; “listening skill”; “design”; “listening tasks”.

1. INTRODUCTION

Generally, teachers have comprehended the advantages of TED talks because it can develop students' listening skills not only in academic context but also in every day settings. In TED's case, there are timeless themes such as culture, fashion, technology, etc. which are conducted by speakers from all around the world speaking in English. Thanks to TED talks videos, teachers can provide students with different authentic listening activities from a variety of real-world sources. According to Sherman (2003), video is "*a wonderful resource for opening up the English-language world and can be used with great pleasure and profit-and very little sweat*". Nevertheless, most EFL teachers in HaUI have difficulties in designing useful TED talks listening exercises to meet students' level of language skills. Therefore, this study aims to prompt teachers to think about when, why, and how they should use TED talks in listening lessons and how to benefit from TED talks to make progress in students' performance.

2. LITERATURE REVIEW

2.1. TED talks

TED is a non-profit organization, founded in 1984 as a conference covering Technology, Entertainment, and Design (Ted.com, 2016a). TED has successfully gained its fame as being translated into over 100 languages (Ted.com, 2016a), and attracting more than over one billion views.

TED's purposes are turning negative opinions into positive ones with regard to educating learners in different topics and encouraging them to express their ideas. This makes TED become one excellent tool in ELT classroom since this not only allows students to interact directly with spoken English but also get a perspective from the side of people with expertise in the particular area.

Wingrove (2017) in his study, reveals that TED is useful in an academic context given the features of the platform and its content, hence it is regarded as an excellent pedagogical tool.

Distinguishing from some other digital videos, TED offers users the possibility to see the subtitles and transcription. These allow learners to gather the information either listening or reading and in an integrated manner. It is also of significance to highlight the fact that most of the topics

presented in TED's conferences contain both pragmatic and academic knowledge which lets the students not only just acquire the language's features but also prepare themselves with critical thinking. That is to say, TED can be adopted as a teaching resource because it supports learners in many ways.

2.2. Authentic materials

2.2.1. Definition of authentic materials

There are several definitions associated with the term "*authentic materials*" in the field of language teaching. A long time ago, some researchers regarded authentic materials as spoken or written material which are not used for language teaching and learning process. In a stark contrast, according to Tomlinson and Masuhara (2010), an authentic text is "*one which is produced to "communicate", rather than to "teach" and an authentic task as "one which involves the learners in communicating to achieve an outcome, rather than to practice the language"*". To be more specific, authentic materials are considered to be designed not to transmit declarative knowledge about the target language but rather to provide an experience of the language in use.

2.2.2. Advantages and disadvantages of using authentic material in language learning and teaching

Using authentic materials in language learning environments offers several benefits for both teachers and learners. Firstly, students can get exposed to the real language when they have chance to learn authentic materials. In this case, even if real-life situations are not employed in the classroom, learners still have the opportunity to work with real-world discourse, not the artificial language in the textbooks.

Additionally, there exists a common consensus that authentic materials have an intrinsic educational value since they provide students with real information about what is going on in the world around them. If these reliable learning sources in the classroom are updated regularly, they can reflect the changes in language use and help facilitate cultural adaptation, language comprehension, and language use. By this way, students can expose to the language which is used for real-life purposes by real people.

Besides these main benefits, there are a lot more advantages of using authentic materials mentioned by different scholars such as "*increasing*

students' motivation and making learning more enjoyable, helping learners practice both mini-skills and micro-skills" (Martinez, 2002), "*providing useful inputs*" (Kilickaya, 2004), etc. In short, employing authentic texts in the classroom is beneficial for both teachers and learners. Therefore, teachers should make use of them to provide students with real-life situations.

Besides some outstanding advantages, there remains some drawbacks of authentic materials. As cited in Martinez (2002), authentic materials "*can be culturally biased because some thoughts may lead to judgements based on ideas of one's own cultural system*". Furthermore, authentic texts contain various cultural background, new words and complex structures, which causes anxiety among low level students. One more thing, teachers tend to spend more time preparing the lesson plan with authentic materials than with textbooks. As a result, many teachers do not apply authentic sources into classroom context because the time investment was not realistic or possible in their teaching situations. All things considered, it is the teachers that should pay attention of limitations in order to maximize the benefits of exploiting reliable materials in their classrooms.

2.3. Listening skills and listening task design

2.3.1. Definition of listening

There are numerous notions in the literature of what listening actually is. According to Underwood (1989), it is "*the activity of paying attention to and trying to get meaning from something we hear*". This definition is then broadened and specified by Goh (2002) as "*the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his/her grammar and his/her vocabulary, and grasping his/her meaning*". In other words, listening is not simply hearing, it is the absorption of the meanings of words and sentences by the brain.

