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The Role of TED-ED Animations in Enhancing the Speaking Fluency of Undergraduate ESL Learners in a Pakistani Setting

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Abstract

This mixed-method research study explored the role of integrating TED-ED animated video-based lessons on the speaking fluency of undergraduate ESL learners in a Pakistani setting. Grounded in Stephen Krashen's Second Language Acquisition theory, this study investigated how comprehensible input, and affective factors impact second language acquisition. The researcher utilized an explanatory design, combining quantitative and qualitative methods to investigate the role of TED-ED video-based lessons in enhancing the speaking fluency of participants. The findings revealed a positive correlation between TED-ED video-based lessons and speaking fluency, with participants reporting increased confidence, fluency, and engagement. The study highlighted the significance of addressing affective factors, such as motivation and anxiety and creating a supportive learning environment to optimize second language acquisition. The incorporation of TED-ED video-based lessons provided valuable comprehensible input, authentic language exposure, and diverse topics, enriching the language-learning experience. The study's implications extend beyond the Pakistani context, offering insights into ESL education globally, and emphasizing the importance of informed instructional design that integrates theoretical frameworks with practical pedagogical approaches. By leveraging multimedia resources like TED-ED video-based lessons, educators can cater to the diverse needs and preferences of ESL learners, enhancing language acquisition outcomes.

Keywords:

TED-ED,

ESL Learners,

Speaking Fluency,

Comprehensible input,

Stephen Krashen's Second language

acquisition theory,

Affective factors

Introduction

TED-ED (Technology, Entertainment, Design, and Education) is an authentic website that provides various animated video-based lessons encompassing diverse topics. Rashtchi, Khoshnevisan, and Shirvani (2021) conducted a research study on TED-ED and reported that TED-ED is an authentic and innovative pedagogical tool (audio-visual) for learning a second language for university-level students. It directs language teachers to teach students beyond conventional teaching methods. Teachers, or learners, can choose any video and compile multiple-choice and open-ended questions. Teachers can also employ "dig deeper" and "discussions" to boost the critical thinking of students.

TED-ED animations are a potent resource for ESL learners because they offer engaging and adaptable learning experiences. These video-based lessons enrich students with natural speech patterns and accents, enhancing their excellent listening and comprehension skills. Additionally, the variety of topics native speakers create enables students to retain their curiosity while enhancing their vocabulary, mental lexicon, and cultural understanding. SLA learners enhance their speaking skills, critical thinking, and cultural understanding by participating in discussions and activities relevant to these animated lessons, furnishing them with language skills.

Past research studies concluded that TED-ED is a precise tool for enhancing the vocabulary and listening comprehension of language learners, but this present research study aims to enhance the speaking fluency of undergraduate ESL learners by employing TED-ED animations. This present research study advocates that TED-ED is an authentic tool for enriching the exposure of native speakers to ESL learners, which is paramount for enhancing speaking fluency in Pakistani settings.

In Pakistan, social media is viewed as a source of entertainment, but the fact is that social media has evolved into a rich source for ESL learning. According to second language researchers, social media is an authentic pedagogical tool to enhance all language skills, and ESL learners can master linguistic knowledge and intercultural competence (Zhou, Wang, Ismail, & Hasan, 2021). Furthermore, in ESL, the function of the instructor is significant. An educator with English as L2 cannot be a productive teacher due to interference from L1 SLA learners who learn a second language through input provided by the educator in a learning-friendly environment (Syed, 2015).

In Pakistan, the biggest problem for ESL learners is the lack of native speakers to obtain comprehensive input, so this present research study aims to offer comprehensive input to undergraduate ESL learners in a Pakistani setting through TED-ED animated video-based lessons. This present research study investigates the perceptions of SLA learners regarding the use of TED-ED video-based lessons as a potent and authentic tool to get exposure from native speakers.

The research questions inquired through this research study are as follows:

1. How do TED-ED animated video-based lessons improve the speaking fluency of undergraduate ESL learners?
2. In what ways do TED-ED animated video-based lessons provide the exposure of native speakers that can improve the pronunciation of undergraduate ESL learners?
3. What are the perceptions of ESL learners concerning the role of TED-ED animated video-based lessons in English language acquisition?

These research questions guide this present research project and bring forth a framework for investigating the role of TED-ED animated video-based lessons in enhancing the speaking fluency of undergraduate ESL learners in Pakistani settings.

