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SCHOOL OF EDUCATION AND LANGUAGES PEDAGOGY OF
NATIONAL AND FOREIGN LANGUAGES**

**“TED TALKS TO FOSTER LISTENING COMPREHENSION
SKILLS IN ENGLISH LEARNING”
RESEARCH PROJECT**

As a prerequisite to obtain a:
**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

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ADVISOR'S APPROVAL

In my role as advisor of the research paper entitled **“TED TALKS TO FOSTER LISTENING COMPREHENSION SKILLS IN ENGLISH LEARNING”** prepared by, DAGMAR LILIBETH DEL PEZO DE LA CRUZ and TOMALÁ JOSE JENIFFER JESSENIA an undergraduate students of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



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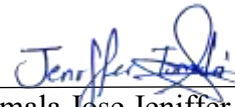
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We, Del Pezo de la Cruz Dagmar Lilibeth, with ID number 2450720335 & Tomala Jose Jeniffer Jessenia, with ID number 0928359975, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "TED TALKS TO FOSTER LISTENING COMPREHENSION SKILLS IN ENGLISH LEARNING," certify that this study work is our authorship, except for quotes, statements, and reflections used in this research paper.



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Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.



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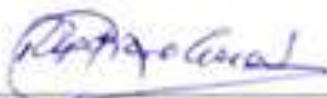
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Acknowledgment I

I would like to express my deepest gratitude to God, for being my guide and source of strength in moments of difficulty, and for granting me the wisdom and perseverance to complete this stage of my life.

To my parents, Roberto del Pezo and María de la Cruz, for their unconditional love and for instilling in me the values of effort, responsibility, and honesty. Their constant example of hard work and dedication has been a true inspiration.

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To my children, Naim and María, who are my greatest motivation and the most important reason to pursue my dreams.

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Tomala Jose Jeniffer Jessenia

Dedication I

To God, for being my guide, my strength, and the source of wisdom throughout this journey.

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Del Pezo De La Cruz Dagmar Lilibeth

Dedication II

With a heart overflowing with joy, I dedicate this thesis primarily to my parents, Santo Augusto Tomalá Pilay and Mercedes Cecilia José Catuto, for their struggle, example, and daily sacrifice, which has been the fundamental impetus for achieving another milestone in my academic training. My mother has been our pillar and source of strength, preventing us from faltering, regardless of the good times and the bad. Despite our mistakes, they are and will always be my companions and strength, reminding me that anything we set our minds to, with effort and sacrifice, we can achieve.

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Tomala Jose Jeniffer Jessenia

Abstract

The use of TED Talks as a teaching resource in English language instruction has proven to be an effective strategy for strengthening students' listening comprehension and oral communication skills. These lectures, given by native speakers and experts in various fields, expose learners to a wide range of accents, speech styles, linguistic registers, and real-life cultural contexts, which contributes significantly to the development of communicative competence. By integrating TED Talks into the classroom, students not only improve their active listening skills and authentic vocabulary acquisition, but also develop the confidence to express themselves orally. Derived activities, such as debates, presentations, and guided discussions, promote meaningful interaction and verbal fluency. Likewise, the inspiring and contemporary nature of the topics covered in TED Talks motivates students, increasing their interest and autonomy in learning. From a pedagogical perspective, the approach aligns with the principles of communicative and task-based learning, favoring an environment where the student is at the center of the process and language use occurs in authentic contexts. In conclusion, TED Talks represent an innovative, accessible, and motivating resource for enhancing both listening comprehension and oral expression in English language learning, integrating meaningful content with the development of communication skills essential for global competence.

Keywords: TED Talks, listening skills, oral communication, English language learning, and motivation.

Resumen

El uso de TED Talks como recurso didáctico en la enseñanza del inglés ha demostrado ser una estrategia efectiva para fortalecer las habilidades de comprensión auditiva y comunicación oral en los estudiantes. Estas conferencias, impartidas por hablantes nativos y expertos de diversas áreas, exponen a los aprendices a una amplia gama de acentos, estilos de discurso, registros lingüísticos y contextos culturales reales, lo que contribuye significativamente al desarrollo de la competencia comunicativa. Mediante la integración de TED Talks en el aula, los estudiantes no solo mejoran su capacidad de escucha activa y adquisición de vocabulario auténtico, sino que también desarrollan la confianza para expresarse oralmente. Las actividades derivadas, como debates, presentaciones y discusiones guiadas, promueven la interacción significativa y la fluidez verbal. Asimismo, la naturaleza inspiradora y actual de los temas tratados en las charlas TED motiva al alumnado, incrementando su interés y autonomía en el aprendizaje. Desde una perspectiva pedagógica, el enfoque se alinea con los principios del aprendizaje comunicativo y por tareas, favoreciendo un entorno donde el estudiante es el centro del proceso y el uso del idioma se da en contextos auténticos. En conclusión, las TED Talks representan un recurso innovador, accesible y motivador para potenciar tanto la comprensión auditiva como la expresión oral en el aprendizaje del inglés, integrando contenido significativo con el desarrollo de habilidades comunicativas esenciales para la competencia global.

Palabras clave: Charlas TED, habilidades auditivas, comunicación oral, aprendizaje del inglés y motivación.

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Introduction

In today's context of globalization and constant technological advancement, proficiency in English has become an essential skill for intercultural communication, academic mobility, and access to information. As a result, foreign language teachers face the challenge of incorporating innovative resources that not only facilitate language teaching but also motivate students and promote the development of communication skills. In this regard, TED Talks have established themselves as an authentic and dynamic pedagogical tool for promoting listening comprehension and oral expression in the learning of English as a foreign language (EFL).

TED Talks bring together speakers from around the world and expose students to a wide variety of accents, linguistic registers, and cultural contexts. This exposure promotes understanding of different dialects and communication styles, strengthening listening and speaking skills in real-life language use situations (Hovakimyan, 2022). In addition, these resources offer authentic, multimodal content that integrates visual, auditory, and textual elements, facilitating meaning construction and improving long-term retention (Nguyen & Nguyen, 2024). From a pedagogical perspective, their implementation is based on theories such as communicative language teaching (CLT), task-based language teaching (TBLT), the comprehensible input hypothesis (Krashen, 2020), multimodal learning (Mayer, 2020), and the metacognitive perspective, all of which prioritize meaningful interaction, listening comprehension, and self-regulation of learning.