2.3.2. Types of listening

According to Richards (1990), there are two main types of listening: top-down and bottom-up listening process. Top-down listening focuses on the meaning and works backwards. On the other hand, bottom-up listening emphasizes on the sounds and structures of language, putting words and sounds together to construct meaning.

Top-down listening process vs. Bottom-up listening process

Top-down listening	Bottom-up listening
It is listener-based. The listener relies on background knowledge of the topic, the situation or context, the type of text, and the language (Richards, 1990). This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next.	It is text-based. The listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning (Richards, 1990).

In addition, Goh (2002) describes five types of listening regarding its purposes, as follows:

- i. Listening for general understanding* refers to the purpose of listening in which listeners try to focus on the main ideas of the message without paying attention to every single word.
- ii. Listening for specific information* means that listeners only concentrate on what they want to listen and take no notice of all other information.
- iii. Listening for detailed information* is when we need to understand everything in detail like getting direction to a particular place, for example.
- iv. Predicting and guessing* refers to the skill of anticipating the piece of information that is going to be said next. The following listening is to help listeners confirm or revise their expectations.
- v. Interpreting* means listening and making inferences from what speakers say to understand what they mean.

It is noted that the classification of listening is not fixed; rather, it is a suggested range of possible listening choices.

2.3.3. Listening task design

2.3.3.1. Definition of a task

It is commonly believed that a task is an activity which is conducted as the result of processing and understanding language. In other words, tasks may be characterized as an interface between students and the knowledge presented in the learning environment. In addition, tasks can activate and control the whole learning processes so as to assist successful learning. Thus, there is no doubt about the indispensability of tasks in instructional

settings.

2.3.3.2. Components of a task

Many attempts have been made to identify the elements of a task. Nunan (1989) names six elements as follows:

Table 1. Six components of a task (proposed by Nunan (1989))

TASK					
Goal	Input	Activities	Teacher role	Learner role	Setting
The general intentions behind any given learning task in answer to the question: “why did you get learners engaged in task X?”	The data that form the point of departure for the task.	What learners will actually do with the input.	The part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants.		The classroom arrangements specified or implied in the task.

As presented in the table above, “goal” refers to the general purposes of the task, which are expected to be achieved through “activities” that learners do with the given data called “input”. Additionally, a particular task is always carried out in the classroom arrangement or specific “settings”. In this process, students and teachers play pivotal “roles” to complete the task.

2.3.3.3. Types of listening task

There have been different types listening tasks that reputable scholars and educators have suggested in order to develop students’ listening skills. According to Willis (1996), tasks could be classified into different types, as mentioned below:

- i. *Listing and/or brainstorming* refers to tasks in which learners are required to make a list of things, places, reasons, problems, etc. that they can think about.
- ii. *Ordering and sorting* can be sequencing, ranking, classifying, and categorizing tasks which ask learners to provide a set of information ordered and sorted based on some criteria.

- iii. *Comparing* includes matching tasks as well as finding similarities and differences of some terms given in the texts.
- iv. *Problem solving* involves processes of analyzing and evaluating some problems arisen in order to make a decision or suggest solutions.
- v. *Sharing personal experience* encourages learners to relate things from their personal lives by narrating, describing and exploring further into their own stories.
- vi. *Creative tasks* require learners to apply those tasks listed above and other tasks as well with the aim of producing a particular product.

2.3.3.4. *Criteria of a good listening task*

A good listening task in CLT approach has several features:

Goal

- Establish a clear purpose for listening: to use language to accomplish a goal, not to use language merely as language itself.

Input

- Require listening to an authentic, connected piece of discourse.

Activities

- Reflect a subject or topic that will interest students.
- Provide a topic that is broad enough for every listener to approach
- Include listening preparation
- Involve in solving a true problem or relate to Ls' own life.
- Offer visual support
- Encourage whole-message listening
- Encourage listening for specific details
- Communicate real meaning
- Require listener response
- Allow enough time for listeners to respond in some meaningful way.

Learner role

- Motivate listeners to consider their knowledge of the topic.
- Allow Ls to use all of the language skills they have, rather than specific forms or vocabulary, and tend to self-correct when they realize they need to.
- Allow listeners to make use of contextual and nonverbal cues.

