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دمج مقاطع TEDTalks في التدريس التواصلي لتعزيز أداء طلاب اللغة الإنجليزية :دراسة شبه تجريبية في مؤسسات التعليم العالي في المملكة العربية السعودية

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هدفت هذه الدراسة إلى بحث فاعلية دمج محادثات TED Talk ضمن إطار (Communicative Language Teaching - CLT) في تعزيز الكفاءة الشفوية لدى طلبة الجامعات السعوديين الدارسين للغة الإنجليزية كلغة أجنبية. واعتمدت الدراسة تصميمًا شبه تجريبي قائمًا على الاختبار القبلي والاختبار البعدي. وأشارت البيانات النوعية المستمدة من استبانات التأمل الذاتي، وقوائم ملاحظة المعلم، وتغذية المتعلمين الراجعة، إلى زيادة ملحوظة في الثقة بالنفس، والدافعية، والمشاركة الصفية، والاستعداد للتواصل باللغة الإنجليزية .وتشير هذه النتائج إلى أن دمج محادثات TED بوصفها موارد متعددة الوسائط وأصيلة ضمن إطار التدريس التواصلي للغة قد يسهم في دعم تنمية مهارات الاتصال الشفهي لدى متعلمي اللغة الإنجليزية كلغة أجنبية في المملكة العربية السعودية. كما تسلط الدراسة الضوء على القيمة المحتملة للمناهج المعززة بالتكنولوجيا والمتمحورة حول المتعلم في تحسين تعليم مهارات التحدث في سياقات تعليم اللغة الإنجليزية كلغة أجنبية في مؤسسات التعليم العالي.

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Integrating TED Talks Within a Communicative Language Teaching Framework to Enhance EFL Speaking Performance: A Quasi-Experimental Study in Saudi Higher Education

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Abstract

This study investigated the effectiveness of integrating TED Talks within a Communicative Language Teaching (CLT) framework to enhance the speaking proficiency of Saudi EFL university students. A quasi-experimental pretest-posttest design was employed with 80 second-year undergraduate EFL students enrolled in an Oral Communication Skills course at a Saudi university. Participants were assigned to an experimental group (n = 40), which received TED Talk-based CLT instruction, and a control group (n = 40), which received conventional teacher-centered instruction, over a 14-week period. Quantitative data were analyzed using independent-samples t-tests and one-way ANOVA. The findings revealed that the experimental group achieved significantly higher post-test scores in overall speaking proficiency than the control group ($t(78) = 6.42$, $p < .001$), with a large effect size (Cohen's $d = 2.14$). Significant improvements were also observed across speaking sub-skills, including fluency, interactional competence, vocabulary use, pronunciation, grammatical accuracy, and content coherence ($p < .001$). Qualitative data obtained from self-reflection surveys, teacher observation checklists, and learner feedback indicated increased confidence, motivation, classroom participation, and willingness to communicate in English. The findings suggest that integrating TED Talks as authentic multimedia resources within a CLT framework may support the development of oral communication skills among Saudi EFL learners. The study highlights the potential value of technology-enhanced, learner-centered approaches for improving speaking instruction in higher education EFL contexts.

Keywords: authentic multimedia materials; communicative language teaching (CLT); EFL; learner confidence; oral communication skills; speaking proficiency; TED Talks

Introduction

English language competency has emerged as a crucial prerequisite for Saudi Arabian academic achievement and career progression in recent years (Laborda & Litzler, 2015). Even with large investments in English language instruction, many Saudi EFL students still struggle to become proficient speakers (Patty, 2024). Traditional teacher-centered instruction, a lack of opportunities for meaningful communication in the classroom, and limited authentic exposure to spoken English are frequently blamed for this difficulty (Fitria, 2022).

The objective of developing better speaking skills is to communicate ideas, sentiments, and emotions to others through spoken language (Hassan & Hassan, 2018). Students can enhance their speaking skills by using a variety of educational tools, including TED Talks. Business, education, science, and world issues are just a few of the subjects that have been covered at TED Talks, a video-based conference where presenters provide well-developed presentations of their main ideas in less than eighteen minutes (Al-Siyabi & Al-Aliyani, 2024). This has led to TED Talks becoming well-known and its videos being translated into various languages.

By assessing the usefulness of TED Talks as a teaching resource to enhance speaking skills among EFL students at a Saudi University, the current study investigates the relationship between technology, language acquisition, and communication abilities (A Shawqy et al., 2022). Based on an examination of quantitative data, the study will look into the potential consequences of using TED Talks as a tool for teaching speaking skills using a communicative language teaching (CLT) approach. It will also offer suggestions for how to successfully implement this strategy (Kozińska, 2021).

The goal of Communicative Language Teaching (CLT) was to replace the emphasis on grammar translation and memorization with more participatory, learner-centered approaches that priorities communication in everyday situations (Fitria, 2022). However, pedagogical, linguistic, and cultural barriers make it difficult to successfully implement CLT in Saudi classrooms (Apriyanti & Ayu, 2020). Despite the growing emphasis on communicative competence in English language education, limited research has thoroughly examined how these barriers influence the effectiveness of CLT within the Saudi context. Therefore, this study is significant because it seeks to identify the challenges faced by teachers and learners in

implementing CLT, provide insights into context-specific factors affecting its success, and contribute to the development of more effective teaching strategies. The findings may assist educators, curriculum developers, and policymakers in improving English language instruction and fostering better communicative outcomes among Saudi EFL learners. Thus, this study attempts to answer the following research questions.