Several studies (Tilwani et al., 2022; Thuy & Tuyen, 2024) have shown that the use of TED Talks enhances students' motivation, confidence, and critical thinking, while strengthening their language skills in authentic contexts. From a theoretical point of view, these resources reflect the principles of Vygotsky's sociocultural theory by

promoting learning through interaction and cultural mediation, and Krashen's input hypothesis by providing understandable and contextualized language that facilitates natural language acquisition.

Likewise, the integration of TED Talks in the classroom responds to international and national regulatory frameworks that promote inclusive, innovative education geared toward the development of communication and digital skills. Organizations such as UNESCO (2019) and the Organization of Ibero-American States (OEI, 2021) promote the use of technological and authentic resources to strengthen foreign language learning, while the Organic Law on Intercultural Education (LOEI, 2021) and the National Curriculum of Ecuador highlight the importance of incorporating methodological strategies that promote listening comprehension and effective communication in English.

Consequently, this research proposes the use of TED Talks as an innovative teaching strategy to enhance listening and oral communication skills in English language learning. This approach seeks not only to improve students' linguistic competence, but also to develop their autonomy, critical thinking, and ability to interact in a globalized environment, drawing on the educational and authentic value of the real speeches offered by TED Talks.

Chapter I

The Problem

Statement of the Problem

Learning English is important for gaining better access to education, employment, and cultural experiences. Knowing how to communicate is an important and practical skill. This skill helps students understand, evaluate, and respond to verbal messages in real-life situations. However, many places that teach English as a Foreign Language (EFL) face challenges that hinder the improvement of English language skills. Although this skill is crucial for practical language use, conventional methods that focus on repetition, memorization, and the use of artificial audio recordings still prevail in many educational contexts. These problems include limited access to real-life resources, insufficient opportunities to interact with native speakers, and limited opportunities to practice.

Furthermore, in numerous EFL settings, this skill frequently proves to be the hardest to cultivate because of limited access to genuine materials, various native accents, differing speech speeds, and a range of accents (Yan, Lowell, & Yang, 2024). Due to this limitation, TED talks have become a novel pedagogical tool that offers authentic speeches delivered by speakers with different accents, rhythms, and ways of communicating. This encourages listening comprehension practice and provides important examples of oral expression. Due to this limitation, TED talks have become a novel pedagogical tool that offers authentic speeches delivered by speakers with different accents, rhythms, and ways of communicating. This encourages listening comprehension practice and provides important examples of oral expression (Syafrizal & Syamsun, 2023).

The content also focuses on motivating and contemporary topics that are relevant to everyday life, which makes students more interested and encourages them to participate more actively in communicative activities. Recent studies show that using TED Talks in classroom instruction improves listening skills. It also improves pronunciation, expands vocabulary, and increases student commitment (Al-Jarf, 2021). For example, studies in Vietnam show that students who watched TED conversations gradually improved their listening skills and shared positive feedback about this resource (Thuy, 2024). Although it has benefits, many teachers avoid using this type of material because they lack the necessary knowledge or training to use real resources in the teaching-learning process.

Likewise, some students may experience difficulties such as the speed of speech or the use of technical vocabulary, which could limit their effectiveness if appropriate teaching strategies are not applied (Al-Jarf, 2021). A study conducted among students in Loja, Ecuador, found that TED Talks were considered inspiring, relevant, and useful for enhancing their listening comprehension skills in the Latin American context (Ávila and Criollo, 2023). However, because effective teaching methods are required to prevent general frustration, the literature has also suggested that language barriers or cultural differences (Alamri, 2025) may be a factor. However, the use of TED Talks in the classroom is limited, and clear pedagogical strategies cannot be systematically applied to help students improve their speaking and listening skills.

The factors mentioned above highlight the need to examine how the pedagogical use of this resource can positively influence oral communication and listening comprehension, making English language learning more motivating, effective, and engaging. From this point of view, it is necessary to explore how the use of TED negotiations affects the development of EFL students' listening to the development of a

viable, motivating alternative to an alternative that meets the current language learning requirements. Based on the above, traditional approaches to teaching English are inadequate for today's reality.

Students cannot limit themselves to learning grammar and vocabulary; students must know how to develop communication skills that help them interact comfortably and meaningfully in English in the real world. Limited opportunities to interact with authentic English lead to insecurity and lack of confidence when listening and speaking, which significantly affects students' performance and motivation to learn. In this context, TED talks are a new teaching alternative. They contain authentic, varied, and engaging content. The content also enables students to engage with different accents, different communication techniques, and content related to their interests and hobbies. These features project a resource that can improve the teaching-learning experience, increase interest and motivation, allowing students to practice listening comprehension and oral expression skills more realistically.

Finally, it is necessary to systematically investigate the influence of using TED talks as a teaching resource to improve students' English listening comprehension, identifying the listening comprehension strategies they promote, the levels of motivation they generate, and the opportunities they offer for exposure to authentic English. Understanding this impact will enable us to strengthen language learning while responding to the demands of a globalized world in which English plays a leading role in academic, professional, and social communication.

Research Questions

Main Question:

- In what ways does including TED Talks improve listening comprehension skills in students learning English as a foreign language?

Specific Questions:

- How does the use of TED Talks affect the development of listening comprehension in students learning English as a foreign language?
- What benefits and difficulties do students report when using TED Talks as a learning resource?
- What kind of valuable information or new perspectives do students gain from TED talks on a particular topic?

Objectives

General Objective

- To explore the ways in which the inclusion of TED Talks improves listening comprehension skills in students learning English as a foreign language.

Specific Objectives

- To describe the effect of using TED talks on students' performance in listening comprehension tests.
- To identify students' perceptions of the advantages and challenges of using TED Talks.
- To interpret students' perceptions and experiences of how TED Talks provide them with new ways of understanding and reflecting on a particular topic.

