

THE USE OF TED TALK VIDEOS TO IMPROVE ESL SPEAKING SKILLS OF BHUTANESE SIXTH-GRADERS

Tshewang Lhamo^{1*} and Nipaporn Chalermnirundorn²

^{1, 2}Master of Education Program in Curriculum and Instruction,
Suryadhep Teachers College, Rangsit University,
Pathum Thani, Thailand 12000

*E-mail: tshewang.l62@rsu.ac.th

Received: 2021-05-27

Revised: 2021-06-01

Accepted: 2021-06-01

ABSTRACT

This quasi-experimental study investigated whether the use of TED Talk videos (TTV) improved the speaking skills of 30 Bhutanese ESL learners, and further explored their perceptions towards the use of TTV. A simple random sampling technique was applied to select a section of 30 sixth-graders from a total of three sections. The selected group was treated with TTV as the learning material to improve their English-speaking skills. The quantitative and qualitative data were collected through pretest, posttest, survey questionnaire and focus group interview. The quantitative data were analyzed and interpreted using inferential statistics t-test with $p \leq .05$ level of significance, mean, and standard deviation. Similarly, qualitative data collected through a focus group interview was analyzed employing a thematic analysis. The results revealed a mean of 10.82 for pretest, 15.32 for the posttest, with a mean difference of 4.5. and the significant value (p) obtained was .01. The result indicated higher scores in the posttest, vis-a-vis the pretest of all 30 research participants. The findings from the survey questionnaire and focus group interview also revealed positive perceptions towards the use of TTVs in English-speaking lessons by all participants. Thus, the findings provide an alternative to ESL teachers in Bhutan to teach speaking skills.

Keywords: TED Talk Videos, English-speaking Skills, ESL, Students' Perceptions

Introduction

In Bhutan, English language was introduced as a Second Language (ESL) in 1961 during the reign of the third King of Bhutan. Based on the notion of World Englishes as proposed by (B.B. Kachru, 2005) English language teaching and learning in Bhutan could be considered as English as a Second Language (ESL). This is because the use of English falls in the outer circle of Kachru's three concentric circles of English. The English users of this circle use English alongside their native language for many purposes such as medium of instruction in schools, language for business transactions, language of media, and letters and reports. In addition, if English is used as an official language of a country, to be used as a medium of communication in domains such as government, the media, and education then such a language is often called a second language (Crystal, 2003. p. 4).

Although English has been used as a medium of instruction in Bhutan for more than five decades now, still most of the "Bhutanese graduates lack fluency in the language" (LaPrairie 2014). The study also reveals that most Bhutanese students have to retake the International English Language Testing System (IELTS) to obtain the minimum required scores.

The study concluded that rote learning and memorization are still widely used in Bhutanese schools. Another study carried out by Royal Education Council (REC) 2012 also reveals the factors of deteriorating English standards in Bhutan as, use of outdated teaching methods, lack of child-centered and child friendly teaching-learning process and materials, and low professional knowledge of teachers. Hence, one major setback observed was that traditional approach has little or no efficacy on students' language development.

Moreover, the primary school teachers in Bhutan seemed to be using a limited range of strategies and materials, which did not attend to individual needs and interests (Sherub & Dorji, 2013). It was also observed that most of the materials used by the teachers to teach the language were found to be outdated and repetitious. It is vital to note that teaching at any level requires students' exposure to varieties of learning materials to retain their interest and cater to diverse learning needs. Although the activities and materials outlined in the curriculum guide books for teachers in Bhutan are suggestive, however, most primary school teachers prescriptively follow them. Furthermore, some of the

materials are less stimulating and motivating for the students while others are not authentic. Also, many teachers use only the textbooks to teach the subject which makes it a repetitious and dull materials for teaching the language. Similarly, Mathew and Alidamat (2012) also state that teaching and learning becomes monotonous when the language teachers rely on textbooks alone to teach the language skills. Thus, to suit the current needs and interests of the learners, teachers need to plan and choose alternative materials that are more realistic and design activities that can motivate them to learn.