Question 1: How does integrating TED Talks within a CLT framework affect Saudi EFL students' overall speaking proficiency?

Question 2: Which speaking sub-skills (fluency, interactional competence, vocabulary use, pronunciation, grammatical accuracy, and content coherence) show the greatest improvement after the intervention?

Literature Review

Communicative Language Teaching (CLT) and Oral Proficiency

Communicative Language Teaching (CLT) as a student-centered method emphasizes language use in authentic contexts (Abdulkader, 2016). Conversely, CLT emphasizes the development of communicative competence, which includes discourse, linguistic, sociolinguistic, and strategic skills (Abbasian & Modarresi, 2022). This differs from conventional approaches that priorities vocabulary memorization and grammatical accuracy. By prioritizing fluidity and practical application, CLT seeks to create an atmosphere in which students may converse freely through debates, problem-solving exercises, and role-plays (Alotaibi, 2024).

The effectiveness of CLT in improving oral proficiency is supported by empirical research which stress that CLT encourages students to actively participate, which enhances their confidence and fluency. Also, this highlights how important task-based learning is, a key component of CLT, for helping students practice language in real-world communicative settings (Bizhu He, 2022). These kinds of projects bridge the gap between academic knowledge and practical application by facilitating real collaboration. CLT is a regulated yet entertaining method for Saudi students to enhance their speaking abilities, as they often lack opportunities to practice speaking outside of the classroom (Wei et al., 2018). Technological advancements CLT is also demonstrated by the use of digital resources such as TED Talks (Qomar, 2020).

Multimedia tools, enabled by the growth of online platforms, provide students more engaging and immersive ways to learn a language. Technology-mediated communication improves interactivity, autonomy, and access to real-world resources (Salem, 2022). In Saudi Arabia, where online and blended educational environments are becoming more prominent in higher education, TED Talks may supplement classroom learning and give students with additional opportunities to develop their English abilities outside of the classroom. Assignments may take the form of online discussion boards, collaborative projects, or digital reflections, among other things, which align with CLT's emphasis on communication and student interaction (Bailey & Fahad, 2021).

TED Talks as an Authentic Resource in EFL Classrooms

TED Talks are currently a popular teaching tool for EFL students, in which it provides access to a vast array of speeches by subject-matter experts; in that it offers real-world examples of spoken English (Chansanam et al., 2021). TED Talks expose students to impromptu speech patterns, a variety of accents, rhetorical devices, and everyday terminology, unlike scripted textbook dialogues (Richards, 2006). Consequently, they are highly beneficial for improving speaking fluency and listening comprehension (Batawi, 2007).

The rich rhetorical content of TED Talks is one of their distinguishing features. Speakers employ stories, analogies, comedy, and audience participation to convey their message (A Shawqy et al., 2022). These rhetorical characteristics are excellent examples of how to communicate in an engaging and expressive manner for EFL students. Students can learn both language and public speaking abilities by seeing how speakers organize their arguments, use transitions, and make essential points (Tilwani, Alghazali, et al., 2022). At the language level, TED Talks demonstrate how to enunciate words, intonate, and employ rhythm naturally. These suprasegmentally traits are often disregarded in traditional classrooms, despite their importance for comprehension and fluency (Hassan & Hassan, 2018). Learners who copy and practice TED speakers may improve their public speaking skills. Students might also practice shadowing exercises in classrooms, repeating parts of lectures to improve their pronunciation and intonation, or give presentations similar to TED talks. These approaches fit nicely with CLT's focus on relevant, performance-based communication (Danladi & Victor, 2015).

A number of studies have look at the role TED talks could have in EFL classroom and students' language development. Such as (Ahluwalia, 2018) who looked at how can TED-based talks discussions increase students' confidence in oral delivery while simultaneously enhancing their listening comprehension; (Salih & Omar, 2024) looked at how TED Talks can promote genuine communication, critical thinking skills, and inclusive conversations. These findings are consistent with the principles of CLT as it demonstrates how to employ intonation, emphasis, and even persuasive strategies.

Integrating TED Talks within a CLT Framework

The communicative competence model, first presented by (Canale, 1987), is the foundation of the Communicative Language Teaching (CLT) approach (Ayman Mohamed Alghobashy, 2021). It highlights four facets of competence: grammatical, sociolinguistic, social discourse, and strategic. Constructivist theories of learning, particularly (Vygotsky, 1978) sociocultural theory, which emphasizes the significance of social interaction and environment for learning, are also the foundation of CLT (Tran & Nguyen, 2024). Learners develop their language skills in more authentic ways than drills by working together and having meaningful conversations. The focus on interaction, significance negotiation, and learner agency in CLT classrooms is supported by these theoretical underpinnings (Rachma & Rizal, 2025).