Justification

This research is relevant because it responds to a specific need in the field of education: Teaching English as a foreign language faces challenges in preparing students to communicate effectively in real-life situations. However, in many educational settings, a traditional approach based on grammar and memorization is still seen. This approach ignores the development of communication skills, especially listening comprehension and speaking. Listening comprehension is a vital component in the overall process of communicative interaction; it's the first step in allowing students to have a complete understanding of the communicative process, as students need to be able to interpret or understand a message before being able to respond appropriately to it. If listening is underdeveloped, the experience of language learning becomes semi-mechanical and limited, and students' confidence and ability to develop their oral skills at a productive level may be hampered during interaction.

In this sense, oral communication is, for many, particularly, one of the most sought-after skills today and one of the most valued, both in academia and in the professional world. Expressing ideas clearly, fluently, and coherently in English is a highly valued skill for those who aspire to higher-level educational and employment opportunities. Therefore, language teaching should focus on methodologies that lead to authentic language practice, rather than being limited to mere theoretical knowledge of the language. In light of this situation, TED talks have become an innovative and motivating resource that undoubtedly adds value to the process of assimilating the natural language, as these conferences have the unique feature of offering real speeches, delivered by speakers from different parts of the world, which exposes students to different accents, ways of communicating, and even current topics.

To improve English listening comprehension in students learning English as a foreign language. Through the use of TED Talks, real, motivating, and culturally rich listening experiences can be provided. In addition, this free and accessible resource allows for work with different levels of difficulty and topics, facilitating adaptation to various teaching contexts. Various studies have supported the use of authentic materials such as TED Talks. Al-Jarf (2021) proposes a training model based on this conversation that incorporates attitudes before and after listening and has a positive impact on student participation and comprehension. Thuy and Tuyen (2024) conclude that the systematic application of TED negotiations improves listening comprehension, critical thinking, and independent thinking skills in secondary school students.

This study can support classroom teaching by developing concrete strategies for selecting, using, and evaluating TED negotiations. These strategies support communicative, intercultural, and student-centered approaches. Therefore, it is important to explore how TED interviews affect the development of EFL students' listening skills. This could provide a useful and motivating option to current language learning approaches.

Chapter II

Theoretical Framework

Background

TED Talks attract speakers from all over the world, exposing you to a wide variety of accents. Listening to these talks helps develop listening comprehension skills and improves your ability to understand different accents and dialects. This resource encourages active listening and conversation practice, addressing both its advantages and challenges. Hovakimyan (2022) states that incorporating TED Talks into English class activities improves listening comprehension and also helps students deal with the variety of accents and styles they encounter in the real world. Listening comprehension is essential for teaching and learning foreign languages, especially in the case of English as a foreign language (EFL). Listening comprehension is also known as oral comprehension, as it involves not only hearing information, sounds, or anything else that is transmitted, but also processing that information to construct meaning that relates to prior knowledge.

In addition, it improves effective communication in a globalized world and facilitates interaction with native speakers and different accents. Likewise, TED can be considered authentic material as it is widely used as a teaching resource, offering genuine communication opportunities from which students can benefit incidentally (Kuesta et al., 2025). Based on several different studies, it is clear that listening to authentic materials, such as podcasts, news programs, and lectures, really contributes to listening comprehension skills, vocabulary recognition in context, and long-term retention (Nguyen and Nguyen, 2024).

In this sense, TED Talks have become an innovative resource for education, as they offer real speeches given by experts in various fields of knowledge, using both academic and motivational language (Al-Jarf, 2021). The influence of TED Talks as a resource in English has been researched in multiple contexts. Specifically, research conducted in Asia and the Middle East has shown that children acquire foreign languages, improve their listening skills, gain confidence and motivation, and develop analytical and critical thinking skills (Tilwani et al., 2022; Thuy and Tuyen, 2024).

According to this theory, students adapt a language as soon as they receive understandable information, even if they have not yet reached the appropriate level, but can clearly understand the context, images, and repetition. TED Talks cover all these characteristics and offer authentic discussions that sometimes present a certain level of difficulty, with techniques such as subtitles, transcripts, and the ability to pause or rewind the video. This allows students to provide complete and clear information, which in turn helps them develop their listening comprehension skills (TED Talks, 2022).

TED Talks combine ideal characteristics: short lectures given by experts, available online, and accessible at different levels thanks to subtitles. The results of experimental studies demonstrate their real effectiveness: in Iran, mobile access to TED Talks outperformed traditional methods (recordings) in improving listening comprehension (Rashtchi and Mazraehno, 2019). In Russia, the use of TED in business English courses has significantly improved not only listening comprehension, but also speaking, reading, and writing skills, as well as overall motivation for learning (Stognieva and Connolly, 2021).

The academic literature on the inclusion of TED Talks in the university context is relatively scarce. However, several studies have highlighted the potential of TED talks in the educational field. Rubenstein (2012) pointed out that TED talks can be

integrated into lectures, debates, and activities to promote student motivation and encourage teachers to introduce innovative teaching proposals, such as the flipped classroom methodology. In addition, the author proposed a group of TED talks that, in her opinion, could be of great educational value.

Pedagogical Basis

In summary, TED talks are an innovative resource. Spanish as a foreign language is currently framed by pedagogical approaches that emphasize communication, the use of authentic material, and the development of the four skills. Of these, listening comprehension is one of the most important, as it lays the groundwork for spoken language and is one of the most challenging skills to address in L2 contexts. Thus, the pedagogical foundations of the research are centered on the following four areas: the communicative language teaching, task-based learning, the input hypothesis, multimodal learning, and the metacognitive perspective, all of which are directly related to the use of TED talks as an innovative resource for developing trained listening skills.

Communicative Language Teaching (CLT)

Communicative language teaching (CLT) in the context of teaching English as a foreign language: first and foremost, CLT is one of the pillars of foreign language teaching. Mayer (2021), who asserts that learning a language is not merely the act of memorizing linguistic rules, but encompasses the ability to communicate in real situations with real people. CLT involves the use of real materials, whose content conveys the natural aspects of communication, including pronunciation, accent, and vocabulary suited to the messages carried within them.