Additionally, from the researcher's observation of teaching English in Bhutan, too little exposure in the target language is provided to the students. According to Al-Zoubi (2018) exposure to the language is the contact that the learners have with the target language that they are learning. He also posits that sufficient exposure to the target language, both inside and outside the classrooms are key to foreign language acquisition. In most classroom situations, students are asked to repeat or recite in groups, making it difficult for the teacher to hear an individual student's voice. Even more damaging is the one-on-one speaking time which is extremely limited, especially

at the lower primary level (Grades Pre-primary to Three). Thus, only a handful of 'star' students end up succeeding while the shy and unsure ones fade into the background and go through years of classes without having the opportunity of hearing themselves speak English. Hence, students lack fluency in English and hesitate to speak in most situations. For this matter, a need for teachers to use more authentic materials and encourage students to speak English is crucial.

Thus, with the aforementioned concerns in teaching English in Bhutan, and considering numerous studies on the efficacy of TTVs, the researcher proposed to use TED Talk videos (TTV) as one of the learning materials to improve grade six Bhutanese students' speaking skills. Ziebell (2019) claims that TTV are great learning materials for ESL learners which not only help improve students' language skills but also boosts learner motivation. Similarly, Mathew and Aldimat (2013) argue that the use of audio-visual materials is inspirational and motivational for ESL students. Additionally, Arntsen (2016) argues that TTVs are fantastic materials for educators in any field and can be used as primary or supplementary material in the ESL classrooms. Yet, Lowe (2013) posits

that TED talks are also at the top list of ESL authentic learning materials. Additionally, due to the wide range of speakers, TTV could expose students to different voices and Englishes (Floyd & Jeschull, 2012). Also, in a place like Bhutan where most students rarely spend time in an English-speaking environment outside classrooms, using videos can offer learners with this real-life language input both inside and outside the classrooms.

Secondly, this study intended to explore the students' perceptions regarding the use of TTV as one of the learning materials to improve their speaking skills. Hargreaves (1996) and Sather (2010) state that the students' perspectives are often missing or suppressed by the policy makers or distorted by the educational researchers, which they feel is not fair. They add that students are the ones who are directly impacted by the implementation of new ideas and materials by teachers and curriculum developers. Thus, they are the best source to generate information about the practices of the imposed conditions (Sather, 2010). In fact, as argued by Barkhuizen (1998) students' perceptions are important and worthwhile being explored because teachers could take the students' perception as part of their

decision-making process. Furthermore, only when the students' perceptions and needs are taken into consideration as part of planning, teaching and learning process could be claimed as learner-centered. Thus, through this study, the researcher intended to explore the students' perceptions towards the use of TTV in English-speaking lessons.

Finally, a number of researchers like (Ziebell, 2019; Aldimat, 2013; Arntsen, 2016) conducted studies using TTV with ESL and EFL learners in high schools, colleges and universities. However, no studies have been conducted in primary schools, especially in Bhutan. Therefore, this research aimed to fill a gap in the literature as the first to specifically examine the use of TED talk videos at the primary school level to improve students' speaking skill.

Importance of speaking skills

Nombre, Rocio, and Junio (2012) state that speaking, in general, is considered to be the most important of the four language skills, and a vital skill for effective communication and language proficiency. It is the heart of human communication, be it at home, at work, or in society. Omari (2015) also argues that speaking is an indispensable skill for learners to develop. Consequently, there is pressure to learn English speaking

throughout the societies of the world due to the advancement of technology and the need for global communication (Omari, 2015). Undeniably, for Bhutanese ESL learners developing speaking skills becomes even more vital where learners are required to study all the subjects in school in English. They are also expected to communicate with others to express their viewpoints, hopes, opinions and intentions in English in both formal and informal situations. Thus, speaking is a skill, which deserves as much attention as other literary skills, in both first and second languages.