2.3.3.5. *Guidelines for designing listening tasks based on authentic materials*

It is widely assumed that listening tasks based on authentic materials should be designed following three stages namely pre-listening, while-listening and post-listening. In Pre-listening stage, learners are required to

do some activities such as pre-teaching, activating vocabulary, predicting content, generating interest and checking understanding of task in order to prepare for listening. After that, the while-listening stage is where students listen and do designed comprehension tasks. Hence, some types of task discussed above such as: listing, ordering and sorting, comparing, problem solving, sharing personal experience, and creative tasks, etc. could be used in the listening lesson in order to facilitate students' comprehension as well as exploiting authentic texts to the fullest. Finally, post-listening stage consists of activities following the listening material as well as contains extensions of the listening task. The form of tasks may include cultural topics or sociolinguistic aspects relating to the listening materials.

3. METHODOLOGY

3.1. Research questions

This research mainly aims at guiding EFL teachers and English majored students to better utilize TED talks in listening lessons. Accordingly, there are two main research questions to be made:

- (1) How have TED talks been exploited to design listening tasks for EFL students?
- (2) What are recommendations for teachers to design more effective TED talks listening tasks to develop students' listening skills?

3.2. Research methods

Mix methods were employed to handle issues and problems that teachers face, accordingly aiming to improve pedagogical practices. It is important to highlight that we do not only want to observe the phenomenon and try to understand it but also, as practitioners, we want to make a real immersion in the classroom through the implementation of certain activities that have been based on authentic videos of the digital platform TED, in order to reflect and improve our pedagogical practices.

Regarding the research questions that the researchers seek to answer, researchers have chosen two methods of data collection namely questionnaire and interview.

3.2.1. Questionnaire

This instrument was applied as a principal method to assess the effectiveness of the question of interest. According to Cohen, et al. (2018), questionnaire is “a widely used and useful instrument for collecting survey information, providing structured – often numerical – data, able to be administrated without the presence of the researcher and often comparatively straightforward to analyse”. To be more specific, the questionnaire for students is divided into four parts. The first two points contained semi-ended questions which investigated learners’ opinion about TED talks listening tasks. Along with this, they are also asked to mention the frequency of doing TED talks listening exercises. In question number three, a five-point Likert scale (1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, 5 = strongly disagree) was utilized to help learners to self-assess TED talks listening activities that they have completed. The last part of the questionnaire is an open question which aims at finding out some useful suggestions for better application of TED talks listening tasks.

3.2.2. Interview

The interview for teachers is a particularly useful data-collection tool because of the information that can be accessed through it. A qualitative interview, according to Tashakkori and Teddlie (2012) “is unstructured, exploratory, open-ended, and typically in-depth so that several topics can be explored effectively.” In other words, the interviewees feel free and comfortable to answer the open-ended questions without being judged by the interviewers. Data for this article included a 15-minute semi-structured interviews with 5 randomly majored selected teachers. The purpose of this progress is to explore the opinion of teachers on designing TED talks listening tasks.

4. DATA COLLECTION PROCEDURE

4.1. Survey questionnaire

The procedure of data collection is intended to put into four phases. They are designing the questionnaire, piloting, delivering the questionnaire and encoding the data.

In the first step, the researchers design the questionnaires and sets up plans for collecting data. After that, the questionnaire is given to about 5-7

relevant respondents to get feedback and workability of the questionnaire. Correction and adjustment have been made afterwards. After choosing classes to conduct the survey, the questionnaires will be dispensed to the students at the beginning of class time. The researchers briefly explain the purpose and the terms for students to understand the way to deal with the questionnaires. Subsequently, the investigators suggest the classes finish the questionnaires in their break time and then collect all the papers. Finally, encoding the data is of great importance. It is time to synthesize all the documents and analyze in the purpose of investigating what is related to the topic.

4.2. Interview

There are some main stages of interview investigation including thematizing, designing, interviewing, transcribing, analyzing, verifying and reporting.

First and foremost, the researchers formulate the purpose of a study and describe the topic before the interviews start. Then, the researchers plan the design of the study with regard to obtaining the intended knowledge. After that, it is time for conducting the interviews based on an interview guide. The next step is transcribing the data from oral speech to written text. Next, the researchers need to analyse the interview material and verify the generalizability, reliability, and validity of the interview findings. Finally, all the data needs to transfer into a readable product.

4.3. Data analysis procedure

The collected data was initially classified according to the two research questions. The first one is *“How have TED talks been exploited for designing listening tasks?”*. It is vital to examine whether the evidences are compatible with the prediction of some potential categories in the Literature Review chapter. The second one is *“What are recommendations for teachers to design more effective TED talks listening tasks to develop students’ listening skills?”* which aims to suggest some effective ways to utilize TED talks listening activities.

First and foremost, it took a great amount of time to study all the questionnaires and analyze data from interview. Evidences from all the papers and the records were carefully noted and categorized into different

cases. One more thing, 5 selected teachers were coded as Teacher 1, 2, 3, 4, 5 in order to keep privacy for them and the confidentiality for the research.

