USING TED-ED AS AUTHENTIC AIDS TO PROMOTE EFL ACQUISITION

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Abstract

Applying information and communication technology and having free access to the information have become the basis to create a community based on knowledge. Today, the internet allows us to access a wide variety of resources. Therefore, teachers may face a challenge to select an educational and science-based resource guiding student who has the ability to process the data and ways to acquire knowledge. With the reason of great impact to the information technology in education, this paper seeks to define needs of authentic visual sources to support EFL education at the tertiary level.

The selection of the research population was focused on three groups of sophomore and juniors, including totally 58 students who study in Accounting and Intensive English and Banking Management curriculum at Mandakh University, Mongolia. The informants all were asked and discussed to get information about their satisfaction with Ted-Ed sources. The questionnaire form, as a main tool of collecting data, was delivered to all informants through Google form to find out the needs of authentic videos on the Ted-Ed platform. The participant observation was carried out to measure the students' interest and pleasure whether they were encouraged with the authentic videos or not. Triangulation method involves developing the research to increase the credibility and validity of the collected data. The observed and questionnaire data were analyzed through SPSS software and the result was presented in a descriptive method. The research result explored that the authentic aids, like Ted-Ed, have been considered as the significant tools to support both teacher and student developments in terms of language study, technological advances and pedagogy. Based on the result there was a recommendation to run Ted-Ed English club at Mandakh University to allow students to enhance English language skills as well as socio-cultural development outside the class.

Key words: open education, EFL acquisition, Ted-Ed online source, authentic visuals

1. INTRODUCTION

The concept of education around the world aims to be open and quality as well as expand opportunities for everyone having access to education equally. To fulfill the aim, a process using open source in training is being developed around the world. Open learning method considers a way to make students think, develop their creative thinking and create the knowledge by themselves instead of transferring knowledge. On the other hand, teachers need to enhance the quality of a lesson since information and communication technology has been developed in the field of education. With these aims and needs, EFL (English as a foreign language) teachers often struggle to find out strategies, tools, and methodologies used for new and meaningful ways to teach languages in a technological era.

Today, there is an enormous amount of online audiovisual resource students entertain and receive information, including TED Talk (Technology, Entertainment, and Design), TED-Ed or YouTube containing videos about different topics. For Ted-Ed, it is a platform designed to fulfill the needs of today's tech-savvy students having short attention spans. With the reason of great impact to the information technology in education, this paper seeks to define needs of authentic visual sources to support EFL education at the tertiary level.

Research aim: The paper attempted to define the need of an internet-based authentic source for EFL acquisition and learning outputs. In order to achieve the goal, the research objectives were designed 1) to study open education sources for EFL acquisition; 2) to introduce the results of the experimental lessons based on Ted-Ed sources; 3) to make relevant recommendations to promote EFL acquisition.

Research methodology: The selection of the research population was focused on 6 courses of sophomore and juniors, including totally 58 students who study in Accounting and Intensive English as well as Banking Management curriculum at Mandakh University, Mongolia. Between 2018 and 2020, discussion was conducted to explore the students' impression of Ted-Ed sources, while the participant observation was carried out to measure the students' interest and pleasure whether they were encouraged with the authentic videos or not. The questionnaire form, as a main tool of collecting data, was delivered to 58 informants through Google form to find out the needs of authentic videos on the Ted-Ed platform. Triangulation method involves developing the research credibility and validity of the data collected using above-mentioned research methods. In further study, we aim at expanding research population. The observed and questionnaire data were analyzed through SPSS software and the result was presented in a descriptive method.

2. EFL EDUCATION IN THE INFORMATION TECHNOLOGICAL ERA

According to the modern approach of language teaching, teacher talking time (TTT) has been reduced to allow students the opportunity to speak and learn at once. Consequently, it requires teachers a lot of preparation for the lesson. On the other hand, EFL teaching aims to

equip students with a certain English proficiency level for the target situation where the language is going to be used. In order to fulfill these needs, teachers should use authentic materials meeting student's needs and interests from Open Educational Resources (OER).