Task-Based Learning (TBLT)

Task-based language teaching (TBLT) refers to a teaching method that aims to develop integrated skills for understanding, performing, and solving problems in the context of the teacher's tasks and lessons. Tasks not only help students use the language in a real context and for a specific purpose, but also ensure natural language development. As Ellis (2020) points out, TBLT has been placed within sociocultural theories of learning, based on the premise that language learning requires creating conditions in which students strive to communicate.

Input Hypothesis

The input hypothesis emphasizes the importance of comprehensible input, such as that provided by teachers who modify their speech to suit their students' level of proficiency. It also implies that teachers should maximize opportunities for students to receive input through activities and the use of technology. According to the input hypothesis, the ability to speak emerges naturally after sufficient proficiency has been developed through listening and comprehension. By providing as much comprehensible input as possible, especially in situations where learners are not exposed to teaching and learning outside the classroom, the teacher can create a more effective opportunity for language acquisition. In recent years, research based on Krashen's input hypothesis has been conducted and applied in contemporary studies (Krashen and Terrell, 2020).

Multimodal Learning

Multimodal learning involves a wide variety of formats that allow content to be adapted to different learning styles, including texts, videos, infographics, podcasts, games, interactive resources, quizzes, and more. The pedagogical foundations of the multimodal teaching-learning process are described in Mayer's cognitive theory of

instruction (2020). The purpose of this theory is to show how students assimilate information through various sensory channels, especially hearing and sight. TED talks use gestures, facial expressions, supporting images, and a constant physical presence to enrich the content being discussed. This promotes local auditory comprehension and reinforces long-term memory. In addition, this type of training greatly motivates students, as it appeals to them with contemporary audiovisual resources and the use of decontextualized or artificial materials. Several studies confirm that exposure to multimedia materials not only improves pronunciation but also oral fluency (Al-Jarf, 2021).

Metacognitive Perspective

Metacognition is the process by which students use their knowledge of the task at hand, their knowledge of learning strategies, and their knowledge of themselves to plan their learning, monitor their progress toward a learning goal, and then evaluate the outcome. The fundamental pedagogical essence is the metacognitive perspective, characterized by the planning of authorization strategies by the student. Reviewers in Latin America demonstrate that the inclusion of digital resources, such as TED talks, facilitates the application of metacognitive strategies, aids in the processing of accessible, repeatable materials, and allows students to automatically evaluate their analysis and reflection on more effective strategies to improve their goal (Pereles, Ortega-Ruipérez, & Lázaro, 2024).

The pedagogical basis of this study has been expanded in different aspects, emphasizing and theorizing about the importance of using authentic, multimodal, and strategically planned materials to achieve the study's objectives. Communicative language teaching ensures meaningful interaction, that is, an approach that focuses on interaction and communication in real-world situations. CLT helps students learn

languages through joint activities and the use of language in real situations, the input hypothesis ensures access to comprehensible content, multimodal optimization of engagement and motivation, and the metacognitive perspective forms the basis of preparation. These are basic principles; the use of TED talks in English as an additional language is rightly considered an innovative and effective strategy for promoting students' listening comprehension skills.

Listening Comprehension

Auditory comprehension is understood as an active process in which the interpreter, the process itself, and the material play a key role in oral discourse, integrating linguistic, contextual, and cognitive strategies (Vandergrift and Goh, 2012). The speed of discourse, the variety of linguistic patterns, and the accents used in everyday life make English a difficult foreign language (Nguyen and Ngo, 2023). Current studies analyze the importance of reflection strategies, such as self-reflection, critical evaluation, and checking listening comprehension, to improve listening comprehension (Al-Jarf, 2021). In other words, to understand what you hear, you need to repeat what you hear and actively seek more information. If you use a book to study, it can be an excellent source of texts for listening. Writing down new words and phrases that you learn will help you read, listen, speak, and write.

Authentic Materials

The real resources that are used daily by native speakers are known as authentic materials. Newspapers, magazines, podcasts, videos, and even social media posts are examples of this. These provide genuine examples of language use in natural settings. These materials can increase students' interest and remind them that there is an entire population that uses the target language in their daily lives. To increase their usefulness in the contemporary environment, TED talks, in particular, integrate technology,

relevant topics, and real-world information (Upa and Muljiani, 2023). This indicates that the development of functional listening comprehension skills is fundamentally influenced by the information received.

Guralnik (2024), “Authentic materials include text, audio, and video content that is not specifically created for language learners but is designed for native speakers and serves various purposes, such as education, advertising, entertainment, information sharing, and news.”

Figure 1. *What are authentic materials for foreign language teaching?*



Note. Materials designed for language learners versus authentic materials for foreign language teaching by Guralnik (2024).

Authentic materials can be a valuable addition to the learning process and prepare learners for the use of specialized language in real-life situations. However, they cannot replace teaching materials specifically designed for language learners. Given the wide range of authentic materials available at all levels, in various formats and styles, it is essential to identify and utilize learning needs and goals as well as the specific skills to be developed.

According to Ekawati and Yusuf (2019), authentic resources that aren't specifically designed for perception demonstrate their efficacy in providing the best auditory consolidation in a real-world setting with a particular lexicon and cultural context.

Multimodal Learning and Listening Comprehension

The focus of training in multimodal systems is on integrating auditory, visual, and textual cues to compensate for and reduce cognitive load (Mayer, 2020). In the case of TED Talks, the combination of audio, images, and subtitles allows students to process information most effectively and improve their vocabulary through a global understanding of the message.

Fitri, Gunawan, and Nurlaelawati (2025) confirmed that the use of multimodal resources during listening promotes motivation and academic performance among EFL learners. Similarly, Al-Jumaily and Alazzawi (2025) emphasize that multimodal participants can stimulate attention and memorization of their learning content, reinforcing it appropriately for their viewers.