Review of the Literature

TED (technology, entertainment, or design) is an authentic platform that emerged in 1984 by blending technology, entertainment, and design. It is an extraordinary website for language learners to develop all language skills because they can easily explore any topic ranging from minor issues to major issues (Coxhead & Bytheway, 2014). TED is a precise tool that enables educators to share their words of wisdom with the rest of the world (Rahmatika, Meliasari, & Anjarani, 2016). Furthermore, TED has many extraordinary channels like TEDx, TED Prize, TED Fellows, Open Translation Project, TED Books, and TED-ED. TED-ED, or TED-Education, is a valid resource website that provides language teachers with valid learning content and aids them in creating animated lessons to enhance their spirit of inquiry and involvement in the classroom.

TED-ED is an authentic pedagogy for language learning as it provides short lessons accompanied by creative ideas. Consequently, TED-ED is an authentic online platform to increase language learners' curiosity, enhance their critical thinking, and engage them in a classroom discussion (Rahmatika et al., 2016). TED-ED strengthens language teachers to create lessons in three ways: firstly, an educator may use animated lessons created by other educators; secondly, these animated video-based lessons may be customized. Finally, he or she may design a new lesson to fulfill the needs of the learners.

Successful communication cannot be achieved without adequate memorization of the vocabulary or lexicon. If second language learners do not have an adequate mental lexicon or vocabulary, then they cannot converse appropriately in a second language. The function of teachers in enhancing the vocabulary of second language learners cannot be ignored (Nation & Newton 2019). Many aspects must be considered to enhance vocabulary or mental lexicon, such as "form", "meaning", and "usage". Clark (2013) proposed that technological innovations could improve vocabulary memorization. Likewise, Clark (2013) examined the role of TED Talk videos in increasing second language learners' performance in post-vocabulary tests and reported that TED Talk plays a significant role in vocabulary memorization. Rashtchi, Khoshnevisan, and Shirvani (2021) also conducted a research study regarding TED-ED as a pedagogical resource to memorize vocabulary by incorporating it into a receptive or productive skill. This research study also concluded that TED-ED videos are more useful because they provide learners with the opportunity to learn in context, and consequently, second language learners achieve semantic content appropriately, which makes language learning successful. TED-ED videos inspire learners to share their points of view with other students and teachers.

Acquiring fluency in a second language requires comprehensive input presented in an authentic setting. According to earlier research studies, listening is the most abundant and significant source of comprehensive input necessary for learning a second language (Krashen, 1996; Rost, 2011). Language learners need to have sharp listening skills to communicate effectively, as this enhances their vocabulary and speaking abilities as they learn a second language. Creating courses that improve English language learners' listening abilities is a challenging endeavor that requires the use of an appropriate pedagogical instrument to provide comprehensive input based on listening skills (Anggraeni & Indriani, 2018). Saeedi and Biri (2016) claim that audio-visual input is very beneficial for learning how to use or operate a second language in a real-world context. According to Margono (2010), TED-ED is a remarkable tool that allows second-language learners to interact with native speakers while enjoying animations. Damayanti and Sumarningsih (2022) conducted a research study and concluded that TED-ED videos are an adequate resource to enhance the listening skills of language learners. As far as the perception of language learners regarding TED-ED videos is concerned, language learners reported that TED-ED videos inspired them to listen attentively, as TED-ED videos are smartly designed to engage language learners. TED-ED videos are also beneficial, as they allow language learners to explore learning content repeatedly when they desire.

Research Methodology

A research study's theoretical framework paints a vivid picture of it. It makes it possible for a researcher to perform a robust and well-organized research study by flowing naturally from one chapter to the next. A theoretical framework, according to Eisenhart (1991), is the research study's blueprint that directs the investigator in investigating by depending on a relevant theory. According to Lovitts (2005), researchers also need to choose a theory that makes sense, can be completely understood, and is consistent with the research questions they are trying to answer.

The researchers utilized Stephen Krashen's (1982) theory of second language learning in this research investigation. Hammond (1990) states that Krashen (1982) put forth five main hypotheses in his seminal theory of second language acquisition: the affective filter hypothesis, the natural order hypothesis, the input hypothesis, the monitor hypothesis, and the acquisition-learning hypothesis. The comprehensive input hypothesis and Krashen's effective filter hypothesis were combined to form the theoretical framework for this current investigation. According to the current study, Pakistani undergraduate ESL students are unsatisfied and stressed. It leads to a decrease in their self-perception, motivation, and confidence, which influences the effectiveness of comprehensive input given in a conducive learning environment.