By combining TED Talks with a CLT approach to language learning, the advantages are leveraged. CLT encourages active language use through communicative exercises, whereas TED Talks expose students to authentic, high-quality spoken English (Nursafira, 2020). After a TED Talk, students can engage in discussions, debates, or present to practice fluency, critical thinking, and teamwork. A task-based instruction could also be applied through the same use of a TED based instruction (Tilwani, Vadivel, et al., 2022). Because TED Talks may be used for interactive projects, this integrated approach facilitates task-based learning to promote impromptu communication, students could summaries presentations, pretend to be speakers, or evaluate arguments. Learners may blend passive listening with active speaking using these exercises. Students' language and intellectual learning are enhanced by TED Talks, which introduce them to a variety of speakers and international subjects (Ayman Mohamed Alghobashy, 2021). For TED Talks to work well in a CLT setting, educators must be prepared

and have the necessary resources. In many EFL environments, including Saudi Arabia, instructors may have been trained in traditional, grammar-focused techniques and are unfamiliar with communicative pedagogy or the use of multimedia in instruction (Laborda & Litzler, 2015). Without sufficient training, even new tools such as TED Talks may be used incorrectly or not at all. Professional development classes can be quite beneficial for educators who want to learn how to apply TED-based CLT strategies effectively (Patty, 2024). Another item to consider its cultural relevance. Some TED Talks may discuss topics or use comedy that Saudi students do not find funny. Teachers must be cautious when selecting materials to ensure that they are culturally appropriate, while also encouraging students to be open-minded and consider alternative points of view (Al-Siyabi & Al-Aliyani, 2024). Finally, classroom dynamics are vital. Viewing a TED Talk alone will not improve your speaking skills unless you have well-planned initiatives that require communication. Teachers must make the classroom a safe place where students feel comfortable participating, which reduces stress and promotes group work (Bailey & Fahad, 2021) (Al-Siyabi & Al-Aliyani, 2024).

Prospective Research Interests

While research on the use of TED Talks in EFL contexts is developing, more empirical studies are needed, particularly in the Saudi context (Abbasian & Modarresi, 2022). Future research may look into the long-term benefits of introducing TED Talks within CLT courses on students' oral communication skills. Comparative research comparing traditional teaching techniques to TED-based CLT methodologies would provide valuable insights into their relative efficacy (Richards, 2006). Furthermore, a qualitative assessment of students' viewpoints and experiences may reveal motivational and emotional factors. Such a study would improve teaching methods and strengthen evidence-based policy in Saudi colleges and universities (Ahluwalia, 2018).

Methodology

Research Design

A quasi-experimental pretest-posttest control group design was used in the current study to explore the impact of integrating TED Talks into CLT approaches on the speaking skills of

Saudi EFL students. The duration of the experiment was one term (14 weeks). During this period, students were provided with two sessions per week lasting approximately 90 minutes each, yielding a total of 28 sessions.

Two intact classroom sections from the same oral communication class participated in the research. While one section was used as the experimental group, the other was used as the control group. This decision to use intact classroom sections led to the choice of a quasi-experiment, not an experiment.
In the experimental group, TED Talks were utilized as a basis for teaching through CLT, which included paired work, role-playing, group presentation, information-gap exercises, and peer interaction activities. On the other hand, the control group underwent teacher-centered instruction that involved textbook work and explanation, among other forms of teaching and learning that did not involve communicative multimedia.

Pre-tests were done before the experiment to make sure that both groups had equal starting points, while post-tests were done after the experiment to check how well the participants spoke.

Participants

The subjects of this experiment included 80 undergraduate (male) Saudi learners enrolled in a course entitled "Oral Communication Skills" at a Saudi university. These subjects were aged between 19 and 22 years old and all of them were second-year students majoring in English language as a foreign language. They were all intermediate English language users, which was known based on the results of the university's placement test.

The participants were chosen using convenience sampling due to their availability to the experimenter. There were two intact classroom sections in the study; one group (experimental group) included 40 students, while the other group (control group) comprised 40 students. Since the experiment used intact classroom groups, complete randomization could not be carried out. Consequently, this experiment was considered a quasi-experiment, and not a true experiment.

Experimental subjects were taught using lessons drawn from the TED Talk approach incorporated into the CLT approach, while control subjects were taught using traditional teacher-centered lesson plans derived from textbooks and controlled speaking practices. The two classes learned the same curriculum and goals for the entire academic period.

In order to ensure that both groups were equivalent before the experiment, all subjects took a speaking pre-test at the start of the study. The pre-test showed no significant difference between the experimental and control groups in terms of their speaking competence before the experiment. All subjects willingly participated in the study and gave informed consent before data collection.

Ethical Considerations

A number of ethical considerations were taken into account to make sure that the research was conducted within the acceptable standards of ethics involved in the study of education research. Before conducting the study, participants were briefed on what the study entailed, how long it would take, and its objectives before conducting the study.

Informed consent was taken from each and every participant willingly. The students were made aware of the fact that participation in the study was completely optional and that withdrawal from the study would not entail any academic repercussions whatsoever. It was also made clear to the participants that the data would be used only for research purposes.

Participant identities were protected throughout the research process by excluding their names from any data gathering tool or report. Participant codes were used to identify them both in data collection and analysis processes. All recorded data such as audio recordings, oral tests, survey responses, and field observations were kept confidentially in a secure computer which could only be accessed by the researcher using a special password.

Furthermore, it was ensured that the instructional treatment used in this study did not influence the normal process of learning among students or its evaluation. In this regard, both the experimental group and control group covered the same course objectives and took the same tests throughout the academic period.

Instruments

Several tools were employed in the process of gathering both quantitative and qualitative data during this research in an attempt to achieve data triangulation and increase the validity of the results obtained. In particular, the speaking proficiency test, a rubric for assessment of speaking in accordance with CLT guidelines, a self-reflection questionnaire, and a teacher observation checklist were used in this respect.

Speaking Proficiency Test

A speaking proficiency test was carried out in pretest and posttest forms to measure speaking proficiency before and after the experiment. Two forms of speaking activities were carried out during the test, that is, monologue speaking task and paired speaking task. The monologue speaking task involved students speaking alone on a familiar topic for about three to four minutes. On the other hand, the paired speaking task involved students discussing together in pairs on a particular topic.