The concept of Open Educational Resources was originally raised at UNESCO Forum on "Open Courseware for Higher Education in Developing Countries" in 2002 and the definition was further developed as follows:

'Open Educational Resources are defined as 'technology-enabled, open provision of educational resources for consultation, use and adaptation by a community of users for non-commercial purposes.' (UNESCO, 2015)

The OERs, which include learning objects such as lecture material, references and readings, simulations, experiments and demonstrations, as well as syllabuses, curricula, and teachers' guides, are commonly available for educators, learners and educational institutions via the Internet to enrich course development without any application fees. OERs have been growing in numbers of pedagogical and the digital dimensions (UNESCO, 2015)

Every scholar argues the use of video as an authentic tool in English Foreign Language Learning. When referring to authentic material, Stempleski (Stempleski, 1987) assumes that authentic material can be a "rich and exciting source of videos in EFL classes" and the materials connected to real environment students may face are fruitful. Thus, authentic video materials are a highly effective tool for creating a real language environment arousing learners' interest to learn English and improve their comprehension.

According to Rivers (Rivers, 1981), students can improve their language learning through efficient utilization of videos. If teachers choose fruitful video materials, learners will be interested in and enjoy every minute of them. Consequently, it promotes their comprehension. In addition, the video helps to understand clearly the meaning in an easier way using a video.

There are various advantages using the video. For example: it is more stimulating than other authentic materials. Christopher and Ho (Christopher, 1996) pointed videos become diverting and enjoyable for learners as it has music and setting. Therefore, learners can focus and discuss topics and concepts of short videos, clips and movies.

One significant advantage of utilizing videos in English language classrooms is to provide samples of real-life environments. Lonergan (1984, cited in (Lustigová)) contended that students can take part in the watching process with limited language capability as a video provides a motivating environment for them.

In terms of pedagogical dimensions, many scholars argue the use of videos as an authentic tool to motivate EFL learners and develop their language learning skills. Some of them carry out the study using video as an authentic tool to improve student's language learning skills such as listening, speaking and reading. Most teachers try to use authentic materials to help students learn communication skills in the target language. However, they use the material for different reasons and assumptions.

Bacon and et al (cited in (Akbari, 2016)) suggested that applying authentic materials assists in oral language development. Furthermore, their studies revealed the authentic materials greatly impact on improving reading comprehension as it shows a new term and phrase to students.

Omaggio Hadley and Rogers and Medley (1993 cited in (Akbari, 2016)) asserted that students must initially experience real world language in the classroom if they are willing to improve a practical language proficiency and to apply real communicative language. Moreover, the research of Otte (2006 cited in (Akbari, 2016)) confirmed the authentic materials could help students to improve listening comprehension skills and arouse motivation. Furthermore, Guariento & Morely (2001 cited in (Akbari, 2016)) demonstrated that utilizing authentic materials could develop student's communicative skills.

Another benefit of using authentic materials in teaching English language is that they impact the enthusiasm of students to study language. McNeil (1994) and Kilickaya (2004) (cited in (Akbari, 2016)) assumed that utilizing authentic texts can be a way of arousing students' motivation to learn language as well because they realize that they encounter the real language. In accordance with Woottipong (Woottipong, 2014), he noted that the using authentic videos enhances students' motivation and helps them know real life circumstances.

Furthermore, students need practice of using the language related to everyday circumstances they may face out of the classroom. Researchers state that the use of authentic materials assists students to close the gap between knowledge acquired in the classroom and their' ability to take part in real situations.

Nowadays, technological development allows teachers to use online videos and digital platforms from which we can find authentic videos that can help the teaching and learning process become significant and stimulating. Most teachers and educators have good knowledge of TED talks. Moreover, it contains plenty of lectures by intellectuals, experts, and notable people sharing their experience and ideas related to every issue including health, science, business, global issue and so on.

TED aims to impact on one's attitudes, lives, and the world through their talks and speeches. This philosophy also created TED's endeavors, such as the TED Conferences, TEDx, TED Books, the TED Fellows Program, and the TED Open Translation Project. For TED-Ed, it is one of these initiatives and dedicated to foster teachers and spark the curiosity of learners around the world using short, fun, award-winning animated videos. Furthermore, TED-ED also offers teachers following options such as "lesson creator" allowing to create task using a video and assess students' involvement with the material, let students perform a multiple choice or open-ended question tasks ("Think"), motivate students to study on additional resources ("Dig Deeper") and work on interactive class discussion at once ("Discuss").