In the meantime, findings from questionnaire were compared (and contrasted) with the findings from interview to find out the positive impacts of TED talks listening tasks and some suggestions for the effective use of them.

5. DESCRIPTION OF PARTICIPANTS AND COURSE DESIGN

The investigation was carried out in HaUI - a public university located in Hanoi, Vietnam. Participants was 176 third-year students of English major from 7 classes which are coded A, B, C, D, E, F, G in Faculty of Foreign Language (FFL) – HaUI. They had finished their fourth semester and most of them have interests in learning different languages.

Regarding to speaking course design, the name of the subject was “English Listening Skill 5” and the chosen textbook was “*Skillful Listening and Speaking-Student’s book 4*”. It was published by MacMillan in 2013 with a variety of topics such as Legacy, Games, Risk, Flow, etc. This course lasted for 15 weeks with 15 lessons and the division of two periods per week. Furthermore, in order to help students expose to real-life listening, all teachers in group had decided that the textbook needed to be integrated with TED talks videos. Hence, for each week, teachers had carefully selected TED talks video which were relevant to particular topics in the core book. Additionally, some listening tasks in the book were not regularly updated and the audios taken in the recording studio were not fully authentic. Therefore, teachers had replaced them with relevant TED talks videos so as to increase real-life materials for learners.

6. RESULTS AND DISCUSSIONS

6.1. Results from questionnaire and interview

To begin with, it is learners’ perception of doing Ted talks listening tasks that needs to be taken into consideration. Figure 1 is the summary of participants’ responses in the questionnaire.

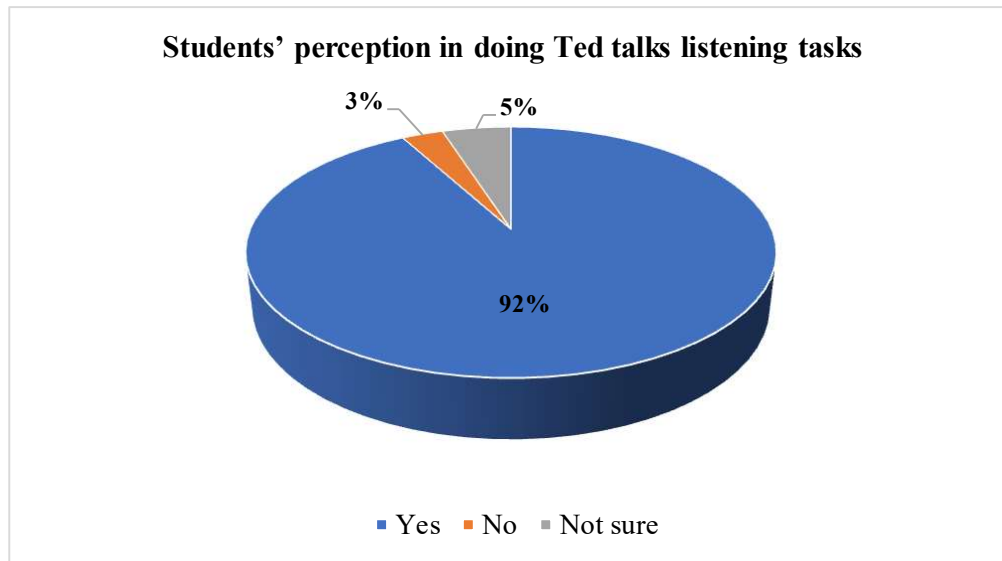


Figure 1. Students' perception of doing Ted talks listening tasks

As can be seen from the pie chart, about 92% of students agreed that TED talks listening tasks were really useful for them. Only a few informants chose "No" and "Not sure" (3% and 5% respectively) because they were low level students. Hence, they often faced up with several problems in finishing Ted talks listening tasks.

Besides, the majority of learners comprehending of the benefits of exploiting TED talks listening tasks can be depicted in the chart below.