The speaking test was intended to assess communicative speaking skills in semi-authentic situations according to the goals of the Communicative Language Teaching approach (CLT). The speaking test covered six aspects of speaking skill: fluency, interactional skills, vocabulary usage, pronunciation, grammatical accuracy, and content organization.

The speaking test results were recorded in audio form and rated by two independent English instructors. The inter-rater reliability of the test score was analyzed with ICC (Intraclass Correlation Coefficient) to obtain a high degree of reliability.

CLT-Informed Speaking Rubric

The students' speaking competencies were graded according to the CLT-informed speaking rubric. In this respect, six evaluation criteria were taken into account, including fluency, interactional competence, lexical diversity, grammatical accuracy, pronunciation, and content coherence. Each criterion was scored using the five-point scale from 0 to 4, with higher numbers being indicative of improved communicative proficiency.

In general, the rubric aimed at assessing not only linguistic but also communicative competencies of learners in terms of speaking. Thus, fluency implied evaluating the smoothness and flow of the conversation, whereas interactional competence referred to maintaining conversations, responding appropriately, and negotiating meaning throughout communicating. Lexical and grammatical accuracy related to language competency, while pronunciation implied evaluating intonation, pronunciation, and stressing. Content coherence entailed assessing coherence and organization of the message.

Content validity was established by having a rubric evaluated by veteran English teachers who specialize in speaking lessons. This evaluation helped to make some minor changes before implementing the tool in the current research.

Survey on Self-Reflection

To investigate the students' views on the TED Talk-based teaching method, a survey on self-reflection was conducted among the members of the experimental group after the experiment period. The survey included six statements that were evaluated using the Likert scale. It also comprised two open-ended questions that were aimed at exploring students' confidence, motivation, class participation, fear of public speaking, and improvement in oral communication abilities.

The questions in the survey were rated based on the five-point Likert scale from "strongly disagree" to "strongly agree." Open-ended questions enabled students to describe their impressions about TED Talks, communication exercises, and interactions in class.

Teacher Observation Checklist

A checklist for observation was utilized throughout the course of the intervention program, whereby the students' performance regarding participation and communication was monitored in their classrooms during the instructional process. The observation checklist included several categories, including student involvement in classroom learning, willingness to communicate in English, interaction with peers, speaking fluently, and participating in class discussions.

The observation checklist was filled out periodically during classroom learning activities, thereby capturing behavioral and communicative changes in the process. Observation notes were made to observe some of the classroom interactions, responses of the learners, and other factors. This would provide more support for the results obtained from this quantitative research.

Intervention Procedure

The intervention was done for 14 weeks and involved 28 lessons that were given twice weekly. The duration of each lesson was approximately 90 minutes. This instruction process was set up in a way that enabled the use of TED Talks under CLT approach, which would help improve

the speaking skills of the learners by engaging them with real-world audio-visual content in classroom communication activities.

Before commencing the intervention process, the experimental group and control group undertook a speaking test to measure their level of speaking skills. During the course of intervention, the experimental group engaged in instruction process that utilized the TED Talks as learning materials alongside communicative activities while the control group underwent normal traditional instruction process.

In terms of the experimental group, the TED Talks used in this experiment were chosen based on the participants' English language proficiency, relevancy of the theme, speech clarity, and cultural relevance. As for the topic of the TED Talks chosen, it dealt with global problems such as education, technology, communication, personal improvement, and sociocultural problems. Instructional sessions had a well-defined three-step procedure including pre-viewing, while-viewing, and post-viewing phases.

At the pre-viewing phase, the participants were prepared to listen to the talk by generating questions through brainstorming exercises, vocabulary preparation, and prediction activities to get students activated and involved in the task. Vocabulary and questions to be discussed after listening to the video were also provided at this stage.

In the while-viewing stage, learners listened to some selected parts of the TED Talks with the focus on pronunciation, intonation, fluency, discourse organization, and non-verbal communication aspects such as gestures and eye contact. The activities performed by learners included guided listening practice, taking notes, and comprehension activities. Some of the lessons involved shadowing exercises where learners tried to repeat some segments of the talks in order to improve their pronunciation and speaking fluency.

The final stage was devoted to communicative interaction and speaking production. In the post-viewing stage, students conducted partner discussions, conversations, debates, role-plays, information gap, and brief speeches on the topic discussed in the TED Talk. Learners were engaged in expressing their opinion about the issue under discussion, summarizing ideas, negotiating meaning, and replying to each other's comments in English as the medium of

communication. As the intervention progressed, learners prepared mini-TED presentations applying the skills developed while watching TED talks.

On the contrary, the control group learned the same subjects but used conventional teaching approaches. The instruction involved learning the concepts from textbooks, teacher-centered lessons, vocabulary exercises, grammar practices, and controlled speaking practice. While the control group also did speaking exercises, they did not engage in any TED Talks and authentic multimedia input nor did they perform any communicative activities based on CLT.

At the end of the experiment, a post-test speaking test was administered to both groups using the same criteria as in the pre-test. Additionally, qualitative data were gathered through self-reflection questionnaires, peer feedback, and observation checklists of the instructor to gain insights into how the learners perceived their experiences during the course of intervention.