To answer the research questions, the researchers used a mixed methods technique. The researcher used two methods to collect data: quantitative and qualitative. According to Sadan (2017), gathering data is critical while doing quantitative research since it can improve the validity or authenticity of study findings. Furthermore, quantitative data is more structured than qualitative data, according to Sadan (2017). In the current study, the researcher employed a quantitative questionnaire (Google Form) comprised of closed-ended questions to evaluate how TED-ED video-based lessons might help undergraduate ESL learners become speakers in a Pakistani setting. The researcher shared the link to the questionnaire with potential respondents via WhatsApp. The researcher was able to gather information from respondents who have experienced animated TED-ED video-based lessons. To gather qualitative data, the researchers set up a cordial setting for qualitative data collection by conducting individual interviews with undergraduate ESL students at the University of Education Lower Mall Campus in Lahore. It allows for qualitative thematic analysis, which offers a deep understanding of how undergraduate ESL students feel about the effectiveness of TED-ED video-based lessons as authentic resources to get exposure to native speakers to develop speaking skills in Pakistani settings. The sample size comprised 81 undergraduate English department students who had exposure to TED-ED video-based lessons. There were both male and female students.

Data Analysis

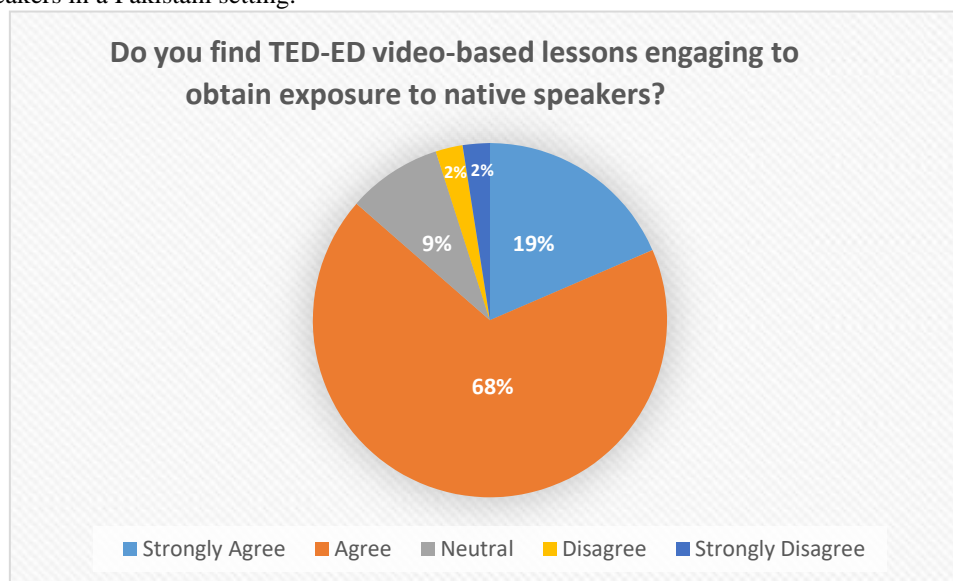
The goal of the current study was to find out how TED-ED video-based lessons helped undergraduate ESL students in Pakistan improve their speaking ability. This research study used a quantitative questionnaire to gather quantitative data to examine the use of TED-ED video-based lessons at the University of Education Lower Mall Campus in Lahore in helping undergraduate ESL learners improve their speaking proficiency. Based on the goals of the research project, the questionnaire had closed-ended multiple-choice questions. Using a Google Form, the researcher calculated the frequencies and percentages of respondents to get the results. Furthermore, the percentage outcomes of the data gathering for the research project are presented in pie charts. A frequency analysis was conducted on each of the study questions' responses. In addition, a Likert scale score was utilized in this research study to analyze the questionnaire by determining the frequencies and percentages of responders. It is important to

emphasize that a 5-point Likert scale, spanning from strongly disagree to strongly agree, was used to examine the responses from the undergraduate ESL students.

This research study used thematic analysis to guide the interview process to gather empirical data for the qualitative analysis. Thematic analysis was used to examine the qualitative data. Gathering undergraduate ESL students' opinions and attitudes on the contribution of TED-ED video-based lessons to their development of speaking in a Pakistani setting was the main objective of the qualitative analysis. Thematic analysis is the methodical process of finding, examining, and summarizing themes in research data, according to Braun and Clarke (2006). Furthermore, Braun and Clarke (2006) put the six stages of thematic analysis forth: familiarization with the data, creating preliminary codes, looking for themes, refining themes, defining and labeling themes, and creating the final report. A theme denotes a noteworthy aspect of the research data concerning the research questions.