This short and award-winning animated resource is reliable as its team consists of experts including TED Speakers and TED Fellows, educators, designers, animators, screenwriters, directors, science writers, historians, journalists and editors. (www.ted.com, 2020)
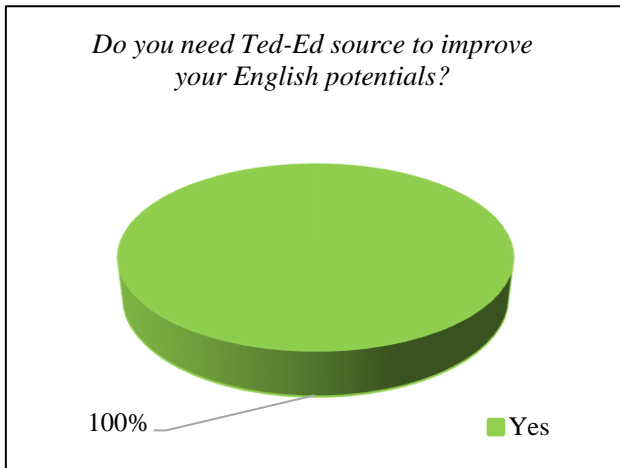
3. RESEARCH FINDINGS

Figure 1. The application of Ted-Ed video source

The purpose of the study was to define needs of authentic materials to motivate students in the EFL classroom. An observation, discussions and questionnaire were used to collect data among the informants who were from the Accounting-English and Banking Management classes, totaling 58 students. In the observation, teachers aimed to measure the students' interest and pleasure to be encouraged with the authentic Ted-Ed videos and explore what teaching methods are effective to meet the students' language learning demands through some experimental lessons since the 2018-2020 academic years. The result of the research was illustrated through the following figures and expressed in a descriptive way.

As the figure one, majority of students- 64%, who attempt to use the open sources, were interested in watching videos in the Ted-Ed website for their better English. This percentage expressed that students are stimulated by the authentic videos to improve their language skills and professional knowledge as well. While 36 percent of students haven't been inspired with Ted-Ed video classes furtherly yet, even they were involved in the classes. However, it is not that they never practice such sources, so there is a need to motivate them through delivering the video classes in more attractive ways.
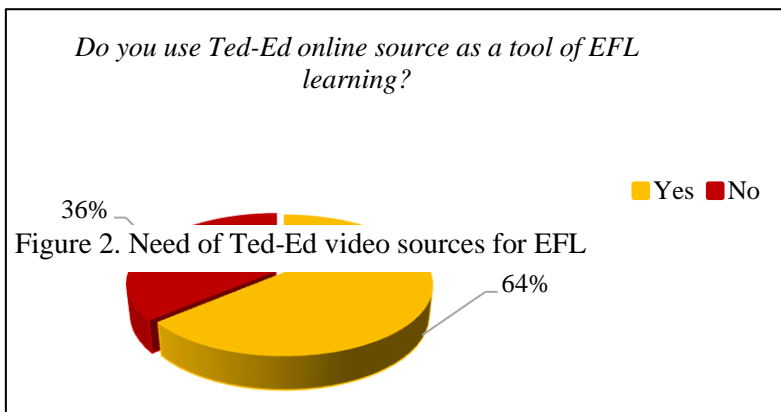

Figure 2. Need of Ted-Ed video sources for EFL

As seen in figure two, the Ted-Ed website was realized by all students that it is inevitably demanded for learning EFL, even though some of them haven't independently practiced the source yet which was shown in the previous figure. Along with this questionnaire result, the discussion among students was extended to find out the reasons for the demand of using Ted-Ed for EFL acquisition. The summary of the discussion has produced that the students were motivated to upgrade their English capacity in the sense of professional and earth-grounded contexts by engaging in the authentic video classes. Furthermore, students believe that Ted-Ed is one of the tools to develop EFL learners' language competence because of having full of lively topics with descriptive animations, which provide meaningful ideas about the topics.

Why do you prefer to use Ted-Ed source for EFL learning?