Components of speaking

According to Andryani (as cited in Omari, 2015), there are many sub-skills to speaking like accuracy, fluency, grammar, vocabulary, pronunciation, and comprehensibility which help the speaker in communicating with others. Omari (2015) adds that the ability to make use of these sub-skills in speaking is called the speaking skill of a person. Thus, to improve ESL students' speaking skills, the development of speaking sub-skills is necessary. Although there are several sub-skills in English-speaking, however, for this research, the researcher focused on the following four sub-skills of speaking:

Vocabulary Range

Vocabulary range is often viewed as a vital tool for ESL as limited vocabulary in a second language can impede successful communication. Nation (2011) describes the relationship between vocabulary range and language use as complementary: range of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary range. Alqahtani (2015) argues that the acquisition of vocabulary is indispensable for successful second language use and plays a vital role in effective communication. Also, he further asserts that for both ESL and EFL learners, vocabulary is an important aspect to be taught not only for speaking but also for listening, reading and writing. Additionally, Rivers and Nunan (1991), posit that the acquisition of an adequate vocabulary is necessary for efficiently using the target language for a communicative purpose.

Fluency

Fluency refers to how well a learner communicates rather than how many mistakes they make in grammar, pronunciation and vocabulary (British Council, n.d.). Likewise, Omari (2015) defines fluency as the ability to express understandably and reasonably without uncertainty to convey a message keeping

hold of the listener's interest. In other words, the ease is with which a learner can speak and how well they can communicate without hesitations, without needing to search for words or phrases, without having to consider the language of what they are about to say. Fluency means being able to use the language, listen to comprehend, and respond spontaneously. Brown (2007) explains that both fluency and grammar are required for a natural language flow to keep the conversation uninterrupted because an emphasis on either of these will produce a barely understandable language. A fluent person might not necessarily be accurate 100%, but they can still be understood.

Accuracy

Accuracy refers to how correct learners' use of the language system is, including their use of grammar and pronunciation. In other words, accuracy is the correct use of tenses, verb forms, collocations and colloquialisms, among others. For many ESL or EFL learners, accuracy is considered vital as it can hamper the communication process. Thus, one of the main responsibilities of ESL teachers is to help learners correct errors and ensure the highest level of accuracy through the use of a variety of strategies and materials.

Coherence

Yurchak (2018) defines coherence as the logical arrangement of your talk or how every part of your answer is connected with another sentence. Especially for the Bhutanese ESL learners, coherence is a vital aspect to be enhanced as many students lack this skill, both in spoken as well as written language. If they have this language skill, their ability to connect ideas and sentences together would be improved to a greater degree. Thus, ESL teachers must provide a platform for students to practice and enhance this skill.

Benefits of technology in education

Technology is a powerful asset to all educators around the world. It is a tool that can help improve education in numerous ways. For instance, students, teachers and parents benefit a lot from limitless free online resources, learning materials, and other opportunities for advanced learning. Additionally, Gorjian (2014) posits that technology can boost teachers by providing authentic materials which further stimulates learners' language acquisition. The role that technology plays in the present era is to facilitate learning through increased efficiency and effectiveness in education.

Particularly, the use of videos is found to be an effective tool in teaching

ESL learners' speaking skills. Jalaluddin (2016) researched on enhancing students' English-speaking skills using YouTube in ESL classrooms, and it revealed that it is a useful tool for students to develop their speaking skills both inside and outside the classroom. Additionally, Brook (2011) posits that videos are an important tool to facilitate language learning and teaching, boost learners' confidence, provide authentic materials, and also increase students' participation in the lessons. One reason why video is considered a vital tool in teaching ESL learners is that they provide authentic materials where learners can see the use of language in real-life communication. Moreover, Kathirvel and Hashim (2020) posit that audio-visual is one of the most relevant materials in improving students' English speaking, especially during this Covid19 pandemic.