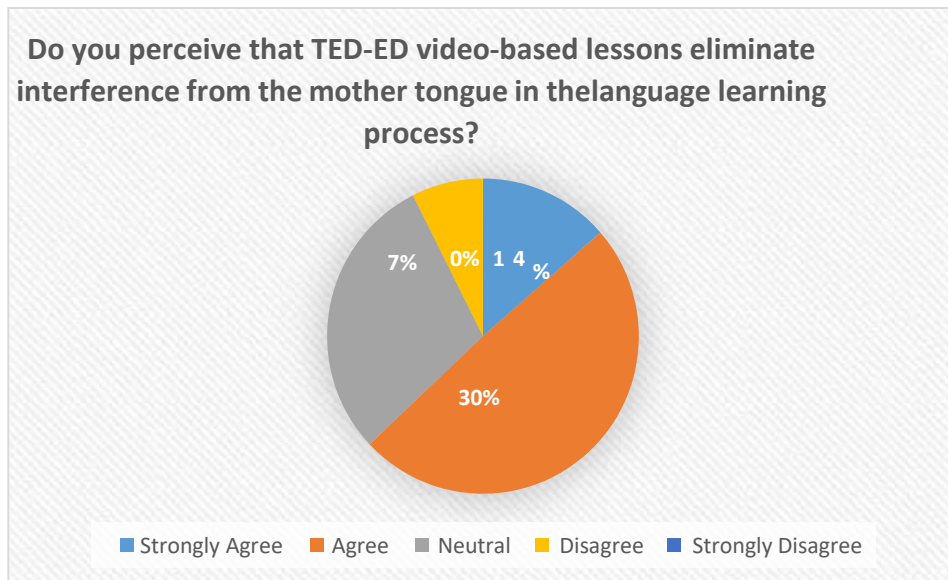
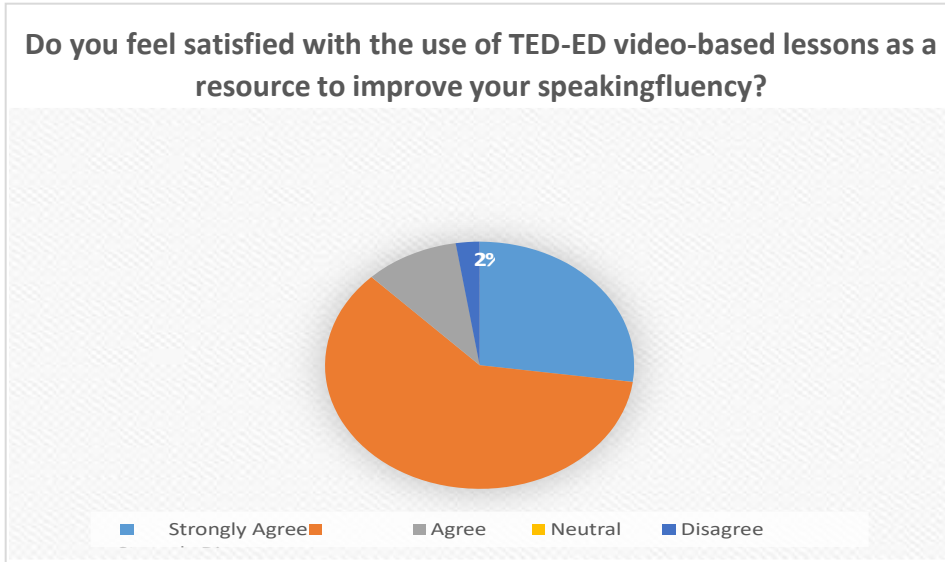
Results and Discussion

Quantitative results indicate that undergraduate ESL students believe animated TED-ED video-based lessons help improve their speaking proficiency in a Pakistani context. The researcher presented the quantitative findings through pie charts in a descriptive way. This question inquiries about the authenticity of TED-ED video-based lessons to provide exposure from native speakers to undergraduate ESL learners. According to the results, 68% of participants agreed that they found TED-ED video-based lessons useful to obtain exposure from native speakers in Pakistani settings. Likewise, 19% of undergraduate ESL learners strongly agreed that TED-ED video-based lessons enabled them to connect with native speakers successfully. Additionally, 9% of respondents reported being neutral. On the other hand, only 2% of respondents disagreed, and 2 strongly disagreed as they were not satisfied. Concisely, the respondents found TED-ED video-based lessons engaging in obtaining exposure from native speakers in a Pakistani setting.