Data Collection

Data gathering was done throughout the entire period of the 14-week academic semester through both quantitative and qualitative research approaches. Before the treatment, permission was secured from the appropriate university administrative officers and instructors to undertake the study. Participants were informed of the purpose of the study, and after obtaining their informed consent, the data gathering process started.

Before conducting the experiment, the experimental and control groups underwent a speaking pre-test to gauge their oral proficiency at the onset of the study. Both groups took the speaking test under similar classroom settings, which were audio-recorded for assessment purposes. The pre-test results were used to verify that the two groups were equivalent before the experiment.

The intervention stage involved having the experimental group undergo CLT-instructional lessons through TED Talks, while the control group was instructed through traditional teacher-directed methods. Classroom observations were regularly done during the entire course of instruction by means of teacher observation checklists to evaluate the participants' classroom behaviors such as their participation, communication, self-confidence, and English usage in the classroom.

After the intervention stage, both groups underwent the post-test speaking examination in the same manner as that done during the pre-test. The speaking performances of all participants were assessed independently by two raters based on the rubric formulated for CLT-speaking assessment.

In conclusion, after the post-test was administered, the learners in the experimental group undertook the self-reflection survey in order to give feedback on their learning processes, confidence, motivation, and experience with using TED Talks in speaking classes. Moreover, selected qualitative remarks from learners and observations conducted were recorded and analyzed to help with interpreting the results obtained quantitatively.

Data Analysis

The data obtained in the research were systematically organized for analysis. The quantitative data included speaking test scores before and after the treatment, whereas qualitative data was made up of survey responses, learner observations, and learner reflections on their communicative learning process. In analyzing the data generated by this study, both quantitative and qualitative analysis methods were applied in order to evaluate the effect of the incorporation of TED Talks into CLT in enhancing the speaking ability of Saudi EFL learners.

Quantitative data gathered through pre-test and post-test measures of speaking abilities were analyzed using the SPSS software program. Descriptive statistics such as means and standard deviation were computed to provide statistical descriptions of the speaking performance of students in the experimental and control groups. On the other hand, independent samples t-tests were performed to determine the mean differences between the two groups before and after the experiment.

Furthermore, one-way Analysis of Variance (ANOVA) was used to compare the sub-skills involved in speaking, such as fluency, interactional skills, vocabulary, pronunciation, grammatical accuracy, and coherence of content. The effect size was estimated through Cohen's d to quantify the effect of the intervention on the speaking abilities of the participants. The significance was set at $p = .05$.

In order to ensure the reliability of the scoring process, the speaking test results were scored separately by two qualified judges using the rubric developed according to CLT criteria. To

measure inter-rater reliability, an ICC score was calculated, indicating a high degree of agreement between the judges.

The qualitative data gathered through self-reflection questionnaires, observations, and participants' feedback were subject to thematic analysis. Specifically, the qualitative responses were analyzed, coded, and categorized in accordance with emerging themes regarding confidence, motivation, communicative interaction, pronunciation knowledge, and active participation in class.

Results

Quantitative Findings

The findings suggested a substantial gain in the speaking competence of the participants from the experimental group after using TED Talk videos in teaching within the CLT approach. The average score obtained by the experimental group on the post-test ($M = 70.06$, $SD = 3.32$) was significantly greater than that of the control group ($M = 62.13$, $SD = 3.41$). An independent samples t-test analysis demonstrated a highly significant difference between the two groups ($t(78) = 6.42$, $p < .001$), with a considerable effect size (Cohen's $d = 2.14$).

Upon reviewing the speaking test rubrics analysis, it was observed that learners in the experimental group had significantly higher levels of fluency, pronunciation accuracy, vocabulary range, and idea organization compared to those in the control group. The classroom observations and qualitative data also showed that students in the experimental group engaged more in class discussions and presentations.

Moreover, from the qualitative data, it was found out that the students who were exposed to TED Talks became more confident communicators and more willing to speak in public. Some respondents stated that using authentic audiovisual materials in learning helped them model pronunciation skills, deliver speeches, and incorporate non-verbal cues like hand movements and eye contact in their presentations.

This study examined how integrating TED talks in a CLT approach affects the speaking skill of Saudi EFL learners. Quantitative data obtained before and after the experiment was analyzed together with other forms of feedback gathered. According to the findings, the experimental group outperformed the control group.

Table 1

Comparison of Pre-Test and Post-Test Oral Proficiency Scores Between Experimental and Control Groups

Group	Test	N	M	SD	t	p	Cohen's d
Experimental	Pre-test	40	54.88	3.64	-0.57	.58	—
Control	Pre-test	40	55.31	3.77	—	—	—
Experimental	Post-test	40	70.06	3.32	6.42	< .001*	2.14
Control	Post-test	40	62.13	3.41	—	—	—

Note. *M* = Mean; *SD* = Standard Deviation; $p < .05$ indicates statistical significance. Cohen's *d* represents effect size. The experimental group received TED Talk-based instruction within the Communicative Language Teaching (CLT) framework, while the control group received traditional instruction.

The average variance between the pre- and post-tests showed that students exposed to TED Talks within the CLT framework showed improvement of about 15 points, which implies a large effect size (d= 2.14). The control group showed some improvement of about 7 points, particularly in grammar and vocabulary recall.