Ted talk videos as learning material in esl speaking skill

TED Talk is a nonprofit organization devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). It is created from a presentation at the main TED (technology, entertainment, design) conference or one of its many satellite events around the world (Wigmore, 2021). TED talks are presented

by charismatic speakers on engaging topics, and exposes new ideas that are supported by concrete evidence and are relevant to a broad, international audience. The first TED conference was in 1984, and from 1990 onwards it was held annually. The talks are made freely available on their website anytime, anywhere.

As proposed, TTVs are one of the most relevant and authentic materials that ESL teachers could use to teach language skills. This can facilitate the language skills of ESL learners by integrating both visual and auditory input. Essentially, TTV offers authentic spoken communication and exposes learners to various aspects of spoken language such as “vocabulary, pronunciation, voice modulation, accent, speech pace, tone...” (Sherman, 2003). Also, he further adds that video is today's medium and people spend more time with audio-visual than with printed material. Additionally, Ahmadi (2018) posits that videos are an important tool to facilitate language learning and teaching.

Furthermore, Arntsen (2016) argues that TTVs are fantastic resources for educators in any field and can be used as primary or supplementary material in ESL classrooms. Also, English language teaching (ELT) specialists Floyd and Jeschull (2012)

believe that TTVs promote communicative competence, improve learners' expressive language skills, and present vocabulary in a logical way. Thanajaro's (2000) study on the use of authentic video materials to improve listening comprehension in ESL classrooms showed that the use of authentic video materials had a positive effect on students' motivation to learn and enhance language skills. Most importantly, teachers can access TTV anytime, use them to enhance their lessons and spark students' interest in language learning rather than using the same materials over and over again.

Research Objectives & Scope

1. Objectives

a) To improve ESL speaking skills of Bhutanese sixth-graders through the use of TED Talk videos.

b) To explore Bhutanese sixth-graders perceptions towards the use of TED Talk videos in ESL speaking lessons.

2. Location of the Study

The study was carried out at Gaupel Lower Secondary School which is an urban day school located in the Western part of Bhutan in the district called Paro. The school ranges from grades Pre-Primary (PP) to eight. The total school enrollment is 489 students with 34 teachers.

3. Population and Sample

Population

The target population of the study comprised of one section of grade six with 30 students, aged between 11-14 years, with mixed genders and learning abilities.

Sample

To select the sample group, the researcher used a simple random sampling technique to select one section (30 students) out of three sections of grade six. In Bhutan, most grade levels consist of at least 2-3 sections, especially in the urban centers, and each section consists of a heterogeneous group of students with an almost equal number of male and female students.

Time Frame

The study was carried out for four weeks from 15th February to 15th March, 2021. Each week, the researcher taught twice using TTV to listen and respond through various speaking activities.

Conceptual Framework

For this research, the independent variable was TED talk video, and the dependent variables were students' speaking skills and students' perceptions towards the use of TTV. The selected group was taught using four chosen TTV

for a period of one month to study the effectiveness of TTV on students' English-speaking skills and explored how they perceived the use of TTV in English-speaking lessons.

Research Methodology

This study used quasi-experimental design incorporating both quantitative and qualitative research methods to improve ESL speaking of Bhutanese sixth-graders through the use of TED Talk videos, and to explore their perceptions towards it. The instruments used for quantitative data collection were pretest, posttest, and a survey questionnaire, while a focus group interview was employed for qualitative data collection.

1. Instruments

1.1 Instructional Instrument

Lesson Plans

The researcher prepared four lesson plans of 100 minutes each (1 Lesson Plan = 2 Sessions) incorporating TTV. The researcher taught 8 sessions (2 sessions per week) in the sample group for one month.