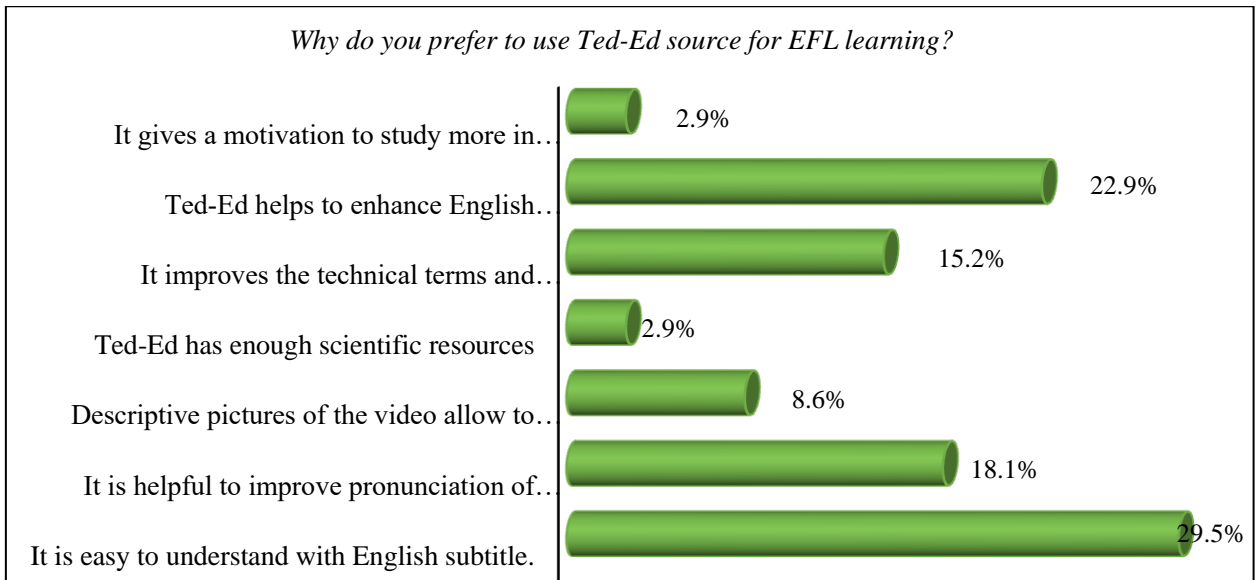| Category	Percentage
It gives a motivation to study more in...	2.9%
Ted-Ed helps to enhance English...	22.9%
It improves the technical terms and...	15.2%
Ted-Ed has enough scientific resources	2.9%
Descriptive pictures of the video allow to...	8.6%
It is helpful to improve pronunciation of...	18.1%
It is easy to understand with English subtitle.	29.5%

Figure 3. The preference of using Ted-Ed source in the EFL learning

According to the analysis of the research, the need of using Ted-Ed was backed up by the preference of Ted-Ed in EFL learning, which was described in figure 3. There is a reasonable opportunity for EFL learners to use Ted-Ed due to it having English subtitles and descriptive animations which occupies the highest-29.5%. This is explained with the Cognitive theory that supports if people recognize what to do concisely, they have a desire to attempt the things individually. In our research situation, the subtitles and animations are considered as the main tools to understand the original English videos which motivate students to learn more by using Ted-Ed source.

The result has presented that Ted-Ed online source helps students being self-directed to be educated in EFL, which is accounted for 22.9%. As Ted-Ed has a mission to spark and celebrate the ideas of both teachers and students around the world, the platform allows our students to share their ideas and experience under certain topics with others who learn EFL and learn from natives in turn. Through communicating with foreigners, students can be inspired and have a positive attitude to access the Ted-Ed platform and be confident to enhance English proficiency independently.

However, there are some drawbacks to consider enriching the platform with the accounting and banking topics which are expressed at a low rate of 2.9%. With this, in the discussion, there was a suggestion that our students can contribute to creating professional lessons by engaging in Ted-Ed programs. As a result of participating in interactive classes, students can improve their team building, creative thinking and innovative skills simultaneously.