Likewise, the next question “Do you feel satisfied with the use of TED-ED video-based lessons as a resource to improve your speaking fluency?” explores the satisfaction level of undergraduate ESL learners regarding the role of TED-ED video-based lessons as a language learning resource. The results indicated that 61% of respondents were satisfied with the use of TED-ED video-based lessons, as they reported agreeing. Additionally, 27% of participants reported strongly agreeing, and only 10% of respondents reported being neutral. According to the quantitative findings, no respondent reported disagreeing or very disagreeing, which indicates that the TED-ED website is a beneficial resource for improving speaking fluency in a Pakistani setting.

According to the analysis of the research study, the researcher explored the need to use TED-ED video-based lessons to eliminate interference from the mother tongue in the English language learning process Figure 3. The pie chart shows that 40 undergraduate ESL learners (49%) agreed that TED-ED video-based lessons are beneficial in eliminating interference from the mother tongue. Additionally, the frequency of responses also revealed that 11 respondents (14%) perceived TED-ED video-based lessons highly beneficial, as they reported strongly agreeing. Additionally, 24 respondents (30%) reported being neutral. Contrary to this, only six respondents (7%) reported disagreeing. concisely, the results show that TED-ED video-based lessons are effective in eliminating interference from the mother tongue in the language learning process.



As this research aims to control affective factors to develop speaking fluency by enriching undergraduate ESL learners with comprehensive input through TED-ED video-based lessons, this question inquires, “Are TED-ED video-based lessons useful in decreasing anxiety levels? The result shows that 47% of respondents agreed that TED-ED video-based lessons are beneficial in decreasing anxiety levels. Likewise, 15% of respondents perceived TED-ED video-based lessons as very beneficial and strongly agreed. Furthermore, 31% of participants as neutral. On the contrary, only 6% of respondents disagreed, and only 1% of respondents strongly disagreed. Overall, research findings conclude that TED-ED video-based lessons are effective in controlling affective factors like anxiety and enriching undergraduate ESL learners in a learning-friendly environment.