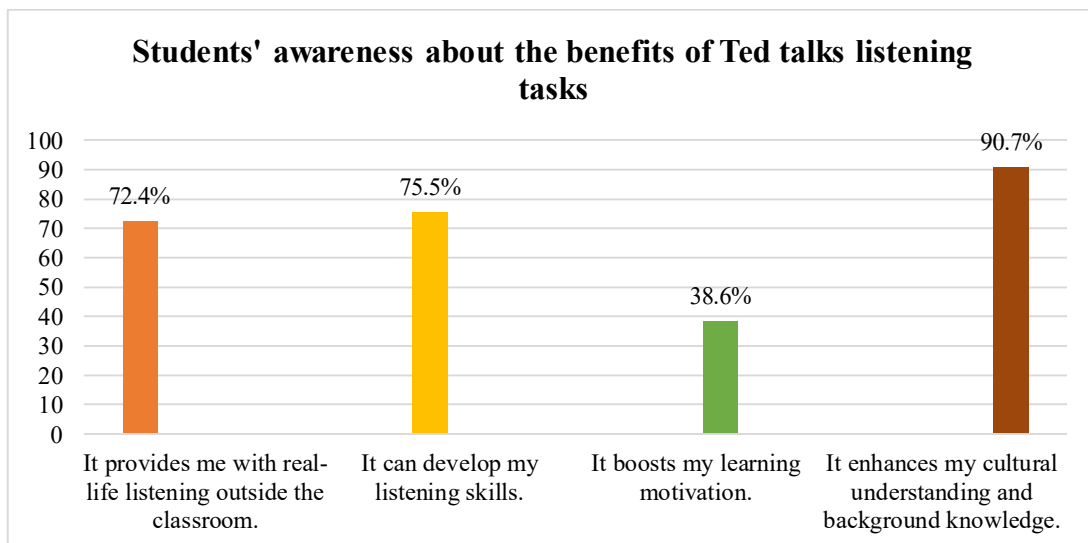


Figure 2. Students' awareness about the benefits of Ted talks listening tasks

It can be clearly seen that the most important benefit of TED talks was enhancing students' cultural understanding and background knowledge (90.7%). In the interview, teacher 1 also expressed that thanks to TED talks,

she could provide her students with some background knowledge related to particular theme in the textbook. That is to say, students were eager to take part in her lesson.

Additionally, 75.5% survey learners approved that TED talks could develop their listening skills, followed by 72.4% of participants showed that TED talks could provide them with real-life listening outside classroom. Similarly, teacher 4 taken part in the interview revealed that *“I assign TED talks audio as weekly assignment and after 15 weeks, I feel that it can help my students improve listening skills. In TED’s case, there are a lot of vocabularies about our real life. My students like learning that kind of vocabulary so I can see their improvement day by day.”*

At the bottom end is employing TED talks to boost students’ learning motivation with only 38.6% of the participants mentioning this benefit. The reason for this low percentage may depend on some aspects such as students’ level, class atmosphere, the level of task’s difficulty, etc.

In the second place, it is the frequency of doing Ted talks listening tasks that can be summarized as follows:

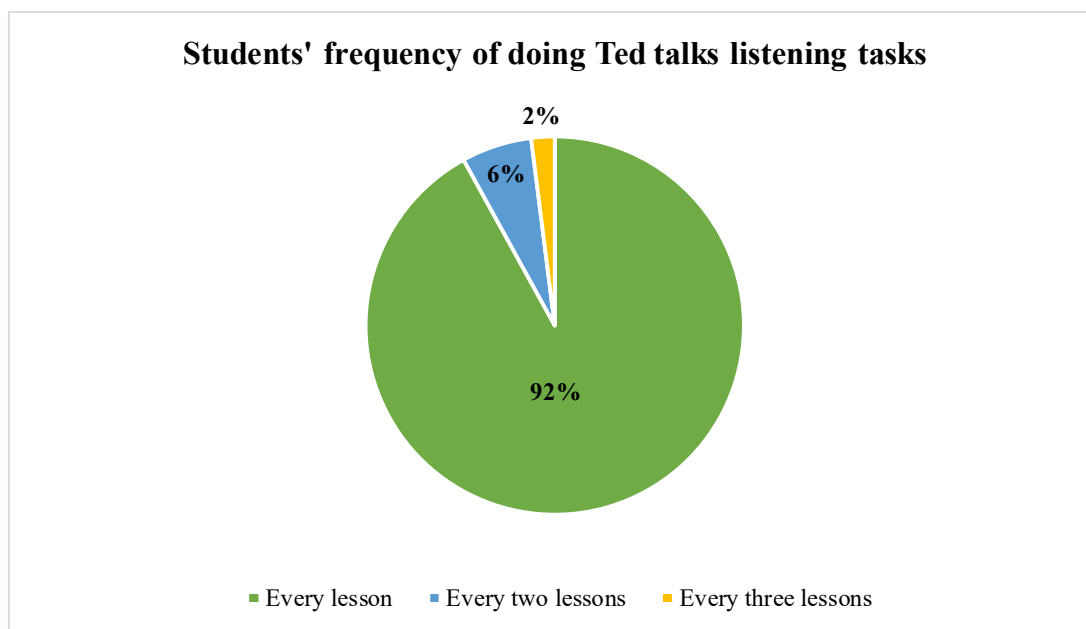


Figure 3. Students' frequency of doing Ted talks listening tasks

It can be inferred that most students completed Ted talks listening tasks every lesson (92%). Similarly, interviewee 2 showed that she asked her students to finish Ted talks listening exercises every lesson as scheduled. Furthermore, some learners chose “Every two lessons” and “Every three lessons” (6% and 2% respectively). This can be explained by 3 out of 5

teachers in the interview that some classes had more lower-level students than higher ones. Therefore, they could not assign students to complete all in-class listening activities at the same time.