1.2 Quantitative Data Collection

Instrument

Speaking Achievement Tests

(Pretest and Posttest)

Speaking achievement test which was a pretest-posttest design were applied to the sample group to compare the students' speaking skills before and after the intervention. Participants were asked a set of questions through a casual interview based on four broad themes: Clothing, Reading, Talent and Waste Management. For both the pretest and the posttest the same set of questions were asked. The themes were selected based on the content of the TTV which were also in line with the general themes outlined for the grade six English curriculum of Bhutan. As each participant responded to the questions, they were assessed using an analytic rubric developed by the European Council (2001) on four aspects of speaking namely Range, Accuracy, Fluency and Coherence. The assessment for each participant was conducted by two assessors, including the researcher, for both pretest and posttest to avoid being biased. In the end, scores from both the assessors were added up and average scores were drawn for both pretest and posttest.

Questionnaire

The questionnaire with a five-point rater scale with 18 statements was administered to study the students'

perceptions towards the use of TTV in ESL speaking lessons. A five-point Likert scale system was used for each statement, ranging from 5 to 1. (5) Strongly Agree, (4) Agree, (3) Neutral, (2) Disagree, (1) Strongly Disagree. The statements were labeled under three broad categories; interest and motivation, students' engagement, and the efficacy of TTV on student learning. Before participants rated each statement on the questionnaire, they were thoroughly briefed and each statement explained and guided one by one.

1.3 Qualitative Instrument

Focus Group Interview

If a questionnaire contains any ambiguous statement, it might be misunderstood, and the respondents may not have the chance to clarify it. Therefore, to elucidate any ambiguity of the data gathered through the questionnaire, a focus group interview was administered. Moreover, this also allows the researcher to prepare a set of questions to obtain specific data as per the research objectives while also seeking an in-depth information from the respondents (DiCicco-Bloom & Crabtree, 2006). The researcher developed six questions to help derive more accurate perspectives of the students towards the use

of TTV in ESL speaking lessons. The focus group interview questions were categorized under three broad areas; students' interest and motivation, engagement and efficacy of the videos. Before conducting the interview, the questions were clearly explained to the three groups of students who volunteered to participate in the focus group interview at the end of the intervention period.

2. Validity and Reliability of the Instruments

2.1 Validity

For this study, all the research instruments were validated by three experts. The Item Objective Congruence (IOC) was calculated by using the statistical formula. Every item of the research instruments was rated +1 by all the three validators in education with some comments for further improvement. They assessed the language clarity, applicability, and content coverage of the instruments as per the research objective.

2.2 Reliability

To evaluate the reliability of the questionnaire and assessment rubrics, the researcher conducted the reliability test with a different group of 30 grade seven students in the same school. Cronbach's Alpha Rating Scale was applied to measure

the reliability of 18 questionnaire items. The reliability statistics Cronbach's alpha (α) was 0.754 for the survey questionnaire and 0.969 for the rubrics which signifies a reliable level of internal consistency.

3. Data Collection Procedures

3.1 Approval and Ethical Consideration

For ethical consideration, a data collection approval letter issued by Rangsit University was forwarded to the Ministry of Education (MoE), Bhutan. Upon receiving the official letter of permission from the MoE, the researcher proceeded to the research school to obtain permission from the principal. The parents' consents were also obtained since all participants were below 18 years of age. The anonymity and confidentiality of the participants were maintained at all times.

4. Data Analysis

4.1 Quantitative Data Analysis

Achievement Tests

The data drawn from the pre-test and post-test were analyzed using paired sample t-test to determine the students' achievement. The mean, standard deviation and significant value of the pretest and posttest were computed, and a comparative statistical analysis was done with the achievement test.

Questionnaire

The mean and standard deviation of the questionnaire were computed and analyzed using a computer program. The students' responses for each item were analyzed using descriptive statistics such as frequency, mean and standard deviation. The findings were then interpreted in terms of the mean score range shown in table 1 below:

Table 1 Questionnaire Mean Score Range

Mean Score Range	Students' Perceptions Level
4.21 – 5.00	Highest
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Lowest

4.2 Qualitative Data Analysis

Focus Group Interview

The focus group interview consisted of six questions which were categorized under three broad clusters: Part A: Interest and Motivation Part B: Engagement and Part C: Efficacy of TTV on Student Learning. To devise a valid and reliable data of the interview, the responses were audio-recorded and later transcribed and compiled to be analyzed. Also, the respondents were made to cross-check if the researcher accurately transcribed what they shared.