Theoretical Basis

Vygotsky's Sociocultural Theory

Vygotsky's sociocultural theory (SCT) emphasizes the role of meaningful human interaction as an effective factor in language learning, especially in the development of a second language (L2). Alkhudiry (2022) mention A critical review of Vygotsky's sociocultural theory suggests that human mental interpretation is basically a process organized by concepts, social objects, and activities. Therefore, learning is conceived as an interactive process that represents the learner's final outcome in the community of practice. The use of sociocultural theory in practice may be the most appropriate

approach to provide a comprehensive system in which L2 learners can engage in various cooperative educational activities. It appears that interaction between L2 learners with a variety of linguistic activities has an educational impact on cognitive progress and, therefore, can positively reflect their linguistic performance, providing meaningful and constructive teaching experiences. According to Vygotsky's cultural-historical theory, learning is a process that focuses on the functioning of social interaction. It is significantly influenced by the use of tools and cultural references to establish contact. Therefore, Charles Tedd functioned as a cultural product and a form of media interaction. This knowledge and these opinions, shaped by his cultural context as part of the public sphere, encourage engagement with the content and ideas he presented.

Krashen's Input Theory

The input hypothesis emphasizes the importance of meaningful language, not clear grammar instruction, for effective language learning. Krashen suggested the theory of “input hypotheses,” emphasizing that an understandable position is a necessary condition for language learning. In 1985, Swain suggested an “output hypothesis,” which is an addition and critique of the “input hypothesis.” In Swain's “production hypothesis,” he believes that students do not rely solely on language to acquire language. Students must be forced to do many linguistic production exercises called “forced production.” Comprehensible production, which is a prerequisite for language learning, plays an important role in improving students' linguistic ability (Cheng, 2018).

The input hypothesis shows that language is acquired through comprehensible input “i+1,” that is, language slightly above the student's current level found in TED talks. TED talks are excellent materials for those learning English as a multimedia format and contextual cues (such as visual elements) make the spoken content more

understandable and engaging, facilitating acquisition by meeting the i+1 requirement in a low-anxiety environment.

Legal Basis

The legal foundation of the current study is supported by international and national normative frameworks that support teaching English as a foreign language and integrating innovative technological and pedagogical resources, such as TED Talks, to strengthen auditory comprehension.

UNESCO (2019) launched the 2030 Agenda for Education, which guarantees inclusive, equitable, and quality education and provides opportunities for continuous learning for all. This includes the use of methods and resources to promote communication and digital skills—aspects widely covered in online conferences such as English-language TED Talks.

At the regional level, the Organización de Estados Iberoamericanos (OEI) emphasized the importance of strengthening foreign language proficiency as a key to academic mobility and inclusion in a globalized world in its 2021-2030 Strategic Education Plan (OEI, 2021). The implementation of authentic digital resources is consistent with these guidelines and provides the opportunity to access high-quality, culturally relevant teaching materials.

At the national level, the Constitución de la República del Ecuador (2008) enshrined public education in Article 26 as an inevitable and inexcusable duty of the state. According to Article 27 is designed to ensure that education is central, focusing on the acquisition of skills and goals that foster lasting, critical reflection and the strengthening of cultural identity, without losing sight of interculturality and the world.

The Ley Orgánica de Educación Intercultural (LOEI) (Ministerio de Educación, 2011; reformed in 2021) establishes in Article 2 that the education system must promote key curricula and integrate the use of innovative technologies and pedagogy recursions that favor the dominio de lenguas extranjeras. The original approach outlined in Article 21 is available for the selection of additional languages, particularly English, which is considered a priority language for the comprehensive education of students.

Finally, the National Curriculum for Basic General Education and High School of the Ecuadorian Ministry of Education (2016; updated 2021) (Ministerio de Educación del Ecuador, (2016, Law 2021)) explicitly reaffirms the importance of English as an additional language for the development of global communication skills. This document emphasizes the significance of effective communication methods, authentic materials, and digital resources, as well as the rationale of integrating TED Talks as an innovative listening-based teaching method at the local level.

Lastly, the Institute for International and National Law must ensure high-quality education, promote the use of technology, and strengthen English language skills when implementing methodological activities. This includes important measures for the development of communication skills in the country.

Chapter III

Methodology

This research includes data analysis that seeks to describe and categorize common words, phrases, and ideas in the qualitative data. Qualitative methodology is a resource that allows information to be obtained to identify and describe the qualities of the object of study. Lim (2025) states that qualitative methods have become indispensable tools for gaining deep insights and understanding complex phenomena. The objective of the qualitative research process is to offer a general description and pragmatic strategies for exploring its multiple dimensions. In other words, it is not just a methodological choice, but a commitment to exploring the depths of social phenomena, allowing researchers to connect with the subjective experiences of their subjects.

Data Collection Techniques

Focus Group

A focus group is a qualitative research method often used in social science research to gather ideas, opinions, and information on a specific topic from a small group of people. The goal of focus groups is to obtain information about the experiences and perspectives of various stakeholders. Akyıldız and Ahmed (2021) mention that focus group discussion tools (including their advantages and restrictions) can be recommended to provide a better understanding to scholars who wish to use qualitative research in the social sciences.

Instruments

Qualitative research uses a variety of techniques, including interviews, focus groups, and observation. Interviews can be unstructured, with open-ended questions on a topic, and the interviewer adapts to the responses. Structured interviews have a

predetermined number of questions that are asked of all participants. Qualitative research instruments are designed to capture descriptive and complex data, rather than numerical data (Sukmawati, Sudarmin, & Salmia, 2023)

Questionnaire for Interview

Qualitative interviews use open-ended questions to elicit lengthy written or typed responses. Questions serve to gather opinions, experiences, reports, or stories. They are often a useful preparation for interviews or focus groups and help to identify initial topics or questions that can then be further explored in the course of the research. Roberts (2020) notes that when collecting data through qualitative interviews, the researchers and the interview questions are the instruments. The value of the data collected in a qualitative interview depends on the expertise of the researchers and the quality of the interview questions. For this reason, it is important to ensure that the interview questions used by researchers are appropriate and capable of supporting their efforts to achieve their goal of obtaining a detailed answer to the research question.