In the third place, a glance at figure 4 represents the way surveyed students evaluate the TED talks listening tasks that they have done.

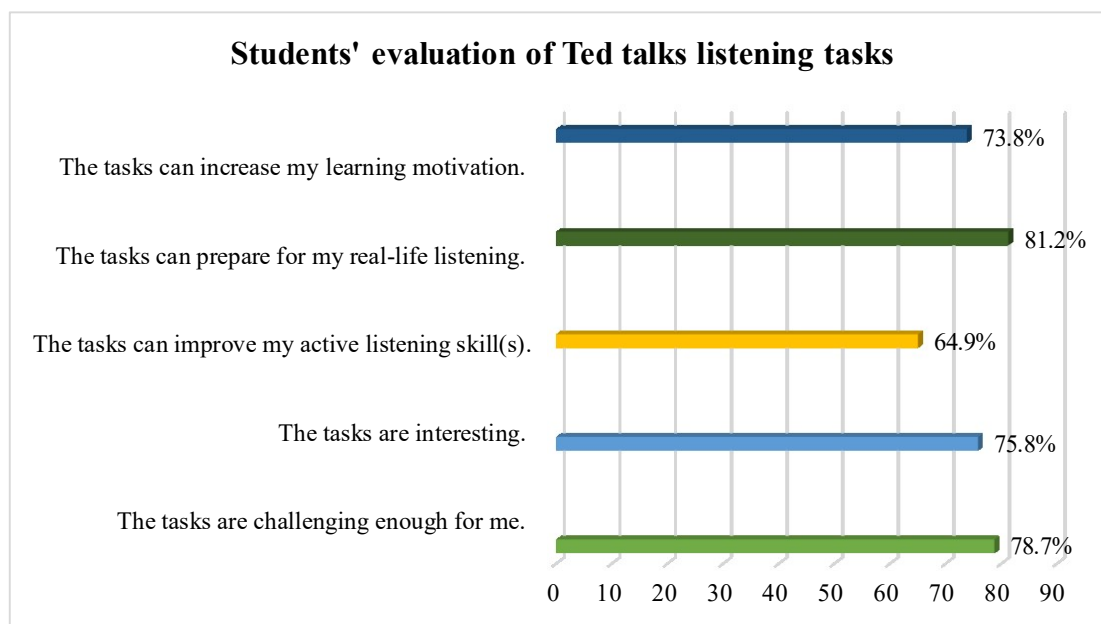


Figure 4. Students' evaluation of Ted talks listening tasks

Obviously, 81.2% of the informants showed torrential support since the listening exercises were effective in preparing for students' real-life listening. This statement also shared the same result with the learners' perception about doing TED talks listening tasks in Figure 1.

Secondly, three statements namely "The tasks are challenging enough for me", "The tasks are interesting" and "The tasks can increase my learning motivation" also gained positive responses with 78.7%, 75.8% and 73.8% respectively. In the interview, teacher 4 also pointed out that *"Unlike freshmen, my students are in their third-year so they work hard to achieve the highest IELTS score. Most of them finds the tasks which I've designed using TED's case are suitable to their level. Only a few lower-level ones think those exercises are difficult for them"*. Additionally, interviewee 2 expressed *"I usually spend the last listening activity in class for TED talks. I usually design some tasks such as listing and/or brainstorming; ordering and sorting basing on what they have heard from TED talks. And I see that most students involve enthusiastically in the last part. They focus on the task and try to complete all the questions"*.

Finally, ranking the lowest percentage but still gaining lots of positive responses was “The tasks can improve my active listening skill(s)” with 64.9%. In addition, when it comes to an interview session, teacher 5 said that she had employed TED talks to teach two classes namely 1A and 2B with different levels. Then she noticed the difference in the improvement of students’ active listening skills. Class 1A had more higher-level students than class 2B, thus the former ones could develop active listening skills better than the latter.