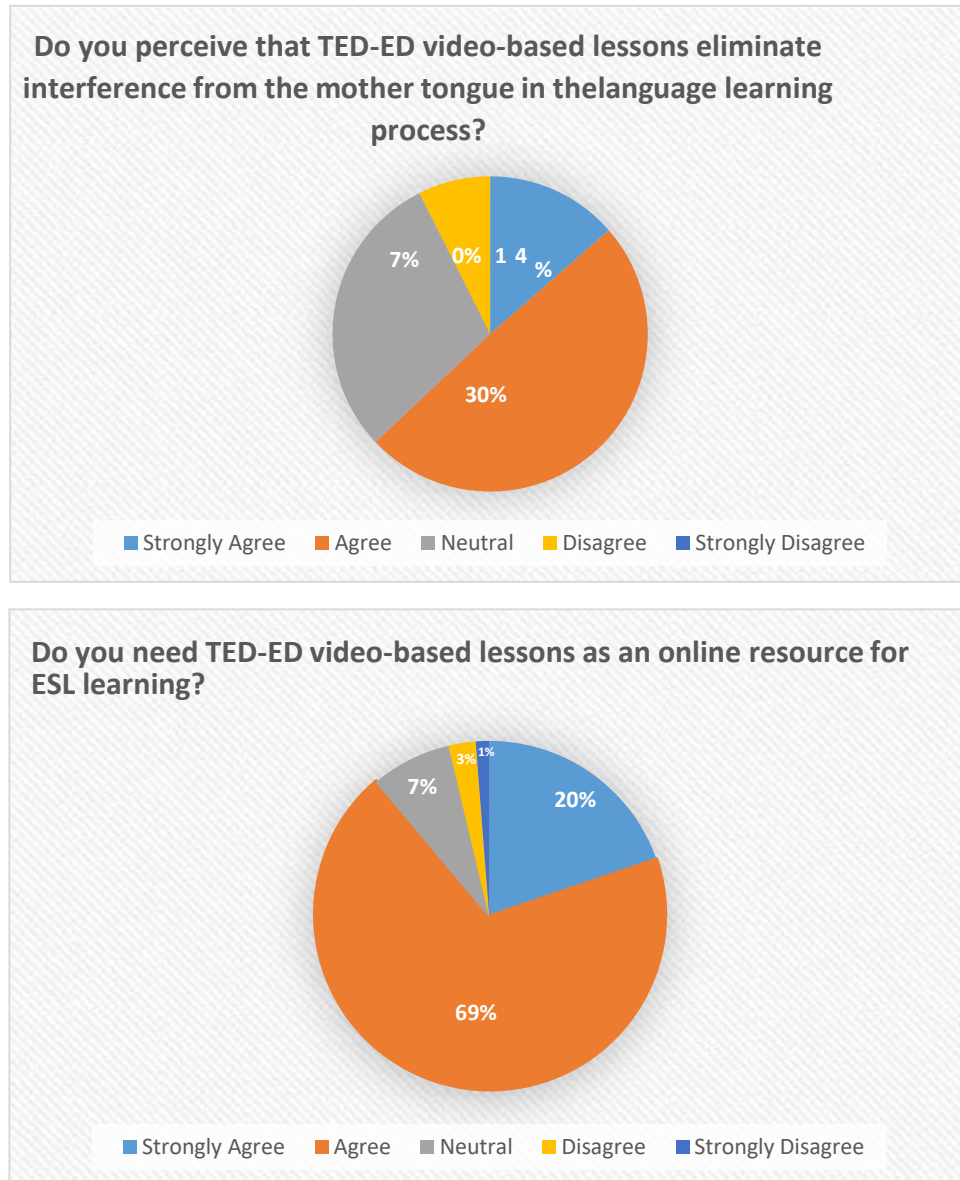


Figure 5 explores the perception of undergraduate ESL learners regarding TED-ED video-based lessons as an online resource to acquire English in a Pakistani setting. The percentages and frequency of the pie chart depict that most undergraduate ESL learners need TED-ED video-based lessons as an online resource, as 69% agreed with the statement. Likewise, 20% of respondents strongly agreed that TED-ED is an authentic resource to learn the English language. Additionally, 7% of respondents reported being neutral. On the other hand, only 2% of respondents disagreed, and 1% strongly disagreed, as they do not need TED-ED video-based lessons as an online resource for ESL learning in a Pakistani setting.

To conclude quantitative findings, undergraduate ESL students stated that they were able to acquire a natural speaking English style by listening to TED-ED video-based lessons. Most ESL students believe that TED-ED video lessons are a reliable source of exposure to native speakers in a Pakistani setting. They were able to engage in real-world discussions because of exposure to TED-ED video-based lessons.

Undergraduate ESL students have reported that TED-ED video-based lessons provide visually stimulating educational content that keeps them motivated to improve their speaking skills. It is fun to watch TED-ED video-based lessons, and the instructional material improves their capacity for critical thinking. Most ESL undergraduate students have noted improvements in their vocabulary growth, which is important for advancing English speaking ability. To enhance their speaking fluency in the Pakistani environment, most respondents stated that TED-ED

video-based lessons provide more engaging and thought-provoking information than other online resources. Furthermore, responders are being exposed to a community of native speakers; TED-ED video-based lessons help remove the influence of first language in second language acquisition. This aspect of the TED-ED video-based lessons is helpful for undergraduate ESL students to become more confident, less anxious, and inspired, all of which are beneficial for managing affective variables and improving public speaking skills. In summary, quantitative results indicate that TED-ED video-based lessons are an authentic resource that undergraduate ESL learners require to improve their speaking fluency. TED-ED animated video-based lessons fulfill the educational needs of undergraduate ESL learners, which is necessary for them to become proficient speakers of the English language in Pakistani settings.

This study employed an unstructured individual interview as a data collection method to evaluate undergraduate ESL learners' opinions and attitudes toward the role of TED-ED video-based lessons in enhancing speaking fluency in a Pakistani context. To acquire a better understanding of undergraduate ESL learners' experiences with TED-ED video-based classes, this study employed Braun and Clark's (2006) six-phased theme analysis method. Thematic analysis began shortly after the interviews ended. Initially, the researcher transcribed the data line by line to become acquainted with thematic analysis. According to Riessman (1993), transcription is a time-consuming and tedious activity, thus the best strategy is to become acquainted with the study material. Furthermore, Bird (2005) highlighted phase 1 (data familiarization) as the most significant stage of analysis in interpretative qualitative techniques.