Table 2

Comparison of Speaking Sub-Skill Scores Between Experimental and Control Groups

Sub-skills	Experimental Group (Pre-test) M	Experimental Group (Post-test) M	Control Group (Post-test) M	F	p
Fluency	10.24	14.08	11.12	296.03	< .001*
Interaction Competence	9.87	13.73	10.45	241.35	< .001*
Vocabulary	10.35	13.82	10.93	180.28	< .001*
Pronunciation	9.91	13.46	10.12	164.43	< .001*
Grammar Accuracy	10.63	13.58	11.07	148.45	< .001*
Content Coherence	10.18	13.91	10.68	220.67	< .001*

Note. *M* = Mean; *F* = ANOVA value; $p < .05$ indicates statistical significance. The results demonstrate that the experimental group outperformed the control group across all speaking sub-skills after the TED Talk-based CLT intervention.

In the experimental group, all six subskills improved statistically significantly, with the greatest gains in fluency and interactional competence. These findings show that combining TED Talks

with communicative classroom activities improves both language correctness and real-time communicative performance.

Qualitative Findings

The qualitative data collected through self-reflection surveys, teacher observation checklists, and post-intervention learner feedback were analyzed using Braun and Clarke's (2006) six-phase thematic analysis framework. In the first phase, all open-ended survey responses, observation notes, and learner comments were read and re-read to achieve familiarity with the data. In the second phase, initial codes were generated systematically across the entire dataset using an inductive approach. In the third phase, codes were collated into potential themes by identifying patterns of meaning that recurred across multiple data sources. In the fourth phase, the candidate themes were reviewed against the coded extracts and the full dataset to ensure internal coherence and distinctiveness. In the fifth phase, themes were defined and named, and the core essence of each theme was articulated. In the sixth phase, the findings were written up analytic narrative, weaving together illustrative quotations and observational evidence. Two researchers independently coded a subset of the data to establish inter-coder agreement, achieving a Cohen's kappa coefficient of .84, which indicates a high level of coding reliability. The analysis yielded four major themes: (1) increased speaking confidence and reduced anxiety, (2) enhanced pronunciation and fluency through exposure to authentic language models, (3) learning through observation and modeling, and (4) improved awareness of non-verbal communication strategies.

The convergence of student self-reports, teacher observations, and learner feedback across these four themes strengthens the credibility and trustworthiness of the qualitative findings through data triangulation (Denzin, 1978). The triangulation process revealed that the qualitative themes not only corroborated the quantitative results—which indicated statistically significant gains in overall speaking proficiency and across all six sub-skills—but also provided richer explanatory insights into the mechanisms through which TED Talk-based CLT instruction facilitated oral communication development.

Theme 1: Increased Speaking Confidence and Reduced Anxiety

A prominent theme emerging from the survey responses was increased motivation and reduced speaking anxiety. Many participants reported feeling more comfortable expressing themselves in English after regularly engaging with TED Talks. These perceptions were corroborated by teacher observation data, which documented a marked increase in classroom participation, greater willingness to volunteer responses, and more frequent initiation of peer interactions during communicative activities. This theme directly complements the quantitative findings, which revealed that the experimental group demonstrated significantly greater gains in overall speaking proficiency ($t(78) = 6.42$, $p < .001$) and a large effect size (Cohen's $d = 2.14$), suggesting that reduced anxiety may have served as a mediating factor in these improvements. Such findings are consistent with Krashen's (1982) Affective Filter Hypothesis, which proposes that language acquisition is facilitated when learners experience low anxiety and high motivation. The qualitative data provide explanatory depth to this theoretical proposition by illustrating how authentic, engaging materials can lower the affective barrier. One participant explained: "Prior to watching TED Talks, I had fear of making any mistakes speaking English in class. However, after viewing those videos, I felt more comfortable and started expressing my thoughts freely." Another student remarked: "TED Talk speakers spoke naturally and confidently, and I tried to do the same while discussing anything with classmates." A third participant noted: "I used to stay silent during group discussions, but after watching the TED videos, I realized that even native speakers make mistakes, so I became more willing to try."

Theme 2: Enhanced Pronunciation and Fluency Through Authentic Language Models

Another recurring theme was learning through observation and modeling. Students frequently reported that they learned effective speaking techniques by observing TED speakers' pronunciation, delivery styles, and presentation strategies. Teacher observation checklists corroborated these self-reports, documenting noticeable improvements in students' pronunciation accuracy, speech rhythm, and overall fluency over the course of the intervention. This theme provides qualitative corroboration for the quantitative results, which indicated that fluency and interactional competence were the two sub-skills that showed the greatest statistically significant improvement in the experimental group. These findings support Bandura's (1986) Social Learning Theory, which emphasizes the importance of observational

learning and modeling in skill acquisition. This theoretical perspective is particularly relevant for Saudi EFL learners, who may have limited opportunities to interact with native English speakers. One participant stated: "I started imitating the way that the speakers from TED pronounced their words and spoke when presenting." Another shared: "It was interesting to observe how many people speak, and it gave me tips on how to present myself professionally." A third learner observed: "The speakers used natural pauses and varied their speed to emphasize key points. I tried to apply the same techniques in my own presentations, and my classmates noticed the improvement."

Theme 3: Learning Through Observation and Imitation

Closely related to the previous theme, many students described a conscious process of imitating specific rhetorical and structural strategies modeled by TED speakers. Learners reported paying attention to how speakers organized their arguments, used transitional phrases, and structured their narratives. Teacher observations confirmed that students increasingly incorporated these organizational strategies into their own spoken output during post-viewing discussions and presentations. This theme complements the quantitative finding that content coherence improved significantly in the experimental group, suggesting that exposure to well-structured authentic speeches helped learners develop their own discourse organization skills.