In the fourth place, there remains a certain number of difficulties in the progress of doing TED talks listening tasks. Thus, some suggestions for both teachers and students for better application of Ted talks listening tasks can be categorized and synthesized as follows:

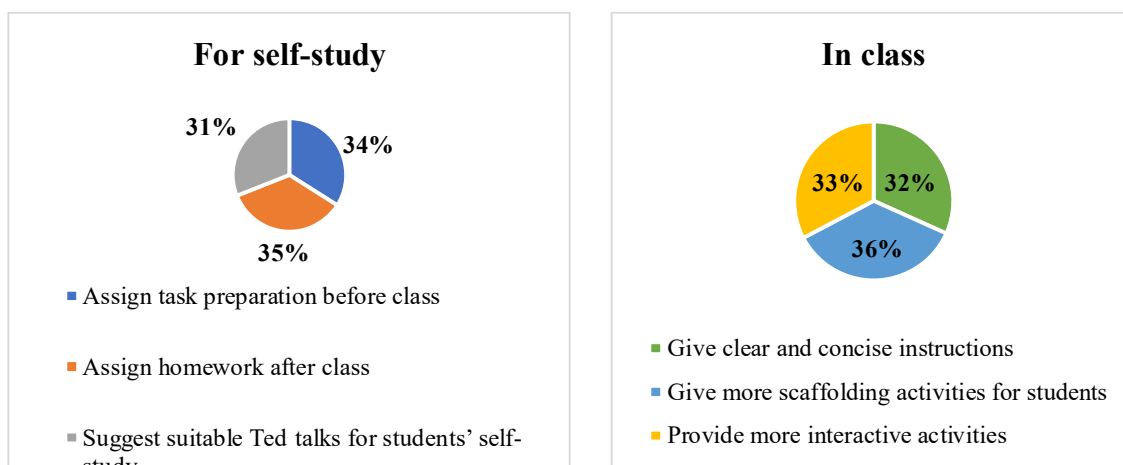


Figure 5. Suggestions for teachers’ more effective designing Ted talks listening tasks

As can be seen from the two pie charts, all suggestions represented quite the same percentage. It can be inferred that language learners found recommendations which were mentioned above helpful for their listening skills. In the interview, the researchers also asked teachers about some ways that could assist students to complete Ted talks listening tasks better when self-study. Teacher 3 commented that *“It is very important for students to do some preparation tasks before class or finish homework right after class. Some kinds of tasks are comparing, sharing personal experience and so on. If students work hard on them, they can improve their listening abilities.”*

Especially, in the second diagram, giving scaffolding activities reached the highest percentage (36%). Similarly, when being interviewed, 4 out of 5 teachers emphasized the importance of this technique. Interviewee 2 concluded that *“Scaffolding activities are very useful. Students can do the*

tasks from easy to difficult so they can understand the lesson thoroughly, especially for some lower-level students in my class". However, interviewee 1 suggested that *"teachers should not use the materials that are too professional because they may contain many terminologies. Thus, students find it very difficult to understand and listen to."*

Furthermore, having the same rate was "the need to give clear and concise instruction" and "provide more interactive activities" (32% and 33% relatively). When being asked in the interview, 2 out of 5 informants also suggested that teachers needed to give concise instruction, especially the listening tasks related to Ted's case. Teacher 3 shared that *"I usually use clear and precise language when giving instruction for each task. In some exercises using Ted talks audio, I also explain what students have to do, how they have to do it, and when they have to complete it."* Finally, all interviewees supported the provision of more interactive activities for students in classroom.

6.2. Discussion

It can be concluded from the survey that teachers have made use of TED talks to design some kinds of tasks like listing/brainstorming (list out/brainstorm related vocabularies), sharing personal experience (group/pair discussion), listening and summarizing key points for students during 15 weeks. Obviously, these tasks using Ted talks were beneficial for learners to enhance their background knowledge and build up listening ability. This finding shared the same viewpoint which suggested by Bernard (2002 cited in Pham 2008, p. 24), *"it was the authentic tasks that should be designed based on authentic texts in order to expose students to real-world situations in the targeted language"*. In the second place, students' average evaluation of the listening tasks was at neutral level (above 50%). It meant that those tasks that teachers design brought definite benefits to learners during the process of mastering listening skill. Nevertheless, these advantages were not outstanding or obvious to students. As mentioned in the previous section of this chapter, learners' different level could account for this issue. Finally, with respect to better exploitation of Ted talks listening tasks, informants gave out some recommendations for both students and teachers as follows:

For students: Students' preparation before lectures

There are many different reasons why preparation is an essential part of learning. Most universities follow an academic credit system which measures and assesses students' work and effort during their Bachelor's, Master's or PhD programme. For instance, providing a lesson consists of 2 credits or 90 minutes, learners need to spend 180 minutes per week for individual study. Therefore, before class, students have to act on, think about, scrutinize the lesson. The most obvious and important difference is that class can truly succeed only if everyone is prepared. To be more specific, learners can search for some key information about languages or cultures by watching related Ted talks. Thus, they can catch the core idea of the lesson and perform better in class. There are some types of exercise assigning by teachers that students can prepare before lecture:

- Complete vocabulary and listening strategy exercise in the textbook
- Answer a list of questions relating to the topic in class
- Do the reading and find out relevant vocabularies
- Take notes on the material
- Finish quizzes
- Discuss in a small group/pair

For teachers: Teacher' scaffolding and instructions

First and foremost, in educational context, scaffolding refers to instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. During this process, teachers supply learners with different levels of temporary support. Hence, students can reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Moreover, scaffolding can bridge learning gaps which is the difference between what students have learned and what they are expected to know at a certain point. For instance, in listening class using Ted talks as authentic material, if students are not at the required level to understand what is being taught, teachers might use instructional scaffolding to improve their listening ability until they can complete listening exercises independently and without assistance. In addition, scaffolding is an effective tool to reduce the negative emotions that learners may experience. For example, teachers require students to listen to a Ted talks video about Japanese culture and take notes. In case learners do not understand more

about this topic, teachers need to use scaffolding by giving students some easier tasks before watching. Thanks to this, learners can avoid getting frustrated, intimidated or discouraged when attempting a difficult exercise without any guidance.

What's more, it is of great importance since teachers give students concise instructions. Firstly, they need to make clear and precise language so that students will be able to understand what they are going to do. In other words, teachers should explain what learners have to do, how they have to do it and when they have to complete it. Secondly, teachers have to explain to students why they have to complete the tasks so they are more able to appreciate the experience. Especially, when employing Ted talks to design listening exercises, it is important to connect the task to students' background knowledge. This action will help language learners feel more confident about tackling the task. Thirdly, teachers can provide examples in case some students do not understand the instruction. At this point, teachers can give model themselves or ask student to do that. Finally, teachers need to ask their students to repeat or paraphrase what they have heard or seen. Then, if necessary, teachers can clarify any confusing points which can help learners comprehend and complete the task.

7. CONCLUSION

This research highlights considerable advantages gained through the process of using TED talks to design listening tasks for English majored students. The authentic nature of TED talks enables learners expose to real-life input while enhancing their listening skills. As the data shown, the implementation of TED talks in listening class has worked effectively in improving learner's language learning. As we had expected, the majority of language teachers agree that this approach is really effective for third-year students. Teachers prefer to design some types listening comprehension exercises such as T-F questions, Table/Diagram completion, Gap-filling, taking notes of main points. Moreover, teachers' assessment about those listening tasks using Ted talks is always on the range of neutral level. It can be inferred that students can gain definite advantages from those kinds of activities. One more thing, in order to make the tasks more effective, it is suggested that teachers should require their learners to prepare carefully before class time. After that, teacher's scaffolding and instructions are two vital factors which can lead to the success of the lesson.

REFERENCES

- Cohen, L., Manion, L. & Morrison, K. (2018). *Research methods in education (8th ed.)*. London, UK: Routledge.
- Goh, C. C. (2002). Exploring listening comprehension tactics and their interaction patterns. *System*, 30(2), 185-206.
- Kilickaya, F. 2004, 'Authentic materials and culture content in EFL classrooms', *The Internet ELT Journal*, vol. 10, no. 7.
- Martinez, AG 2002, 'Authentic materials: an overview', *Karen's Linguistics Issues*, February 2002, viewed 1 November 2011. <<http://www3.telus.net/linguisticsissues/authenticmaterials.html>>.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge university press.
- Richards, J. C. (1990). *The Language Teaching Matrix*. New York: Cambridge University Press.
- Sherman, J. (2003), *Using authentic video in the language classroom*. Cambridge: Cambridge University Press.
- TED. (2016). *About: Programs & initiatives*. Retrieved from <https://www.ted.com/about/programs-initiatives/ted-talks> [Google Scholar]
- Teddle, C. and Tashakkori, A. (2012), Common "Core" Characteristics of Mixed Methods Research A Review of Critical Issues and Call for Greater Convergence. *American Behavioral Scientist*, 56 (6), 774-788.
- Tomlinson, B. & Masuhara, H. (2010). *Research for materials development in language learning: evidence for best practice*. London: Continuum.
- Underwood, M (1989). *Teaching listening*, Longman, New York.
- Wingrove, P. (2017), "How suitable are TED talks for academic listening?". *Journal of English for Academic Purposes*, 30, 79-95. <https://doi.org/10.1016/j.jeap.2017.10.010>.
- Willis, J. (1996). *A framework for task-based learning* (Vol. 60). Harlow: Longman.