The interview is open-ended, contains ten questions, and will be conducted in person. The main objective of this research questionnaire is “To describe the ways in which the inclusion of TED Talks improves listening comprehension skills in students learning English as a foreign language.” This interview is aimed at students who are in their 6th and 7th semesters of the National and Foreign Language Pedagogy degree program.

Population and Sample

This chapter presents the methodological aspects of the study. It describes the methodological approach adopted, the research strategy, and the methodological planning of the different stages of the research. The methodological framework adopted

for the study topic “Ted talks to promote oral and listening communication skills in english learning” allowed us to achieve the main objective “To describe the ways in which the inclusion of TED talks improves listening comprehension skills in students learning English as a foreign language,”

Thanks to the population of 90 students enrolled in the Bachelor's Degree in National Pedagogy and Foreign Languages at the State University of the Peninsula of Santa Elena, a sample of 30 eighth-semester students was determined, with a confidence level of 95% and a margin of error of 5%. To conduct the interviews, participants were organized into focus groups of five students each, resulting in a total of six interview groups and, overall, a sample of 30 eighth-semester students interviewed.

This study analyzes how TED presentations improve auditory retention and oral language skills in English classes. According to educational methodology, I must put myself in the students' shoes to gain this practical experience and develop my own ideas and responses. The proposal presented in this study highlights the importance of TED teaching methods as a revolutionary tactic that promotes active learning, critical thinking, and oral expression in the corresponding curriculum.

Chapter IV

Analysis of Findings

Brief Analysis of Findings

The fourth chapter presents the analysis and interpretation of data collected through focus group interviews. The aim of these interviews was to examine the impact of using TED Talks as a resource for improving English learners' listening comprehension and oral communication skills. The analysis is based on previous research on the integration of authentic audiovisual materials into language learning environments and their influence on learners' motivation, comprehension, and communication skills.

This section focuses on students' perceptions, experiences, and learning strategies when participating in TED Talks and shows how this resource contributes to the development of listening comprehension. The analysis also considers the challenges students face, the strategies they use, and the progress they perceive in their oral communication skills.

The main objective of this chapter is therefore to describe how the integration of TED Talks improves English learners' ability to understand spoken English and express themselves more confidently, fluently, and naturally. By examining learners' responses, this chapter aims to provide meaningful insights into the effectiveness of TED Talks as a tool for promoting listening comprehension and oral language proficiency in the context of English as a foreign language.

Interpretation of Interviews

Table 1. Interpretation of Interviews

Categories	Answers	Authors
Comparison between TED Talks and traditional materials	TED Talks are considered more motivating, realistic, and useful than traditional books or audio recordings. Their authenticity and connection to real language are particularly noteworthy.	Kuesta et al., (2025)
Reaction to native speakers and their influence on motivation	Most students who experience Ted talks initially feel nervous or frustrated, especially due to the speed and accents. However, this difficulty transforms into motivation over time.	Al-Jarf (2021)
Hearing difficulties	The main difficulties mentioned are the speed of speech, different accents, and advanced vocabulary. Both also highlight idiomatic or humorous expressions as a challenge. However, the use of subtitles appears to be a key tool in overcoming these barriers.	Al-Jarf (2021); Syafrizal & Syamsun, (2023).
Vocabulary expansion	The interviewees consider TED Talks to be very useful for enriching their vocabulary and learning real, contextual expressions. Both say that they manage to incorporate many of these expressions into their own oral and written work.	Hovakimyan (2022); Stognieva and Connolly (2021).
Confidence when communicating orally	All interviewees agree that their confidence in speaking English has improved. They point out that observing how speakers express themselves helped them understand that making mistakes or pausing is part of natural speech. This reduces linguistic anxiety and helps them use the language more fluently.	
Strategies for improving listening comprehension	The strategies they share are similar: watching the talks with subtitles, then without subtitles, repeating segments, and writing down new vocabulary. One of them even mentions practicing pronunciation aloud as part of his routine.	Pereles, Ortega-Ruipérez, & Lázaro (2024); Vandergrift and Goh (2012)
Favorite topics	They lean toward topics such as motivation, education, and personal experiences, as these are more relatable and applicable to everyday life. This type of content generates a greater emotional connection, which facilitates learning.	Al-Jarf, (2021)
Development of critical thinking	TED Talks encourage reflection, the formation of one's own opinions, and expression in English. There is a direct connection between listening to complex ideas and improving one's ability to argue in the target language.	(Tilwani et al., 2022; Thuy and Tuyen, 2024).
Perceived changes in comprehension and communication	They have noticed significant improvements in listening comprehension and speaking skills. One points out that he now recognizes more accents, and the other says he feels less shy and more natural when communicating.	Nguyen and Nguyen (2024)

Note: The table elaborates the categories of the questions, then the analysis of answers, which strongly connect with the authors, elaborated by Pezo, D., & Tomala, J. (2025).

Analysis and Discussion of the Interview vs the Bibliographic Review

Question 1

Answers to the first question; What do you think about using TED Talks as a resource for learning English compared to other traditional materials (books, audio recordings, short videos)?

Respondents mentioned that using TED Talks as a resource for learning English offers a more dynamic and realistic approach than traditional materials. Unlike standard books or audio materials, TED Talks offer authentic language, different accents, and real-life contexts that help students connect language learning with practical communication. Therefore, combining TED Talks, books, and audio resources can lead to a more balanced and effective language learning experience. Kuesta et al. (2025) mention that TED Talks can be considered authentic material, as they are widely used as a teaching resource and offer genuine communication opportunities from which students can benefit incidentally.

Question 2

How do you feel when you listen to native speakers in TED Talks? Do you think this influences your motivation to improve your English?.

The response was that TED talks can be intimidating at first when listening to the native language, especially if they speak quickly or use idiomatic expressions. However, over time, this effect becomes a source of motivation, as it is an example of a clear level of fluency and confidence that I can aspire to. When you listen to real people, the language is used fluently, which makes me try harder and improve my skills. Al-Jarf (2021) mentions in his study that TED talks have become an innovative resource for

education, as they offer real speeches given by experts in various fields of knowledge, using both academic and motivational language.