Research Results and Discussion

1. Analysis of test scores

The findings were derived from the pretest which was conducted before implementing the treatment, and posttest which was conducted after the treatment. A comparative statistical analysis was done using paired sample t-test to compare the pretest and the posttest scores of the sample group. The comparison was done based on mean, standard deviation and inferential statistics with $p < 0.5$ level of significance as shown in the table 2 below.

Table 2 Paired Sample T-Test

Paired Samples Statistics		Mean	N	Std. Deviation	Sig.
Pair 1	Pretest	10.82	30	4.5038	.000
	Posttest	15.32	30	4.5966	.000

The result revealed a mean of 10.82 for pretest and 15.32 for the posttest, with a mean difference of 4.5. The significant value (p) obtained was .01. Therefore, looking at the pretest and posttest mean, the result vividly indicated higher scores in the posttest, vis-a-vis the pretest, of all 30 research participants.

2. Analysis of Questionnaire

The quantitative data gathered through a survey to examine the students' perceptions towards the use of TTV in

English-speaking lessons were analyzed using descriptive statistics (i.e. mean and standard deviation). A set of 18 items were developed which were categorized under three broad clusters as Part A- Interest and Motivation, Part B-Engagement and Part C-Efficacy of TTV on Students' Learning. A five-point Likert scale, 5 to 1 was interpreted with the mean score ranging from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as low and 1.00-1.80 as the lowest.

Table 3 Mean & SD of Students' Responses

Sl. No.	Cluster	Mean	SD	Interpretation
1.	Part A- Interest and Motivation	4.43	.662	Highest
2.	Part B- Engagement	4.24	5.16	Highest
3.	Part C-Efficacy of TED Talk Videos on Student Learning.	4.35	.685	Highest
	Overall Mean & SD for all 18 items	4.34	0.410	Highest

As presented in the table above, amongst the three clusters, cluster 1 interest and motivation were rated the highest with the mean of 4.43 and standard deviation of 0.341, while cluster 2 “Engagement” was rated the lowest with the mean of 4.24 and standard deviation of 0.488. Nonetheless, considering an overall mean of 4.34, which denotes the highest mean score range, the researcher concluded that almost all students revealed positive perceptions towards the use of TTV in English-speaking lessons.

3. Analysis of Focus Group Interview

After implementing the TTVs in English speaking skills, 15 voluntary participants responded to six questions through focus group interviews. The participants were divided into three groups of 5 members each, and students were allowed to respond using the national

language ‘*Dzongkha*’ to ensure accuracy of the perceptions shared. The responses gathered were organized and analyzed systematically for the three broad clusters: Part A: Interest and Motivation, Part B: Engagement and Part C: Efficacy of TTVs. The data obtained were analyzed using thematic analysis technique. A cumulative analysis of students’ interviews revealed positive perceptions towards the use of TTVs in English-speaking lessons. Most participants reported that the talks were interesting and motivating, and that the speaking activities were enjoyable and engaging. The participants also shared that most of the speaking activities made even the most hesitant student to talk. Furthermore, they stated that a variety of activities in a single lesson kept them engaged throughout the whole 50-minute session. Additionally, some participants expressed that the use

of TTVs made lessons lively and enjoyable. While others mentioned that listening to different speakers could expose them to the variety of English spoken around the world.

Discussion

From the two primary findings from this study, the first was regarding the use of TTV to improve ESL speaking skills of Bhutanese sixth-graders. The second finding was on the students' perceptions towards the use of TTV in English-speaking lessons. The results of the study showed that the use of TTV as a learning material improved students' English-speaking skill. The findings from this study were also reassuring, with 26 out of 30 students scoring 10 and above in the posttest out of the total score of 24. The mean score of the posttest (15.32) was 4.5 higher than the pretest (10.82). Therefore, a remarkable improvement in students' achievement scores indicated that the use of TTV had a positive impact on students' English-speaking skills.