Theme 4: Improved Awareness of Non-Verbal Communication Strategies

The qualitative data also highlighted the importance of paralinguistic features in communication. Students reported becoming significantly more aware of the role of gestures, eye contact, facial expressions, and intonation in effective public speaking. These self-reported perceptions were corroborated by teacher observation data, which documented increased and more deliberate use of non-verbal communication techniques during student presentations throughout the intervention period. This finding extends the quantitative results by explaining how the multimodal nature of TED Talks contributed to holistic communicative development beyond purely linguistic gains. The finding is consistent with Mestre (2012), who argued that TED Talks facilitate the implicit acquisition of non-verbal communication skills. As one learner explained: "I observed how the speakers made use of hand gestures and eye contact in order to engage their audience, so I adopted these practices while giving my own talks." Another learner noted: "Apart from grammar and vocabulary, I understood that there are other ways too to make

my talks effective." A third participant commented: "I noticed that the best TED speakers used their voice – going louder and softer – and their body language to keep the audience interested. I tried to do this in my presentations, and it really helped."

In summary, the qualitative findings provide robust triangulated evidence that TED Talk-based CLT instruction facilitated speaking development through multiple interconnected pathways: by reducing affective barriers, providing authentic linguistic models for imitation, developing discourse organization skills, and enhancing awareness of non-verbal communication. These themes collectively explain the mechanisms underlying the statistically significant quantitative gains observed in the experimental group.

Discussion and Interpretation

The results of this quasi-experimental study suggest that integrating TED Talks within a Communicative Language Teaching (CLT) framework was associated with statistically significant improvements in the communicative abilities of Saudi EFL university students. The experimental group achieved a mean post-test score that was approximately 15 points higher than the control group, with a large effect size (Cohen's d = 2.14), indicating a substantial practical difference between the two instructional approaches. These findings provide empirical support for the theoretical proposition that authentic, multimodal input facilitates the development of communicative competence (Canale, 1987; Richards, 2006). The repeated, structured exposure to TED Talks appears to have contributed to the observed progress across multiple dimensions of speaking proficiency, including fluency, vocabulary range, pronunciation accuracy, grammatical accuracy, interactional competence, and content coherence.

The magnitude of improvement in fluency and interactional competence warrants particular attention, as these two sub-skills demonstrated the greatest gains in the experimental group. This finding is consistent with the theoretical foundations of CLT, which prioritizes meaningful interaction and communicative use of language over explicit grammatical instruction (Richards, 2006). The TED Talk-based CLT approach employed in this study created an interactive classroom environment in which participants engaged in pair work, group discussions, debates, role-plays, and information-gap activities centered on the topics of the TED Talks. These

communicative tasks required students to negotiate meaning, respond to authentic input, and produce spontaneous speech—processes that are central to the development of oral fluency and interactional skills. Contrary to conventional teacher-centered approaches, the TED-based instruction encouraged sustained learner involvement and active negotiation of meaning within communicative tasks, thereby producing positive speaking outcomes that align with Vygotsky's (1978) sociocultural theory of language development.

Furthermore, the findings are corroborated by and extend the existing literature on the benefits of multimedia resources in EFL instruction. Previous research has demonstrated that listening to TED Talks enhances listening comprehension, expands vocabulary, and improves presentation skills because TED Talks combine authentic language use with visual content and compelling subject matter (Fitria, 2022; A Shawqy et al., 2022). The present study builds upon this body of work by demonstrating that the benefits of TED Talks extend beyond receptive skills to productive speaking skills when embedded within a structured CLT framework. Specifically, the learners in the experimental group did not merely passively receive authentic input; they actively processed this input through pre-viewing preparation, while-viewing analysis, and post-viewing communicative production. This three-phase pedagogical sequence—exposure, analysis, and production—created a scaffolded learning experience that facilitated the integration of new linguistic knowledge into learners' developing interlanguage systems. The multimodal nature of TED Talks, which combines auditory, visual, and rhetorical elements, allowed participants to develop not only their linguistic competence but also their understanding of verbal and non-verbal communication strategies.

The findings also make a significant contribution to the existing literature on learner motivation in EFL contexts. The qualitative data revealed that participants experienced increased confidence, intrinsic motivation, and willingness to communicate in English following their engagement with TED Talk-based classes. These findings are consistent with previous studies that have identified authenticity and intellectual stimulation as key factors in enhancing learner motivation and reducing language anxiety (Al-Siyabi & Al-Aliyani, 2024; Tilwani et al., 2022). Many participants expressed that the TED Talks provided them with an authentic experience of listening to expert speakers present diverse global topics, which they found considerably more engaging and enjoyable compared to conventional textbook-based classroom materials. This

finding is particularly noteworthy in the Saudi Arabian educational context, where EFL learners often have limited exposure to authentic English language input outside the classroom (Batawi, 2007). The integration of TED Talks therefore served a dual function: it provided a rich source of authentic linguistic input while simultaneously fostering a positive affective environment that promoted active language use.