It also helps to realize that it is not only necessary to master grammar and vocabulary, but also tone, rhythm, and even cultural references. This increases understanding of how English is used in a professional and academic environment, which fuels motivation to continue learning and practicing.

Question 3

What difficulties do you encounter when trying to understand the talks in English (accent, speed, vocabulary, etc.)?

One of the biggest difficulties students face is understanding different accents, especially if the speaker is not American or British, as students are more familiar with these accents. Accent can significantly affect pronunciation and rhythm, sometimes making it difficult to follow the conversation. In addition, the speed at which some speakers talk increases the level of difficulty, especially if complex ideas are presented quickly.

Another problem is the use of specialized vocabulary or technical terminology on certain topics. Subtitles are helpful, but learners sometimes have to pause and add certain expressions or explanations. This can hinder language proficiency, but at the same time it offers an excellent opportunity to consolidate and expand vocabulary. Syafrizal and Syamsun (2023) have given TED presentations that have become a revolutionary educational resource. They analyze real speakers with different focuses, discussion rituals, and communication styles. This encourages listening comprehension practice and provides important examples of oral expression. Al-Jarf (2021) points out that it also proposes a learning model based on these talks, which includes activities

before and after listening, with positive results in student participation and comprehension.

Question 4

To what extent do TED Talks help you expand your English vocabulary and expressions?

Eighth-semester students were able to confidently state that TED Talks have significantly contributed to expanding their English vocabulary and acquiring natural expressions. Unlike traditional textbooks, which often focus on formal or outdated language, TED Talks present English in authentic and realistic contexts. The speakers use a wide range of vocabulary, including idioms, compound verbs, and subject-specific terminology. This allowed me to learn how native speakers and fluent English speakers use the language in different contexts. Respondents reported that after watching various talks, especially those on motivation and education, they found it easier to learn new words and expressions because they were embedded in a meaningful and emotionally engaging context.

According to Hovakimyan (2022) and Stognieva and Connolly (2021), TED Talks are effective tools for contextual vocabulary learning, as they allow students to retain and later reproduce what they hear. They have found this to be true: many phrases that previously seemed difficult to them are now part of their own speech and writing.

Question 5

Do you think watching TED Talks improves your confidence when communicating orally in English? Why?

Participants found that attending TED talks boosted their confidence in communicating in English. Watching others convey complex concepts clearly and comprehensibly strengthened their confidence in their language skills. To improve their pronunciation, word structure, and rhythm, they were encouraged to adapt their own way of speaking accordingly. By engaging with different dialogue styles and communication strategies, students are also better prepared for dialogues, especially in academic and professional contexts. Knowing that they understand the content of a TED Talk gives them confidence that their listening skills are improving, which in turn increases their confidence when speaking.

Question 6

The sixth question: What strategies do you use (or would like to use) to improve your listening comprehension when watching TED Talks?

One strategy the participants use is to watch the video with English subtitles the first time, which helps me connect the spoken words with their written form. This simultaneously improves listening and reading comprehension skills. They then try to watch the talk again without subtitles to test their understanding and train their ear to recognize words and expressions naturally. Reviewers in Latin America demonstrate that the inclusion of digital resources, such as TED talks, facilitates the application of metacognitive strategies, aids in the processing of accessible, repeatable materials, and allows students to automatically evaluate their analysis and reflection on more effective strategies to improve their goal (Pereles, Ortega-Ruipérez, & Lázaro, 2024).

They also pause frequently to take notes on new vocabulary or interesting expressions and then review them. Sometimes, they repeat difficult segments several times until they fully understand the message. Auditory comprehension is understood as an

active process in which the interpreter, the process itself, and the material play a key role in oral discourse, integrating linguistic, contextual, and cognitive strategies (Vandergrift and Goh, 2012).

Question 7

The seventh question: What topics or types of talks do you find most interesting and useful for your English learning? These are classified as “Favorite Topics,” as the authors of the research topic investigate whether TED talks are interesting and useful for learning English, and what topics Pine students regularly consult.

All interviewees agree that topics related to psychology, education, and technology seem to be the most interesting and useful. These themes often include vocabulary and concepts relevant to academic discussions and day-to-day situations. These reflect important ideas and encourage reflection, which helps keep people interested in learning. Discussions about personal stories or experiences are particularly valuable as they provide examples of natural and expressive language. Such conversations also help learners formulate ideas and communicate with an audience—both essential skills for a successful presentation. Several studies confirm that exposure to multimedia materials not only improves pronunciation but also oral fluency (Al-Jarf, 2021).

Question 8

The eighth question was: “How do you think TED Talks foster the development of your critical and reflective skills when speaking English?” The interviewees' response was clear: TED Talks often present complex and controversial topics that invite reflection and critical thinking. Listening to these perspectives encourages you to analyze information, form your own opinions, and discuss them with others. This

process naturally improves the ability to express ideas clearly and defend points of view in English.

In addition, TED talks often include persuasive language and rhetorical techniques. Analyzing how speakers structure their arguments helps you understand how to present your own thoughts more effectively. This not only improves language skills, but also reinforces the ability to think critically and communicate persuasively in English.

All of the above is consistent with the research conducted by Thuy and Tuyen (2024), cited by Tilwani et al. (2022), which mentions that children acquire foreign languages, improve their listening comprehension skills, gain confidence and motivation, and develop analytical and critical thinking skills.

Question 9 and 10

The last two questions deal with perceived changes in comprehension and communication, and whether they would recommend TED Talks to other students. The interviewees stated that since they began using TED Talks as part of their learning routine, they have noticed a significant improvement in their listening comprehension. They now recognize different accents, understand English spoken at a natural pace, and identify main ideas, even when the language is complex. This has made them feel more comfortable listening to English in other contexts, such as lectures or podcasts.

Nguyen and Nguyen (2024) mention that it is clear that listening to authentic materials, such as podcasts, news programs, and lectures, really contributes to improving listening comprehension skills, vocabulary recognition in context, and long-term retention.