Additionally, most participants agreed that the use of TTV in English-speaking lessons was enjoyable. This finding supports the finding of Ahluwalia (2018) where 74% of the participants revealed that the entire package of the lesson using TTV in English language learning

was an enjoyable experience for them. Furthermore, students also shared that the TED speakers motivated them to speak English. Similarly, Karunakar (2019) revealed that TTV produced enough motivation in the class to speak the language, and observed that students' anxiety decreased while speaking in front of their peers. Also, some students supported that TTV was a realistic and relevant material for them to learn to speak English. Likewise, Hassan & Hassan (2018) on using TTV as authentic videos to enhance students' listening comprehension and motivation showed that more than 70% of the students agreed that TTV was relevant and they found the speakers realistic.

Although all the findings from the study were compelling, however, generalizability is still a question considering the limitations. Firstly, due to time constraints, the duration for teaching using TTV was limited to a month. Secondly, the number of participants was only 30 sixth-graders from just one school. Thirdly, the researcher could not involve all 30 participants in the focus group interview, so some student perceptions could have been omitted. Nevertheless, from the comprehensive study procedure followed, a few implications are put forth.

Suggestions and Recommendations

1) The study revealed that the use of TTV in improving grade six students' English-speaking skills was effective. Therefore, the use of TTV should be encouraged in teaching speaking skills in other grades too.

2) English teachers are recommended to use TTV as a learning material to teach other skills in English such as listening, reading and writing. This recommendation is parallel to (Sherub & Dorji, 2013) which reveals that primary school teachers in Bhutan seem to be using a limited range of strategies and materials, which do not cater to the needs and interests of individuals.

3) TTV may also be used in other subjects, as it offers a vast range of topics, and also to examine if they have similar effect on students' learning outcomes. This is also suggested by Arntsen (2016) that TTVs are fantastic materials for educators in any field and can be used as primary or supplementary material in the ESL classroom.

Recommendations for Future Research

Noting some of the limitations of this study, the researcher recommends the following for further research:

1. This study was limited to a group of only 30 sixth-graders in one of the Lower

Secondary Schools in western Bhutan. Thus, a similar study may be undertaken with a bigger sample from different regions in the country which would help in generalization and help validate and reassure the reliability of the conclusions reached in this study.

2. This study was constrained by time and was conducted within a time frame of little over a month. Therefore, to acquire more reliable and significant results further research over a longer period of time is recommended.

3. Further similar studies may be carried out by including other grade levels in different schools located in different geographical locations within the country.

4. Similar study which focuses on improving other language skills like listening, reading and writing may also be carried out so that challenges confronted by ESL teachers in Bhutan could be deciphered.

5. To allow a comparative study, this study may be replicated to study the efficacy of TTVs at different levels- primary, lower secondary, middle secondary, higher secondary schools, and colleges.