From a theoretical standpoint, the findings of this study support both communicative and input-based approaches to second language acquisition. The results are consistent with Krashen's (1982) Input Hypothesis, which posits that learners acquire language when they are exposed to comprehensible input slightly beyond their current proficiency level. TED Talks, with their clear articulation, visual support, and accessible topics, appear to provide the type of comprehensible input that facilitates language development. At the same time, the findings align with the interactionist perspective, which emphasizes the importance of meaning negotiation and communicative interaction in language acquisition (Long, 1996). The CLT framework employed in this study ensured that learners did not merely receive input but also engaged in meaningful output and interaction, thereby creating conditions favorable for interlanguage development. Moreover, the qualitative findings—which revealed themes of observational learning, confidence building, and enhanced non-verbal awareness—suggest that the integration of TED Talks within CLT facilitated a holistic form of communicative development that encompasses linguistic, pragmatic, and sociolinguistic competencies, consistent with Canale's (1987) model of communicative competence.

It is also important to consider the broader implications of these findings for the field of EFL speaking instruction. The study demonstrates that the integration of authentic multimedia resources within a principled communicative framework can address several persistent challenges in EFL speaking pedagogy, including learner passivity, limited exposure to authentic language models, insufficient opportunities for meaningful interaction, and high levels of speaking anxiety. The TED Talk-based CLT approach used in this study simultaneously addressed these challenges by providing engaging, authentic input; creating structured opportunities for meaningful output; fostering a supportive classroom environment; and motivating learners through exposure to real-world topics and expert speakers. The significant improvements observed across all six speaking sub-skills suggest that this integrated approach

has the potential to develop holistic communicative competence rather than isolated linguistic abilities. Future research should explore the scalability of this approach across different educational levels, cultural contexts, and language skills to further establish its effectiveness and generalizability.

The study also makes a contextual contribution to EFL instruction in Saudi Arabia and similar settings where learners have limited opportunities for authentic English language interaction. In the Saudi educational context, English language instruction has traditionally relied on teacher-centered methods and decontextualized grammar exercises (Abdulkader, 2016), which may fail to develop learners' communicative competence adequately. By demonstrating that TED Talk-based CLT instruction can produce significant gains in speaking proficiency, this study provides evidence for the viability of integrating authentic multimedia resources into EFL curricula in contexts where access to native speakers is limited. The interactive, task-based activities associated with the TED Talk approach created opportunities for authentic language use that approximated real-world communication, thereby bridging the gap between classroom instruction and genuine communicative practice. These findings have important pedagogical implications, suggesting that EFL teachers should be encouraged to incorporate authentic multimedia materials and communicative task-based activities into their instructional repertoires.

Conclusion

The findings of this study provide compelling evidence that incorporating TED Talks into EFL instruction within a Communicative Language Teaching framework may contribute to significant improvements in students' speaking proficiency, pronunciation accuracy, confidence, and overall communicative competence when compared with conventional textbook-based instruction. The experimental group demonstrated substantially greater gains across all six measured speaking sub-skills—fluency, interactional competence, vocabulary use, pronunciation, grammatical accuracy, and content coherence—with the most pronounced improvements observed in fluency and interactional competence. These results suggest that the authentic, multimodal nature of TED Talks provides learners with exposure to real-life language use, diverse accents, contextualized communication, and engaging content, which collectively

enhance language input, promote active participation, and increase learners' motivation to communicate in English.

From a theoretical perspective, the findings support communicative and input-based approaches to language learning, highlighting the potential value of authentic audiovisual materials in facilitating language development. The results are consistent with Krashen's (1982) Input Hypothesis and Canale's (1987) model of communicative competence, suggesting that TED Talks can provide comprehensible input while the associated CLT activities foster meaningful interaction and communicative output. Pedagogically, the study underscores the importance of integrating meaningful, interactive, and authentic speaking activities into EFL classrooms to create opportunities for genuine language use. Accordingly, English language teachers are encouraged to incorporate TED Talks and similar authentic multimedia resources into their instructional practices, adopting a structured three-phase approach of pre-viewing preparation, while-viewing analysis, and post-viewing communicative production. Curriculum developers may also consider including such materials to support communicative competence and learner engagement at the institutional level. However, several limitations of this study should be acknowledged. First, convenience sampling was employed, and participants were recruited from a single Saudi university, which limits the generalizability of the findings to other English language learning contexts. The use of intact classroom sections precluded random assignment, resulting in a quasi-experimental rather than a true experimental design. Second, the intervention duration was relatively short, spanning only one academic term (14 weeks); while meaningful improvements were observed, longer intervention periods may yield even more substantial gains. Third, the intervention was conducted within the context of an actual university course, and factors such as class participation requirements, course assessment demands, teacher influence, and students' academic motivation may have influenced the outcomes, making it difficult to isolate the precise contribution of the TED Talk-based instruction. Fourth, the sample comprised Saudi EFL undergraduates with intermediate English proficiency, which restricts the applicability of the findings to learners at other proficiency levels. Finally, the study assessed the overall impact of integrating TED Talks within CLT instruction and could not disentangle the individual contributions of authentic multimedia input and communicative classroom activities. Future research should address these limitations by employing larger and more

diverse samples across multiple institutions, utilizing true experimental designs with random assignment where feasible, extending the intervention duration to examine long-term effects, and investigating the impact of TED Talk-based CLT instruction on different language skills, proficiency levels, and educational contexts. Additionally, future studies could employ more fine-grained research designs to separately assess the relative contributions of authentic multimedia input and communicative interaction within integrated instructional approaches. Teaching practice recommendations include organizing structured pre-viewing activities to activate vocabulary and background knowledge, incorporating note-taking and discussion during viewing, and designing post-viewing communicative tasks such as presentations, debates, and role-plays. Policy recommendations include allocating curricular time for authentic materials and providing teacher training on integrating TED Talks into communicative language instruction.

Bio

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