In regard to the language skills, 38.1% of the informants answered that all four skills have been notably improved by applying the Ted-Ed platform sustainably. In terms of single language
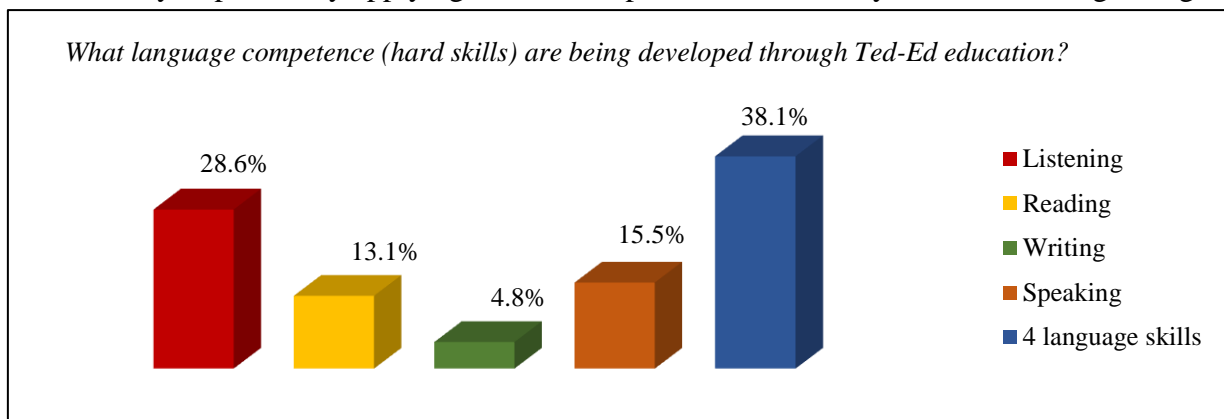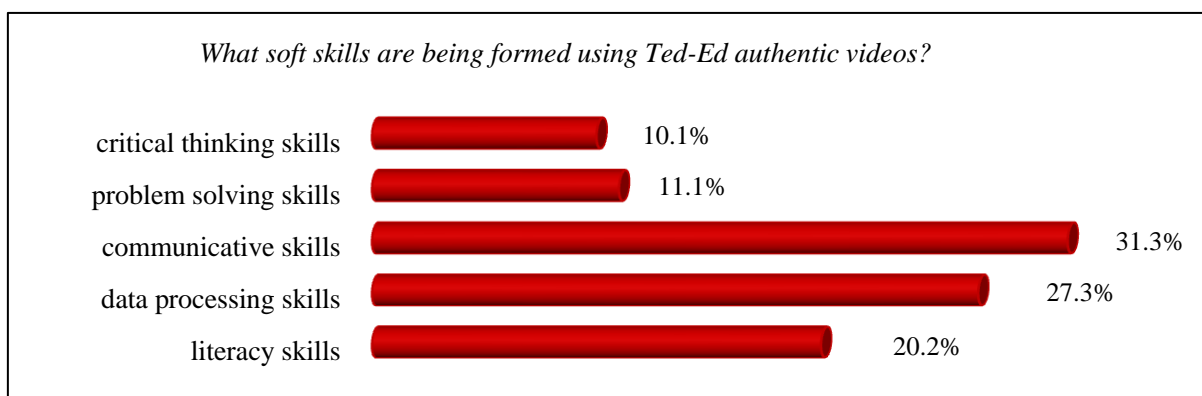

Figure 4. Development of language skills through Ted-Ed videos

skill, the listening comprehension ability, which was expressed by 28.6%, has been improved by using the Ted-Ed videos in English classes. This has explored that the authentic videos of Ted-Ed online sources lead to better listening comprehension and motivate students to share their ideas with others.

It is concluded that Ted-Ed video sources are incorporated to motivate students' language learning acquisition by stimulating the entertaining and enjoyable environment for the learners. In the discussion section of the research students expressed that they have already had an ability to evaluate their language skills specially listening and pronunciations, because they have felt that they have a positive change in their EFL learning.

The figure 5 has demonstrated that the communicative skills of EFL learners would be more developed than other skills, as shown 31.3%. This output indicated that the Ted-Ed program offers a lot of options to create an opportunity to connect and collaborate with other students at least in the classroom even to the world who are also learning with the help of Ted-Ed.

Figure 5. Development of soft skills through Ted-Ed videos

Through discussion students expressed that they can improve their feeling to understand others by watching the earth-grounded videos. The reason was the content of the videos is always interesting and desirable for them.

Through engaging the Ted-Ed video lessons students expressed that they felt more comfortable sharing their ideas on the relevant issues, which support their interpreting and communicating skills. Presenting the proper context of the video topics coherently by using paraphrasing techniques makes students to challenge their data processing skills.

Recommendation: Based on the survey result we have suggested the following recommendation which would be significantly beneficial to promote EFL through Ted-Ed authentic aids. It can provide an opportunity to form a Ted-Ed English club at Mandakh University to allow students to enhance English language skills as well as socio-cultural development outside the class.

4. CONCLUSION

Applying Ted-Ed authentic videos as an open source to promote English acquisition catches the students' attention to create a real environment to enhance the English potentials through learning in actual contexts of life and profession in terms of pedagogy. Because of having lively topics with descriptive animations, which provide meaningful ideas, Ted-Ed is considered as authentic tools to develop EFL learners' language competence.

Open online sources, such as Ted-Ed authentic supplementary would benefit the EFL learners to be equipped with the development of information technology at the digital era as well. Ted-Ed video sources are incorporated to motivate students' language learning acquisition by stimulating the entertaining and enjoyable environment for the learners.

Applying the Ted-Ed authentic videos in the EFL learning process supports both hard and soft skills of EFL learners, which meet the demands of the 21st century learners. Through communicating with foreigners, students can be inspired and have a positive attitude to access the Ted-Ed platform and be confident to enhance English proficiency independently.

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