6. Finally, this research may serve as a literature for those primary teachers wishing to carry out similar studies.

REFERENCES

- Ahluwalia, G. (2018). Students' perceptions on the use of TED talks for English language learning. **India's higher education authority UGC. 18(49042)**. ISSN 1930-2940.
- Ahmadi, M. R. (2018). The use of technology in English language learning: A literature review. **International Journal of Research in English Education. 3(2)**. DOI:10.29252/ijree.3.2.115
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. **International Journal of Teaching and Education, 3(3)**, 21-34.10.20472/TE.2015.3.3.002
- Al-Zoubi, M.S. (2018). The Impact of Exposure to English Language on Language Acquisition. **Journal of Applied Linguistics and Language Research. 5(4)**151-162. <https://www.jallr.com/index.php/JALLR>
- Arntsen, T. (2016). **English language teaching with TED Talks**. Retrieved http://newsmanager.commpartners.com/tesolc/downloads/features/2016/2016-09_TED%20Talks.pdf
- Barkhuizen, G.P. (2012). **Discovering learners' perceptions of ESL classroom teaching/ learning activities in a South African context**. Wiley Online Library. (32)1,85-108<https://doi.org/10.2307/3587903>
- Crystal, D. (2003). **English as a global language**. Cambridge University Press. Cambridge, NY.
- DiCicco-Bloom, Barbara & Crabtree, Benjamin. (2006). **The qualitative research interviews. Medical education. (40)**. 314-321. 10.1111/j.1365-2929.2006.02418. x.
- Doron, H. (2016). **Six reasons why traditional teaching methods fail**. Retrieved from <https://www.helendoron.com/six-reasons-traditional-teaching-methods-fail-2/>
- Floyd, M., & Jeschull, L. (2012). **Teaching with TED Talks: Authentic and motivational language instruction**. Newsletter of the video and digital media interest section. Retrieved from newsmanager.commpartners.com/tesolvdmis/issues/2012-08-10/12.html
- Hassan, S. E. H. & Hassan, Z. H. (2018). **Using TED talks as authentic videos to enhance students' listening comprehension and motivation**. University of Oregon. Retrieved from https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/23529/ace_publication_2018_SHassan_ZHassan.pdf?sequence=4&isAllowed=y

- Jalaluddin, M. (2016). Using YouTube to enhance speaking skills in ESL classroom. **English for Specific Purposes World**, ISSN 1682-3257, www.esp-world.info,17(50).
- Kilickaya, F., & Sklodowska, M.C. (2009). World Englishes, English as an International. Language and Applied Linguistics. **English Language Teaching**. 2 (3). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1083080.pdf>
- Karunakar, M. T. Encouraging English language production using TED talks at the tertiary level: A study in a technical college. **Teaching English With Technology**.19(4), 57–68.
- Kathirvel, K., & Hashim, H. (2020). The use of audio- visual materials as strategies to enhance speaking skills among ESL young learners. *Creative Education*, 11, 2599-2608. <https://doi.org/10.4236/ce.2020.1112192>
- Lowe, A. (2013). **TED talks as authentic listening materials: Turning points and near-death experiences**. TESOL International Association Blogs. Retrieved from <http://blog.tesol.org/ted-talks-as-authentic-listening-materials-turning-points-and-near-death-experiences/>
- Mathew, N.G., & Alidmat, A.O.H. (2013). A study on the usefulness of audio-visual aids in EFL classroom: Implications for effective instruction. **International Journal of Higher Education**, 2(2), 86-91. doi:10.5430/ijhe.v2n2p86
- Nombre, A.Y., Rocio, S.A., & Junio, (2012). **The importance of teaching listening and speaking skills**. Retrieved from <https://www.ucm.es/data/cont/docs/119-2015-03-1712.RocioSeguraAlonso2013.pdf>
- Omari, F. Z. I. (2015). **An Evaluation of the Teaching of the Speaking Skill in EFL Classrooms within the Framework of the CBA: The Case of 3rd Year Pupils in 3 Secondary Schools in Tlemcen** (Unpublished Doctoral dissertation). University AbuBekr Belkaid, Chetouane, Algeria
- Royal Education Council. (2012). **English Curriculum (PP-XII) of Bhutan**. Retrieved from <http://rec.gov.bt/curriculum-page/section/english/>
- Sherab, K., & Dorji, P. (2013). Bhutanese teachers' pedagogical orientation in the primary classes: **A factor on Quality Education**. *JISTE*, 17(1),18–28.
- Sherman, Jane. (2003). **Using authentic video in the language classroom**. Cambridge, UK: Cambridge University Press

Wigmore, I. (2021). **Definition TED talk**. Retrieved from <https://whatis.techtarget.com/definition/TED-talk>

Ziebell, B. (2019). Teaching English with ted talks: How to create compelling materials for ESL learners. **CONNECTIONS, ELTABB**. Retrieved from <https://eltabbjournal.com/teaching-english-with-ted-tal>

.....