In terms of their communication skills, students are now more confident in expressing their thoughts and are better able to structure them logically. The students surveyed said they would recommend TED Talks to other English learners because of their authenticity, diversity, and educational value. TED Talks allow learners to experience authentic and spontaneous English from native and non-native speakers from around the world, which is ideal for improving listening comprehension. The variety of topics offers content for every taste and language level. TED Talks are also available in multiple languages with subtitles and transcripts, allowing learners to easily follow the material and learn at their own pace. TED speakers not only promote the acquisition of idioms, but also personal development, critical thinking, and inspiration, making the learning experience more meaningful and motivating.

Chapter V

Conclusions and Recommendations

This chapter presents the main conclusions and recommendations derived from the research on “Ted talks to foster listening and oral communication skills in English learning.” The results revealed that TED talks are an authentic and motivating resource that exposes students to real language use, promoting fluency, confidence, and critical thinking. Based on these results, several pedagogical recommendations are proposed to guide future teaching practices and encourage the integration of TED Talks as an effective strategy for language learning.

Conclusions:

- ✓ The inclusion of TED Talks in the process of teaching English as a foreign language contributes significantly to the development of listening comprehension. Exposure to authentic speeches, diverse pronunciations, and real communicative contexts helps students understand the language more naturally and effectively, improving their ability to identify main ideas, vocabulary, and expressions used in everyday and academic English.
- ✓ The systematic use of TED Talks has a positive effect on students' performance in listening comprehension tests. By familiarizing themselves with different accents and speaking speeds, students retain content better, recognize details more accurately, and gain more confidence in handling authentic audio material.
- ✓ Student feedback shows that TED Talks not only improve listening comprehension, but also stimulate reflection and critical thinking. The diverse and topical subjects spark interest, allow students to connect

language learning to real-life situations, and provide a platform for analysis that reinforces their understanding and ability to express ideas clearly and comprehensively.

Recommendations:

- ✓ It is recommended that TED Talks be integrated as a permanent component of English programs, combining their use with guided listening activities, discussion, and subsequent analysis. This will allow students to develop stronger listening skills and a more contextualized understanding of the language.
- ✓ It is advisable for teachers to use TED Talks with a defined pedagogical purpose, designing assessment exercises that measure listening comprehension before and after their implementation. This will make it easier to observe the real impact of this resource on academic performance and allow strategies to be adjusted according to the needs of the group.
- ✓ It is advisable to choose lectures that cover topics that are relevant and important to students and encourage dialogue and reflection. TED Talks, for instance, not only improve listening comprehension, but also stimulate critical, analytical, and collaborative thinking, which improves English language learning in general.

In summary, the use of TED Talks in English language teaching has proven to be an effective and profitable method for improving listening comprehension and speaking skills. Interviews with eighth-semester students, combined with a literature review, confirmed that these activities promote authentic contact with the language, motivate students, and provide practical examples of fluent English in everyday life.

This analysis underscores the need to integrate innovative and relevant resources into language teaching. TED Talks not only expand fluency, but also promote motivation, critical thinking, and independence among students. Therefore, teachers are encouraged to explore and utilize this resource to enhance their students' communication skills in academic and professional settings.

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Annexes**Annex A: Certified Anti-plagiarism System**

La libertad, 31 de octubre de 2025

Certificado Sistema Anti-Plagio

En calidad de tutor/a del Trabajo de Integración Curricular denominado TED TALK TO FOSTER LISTENING COMPREHENSIONSKILL IN ENGLISH LEARNING elaborado por las estudiantes DAGMAR LILIBETH DEL PEZO DE LA CRUZ y TOMALÁ JOSÉ JENIFFER JESSENIA de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 5% de la valoración permitida, por consiguiente se procede a emitir el informe, para proceder a la revisión por parte del especialista.

Atentamente,



TUTOR

Lic. García Villao Rosa Tatiana, MSc.

Annex B: Compilation Analysis Certificate



CERTIFICADO DE ANÁLISIS
magister

THESIS para compilatio (4)

5%

Textos sospechosos



< 1% Similitudes

0% similitudes entre comillas

0% entre las fuentes mencionadas

< 1% Idiomas no reconocidos

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Depositante: ROSA TATIANA GARCÍA VILLAO

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Ubicación de las similitudes en el documento:

Fuentes con similitudes fortuitas

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 www.kajik.pf.ukf.sk <small>https://www.kajik.pf.ukf.sk/public/S_Pokrivčáková et al. - Modernization of Teaching Foreign L...</small>	< 1%	<div style="width: 100%; height: 15px; background-color: #ccc; position: relative;"> <div style="width: 10%; height: 100%; background-color: #d32f2f;"></div> </div>	 Palabras idénticas: < 1% (18 palabras)
2	 Documento de otro usuario #7a5055 <small>Viene de otro grupo</small>	< 1%	<div style="width: 100%; height: 15px; background-color: #ccc; position: relative;"> <div style="width: 10%; height: 100%; background-color: #d32f2f;"></div> </div>	 Palabras idénticas: < 1% (10 palabras)

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Annex C: *Sample questionnaire*

Questionnaire for eighth-semester students

1. What do you think about using TED Talks as a resource for learning English compared to other traditional materials (books, audio recordings, short videos)?
2. How do you feel when you listen to native speakers in TED Talks? Do you think this influences your motivation to improve your English?
3. What difficulties do you encounter when trying to understand the talks in English (accent, speed, vocabulary, etc.)?
4. To what extent do TED Talks help you expand your English vocabulary and expressions?
5. Do you think watching TED Talks improves your confidence when communicating orally in English? Why?
6. What strategies do you use (or would like to use) to improve your listening comprehension when watching TED Talks?
7. What topics or types of talks do you find most interesting and useful for your English learning?
8. How do you think TED Talks encourage the development of your critical and reflective skills when speaking English?
9. What changes have you noticed in the way you listen and communicate in English after using TED Talks?
10. If you had the opportunity to recommend TED Talks to other English learners, what positive aspects would you highlight?

Annex D: Photo of the interview conducted via Zoom