The researcher then utilized MS Word to code the research data. Furthermore, this study employed similar codes to generate initial themes and thematic maps. The themes were then refined and specified for future exploration. The following are the respondents' ideas and attitudes about the role of TED-ED video-based classes in boosting Pakistani undergraduate ESL learners.

This study highlighted four primary themes for examining responses to open-ended questions. The researcher coded the research data derived from participant replies to establish themes for each emerging category.

Theme 1 Innovative ESL learning with TED-ED video-based lessons

Theme 2 TED-ED video-based lessons as a reliable tool

Theme 3 Ensuring efficient and productive ESL learning.

Theme 4 TED-ED as an independent method of learning

This study developed four themes to arrange the qualitative research findings, which were then grouped according to the research questions. The first study question is addressed in Theme 1: Innovative ESL learning with TED-ED video-based teaching. How do TED-ED video lessons improve the speaking skills of undergraduate ESL students?

According to the study's findings, attending TED-ED video-based lessons is an innovative way to improve speaking fluency among undergraduate ESL learners in Pakistan setting. Furthermore, according to most undergraduate ESL students, learning to speak fluently through TED-ED video-based lessons is an engaging phenomenon since it delivers comprehensive input. According to the study's findings, most undergraduate ESL students believe that TED-ED video-based lessons can help them improve their speaking fluency in a Pakistani setting.

Undergraduate ESL students have noted that TED-ED video-based lessons are a trusted resource since they allow them to see any video-based lesson at any time and from any location. Furthermore, watching TED-ED video-based lessons helps undergraduate ESL learners handle affective aspects that inhibit second language acquisition.

According to most participants, TED-ED video-based lessons improve speaking fluency among undergraduate ESL students in Pakistani settings. There are several online resources available, such as YouTube and digital audiobooks, but TED-ED is a genuine resource because it offers intriguing and visually appealing content. Furthermore, attending TED-ED video-based lessons helps undergraduate ESL students memorize information from a variety of subjects, including history, physics, literature, and linguistics. Undergraduate ESL students reported that TED-ED video-based lessons helped them understand classroom material. They gain confidence after watching TED-ED video-based lessons. Undergraduate ESL students felt that TED-ED video-based lessons improved their communication skills. Using the TED-ED platform allows undergraduate ESL students to interact with native speakers effectively.

Additionally, this research project utilized the second and third themes to explain the second research question, "In what ways do TED-ED video-based lessons provide exposure to native speakers to strengthen the pronunciation of undergraduate ESL learners? Most undergraduate ESL learners believe that TED-ED video-based lectures are a valuable resource for gaining exposure to native speakers and improving pronunciation in Pakistani settings. Most undergraduate ESL students said that watching TED-ED video-based classes regularly helped them

enhance their natural speaking style. Furthermore, participants have reported a considerable boost in second language acquisition.

Most undergraduate ESL students reported that TED-ED video-based lessons provide appropriate exposure to native speakers; hence, they should be included in the ESL curriculum to help them improve their English language skills. TED-ED video-based lessons deliver useful, amusing, and problem-solving content, making them an excellent resource for self-development. Similarly, TED-ED video-based lessons diffuse knowledge, which improves critical thinking skills and helps undergraduate ESL students adopt a positive lifestyle. It is easy to access TED-ED video-based lessons because undergraduate ESL students only need an internet connection, a mobile phone, or a laptop. Watching TED-ED video-based lectures is a rewarding experience since it provides enriching, simple, and authentic exposure to native speakers in the Pakistani environment.

The fourth theme, an independent way of ESL learning, addresses the last research question, which explores the perceptions of undergraduate ESL learners regarding the usefulness of TED-ED video-based lessons in language acquisition. Most undergraduate ESL students believe that TED-ED video-based lessons outperform other online resources such as YouTube or digital audiobooks. Most undergraduate ESL students believe that using TED-ED video-based lessons is an effective and innovative way to learn the English language. Most participants said that they preferred TED-ED video-based lessons over other online resources. Furthermore, researching TED-ED video-based lessons encourages undergraduate ESL learners to be independent.

The findings are also consistent with a research study conducted by Candradewi and Indriani (2018), which concluded that exposure to TED-ED video-based lessons promotes autonomous learning. TED-ED is a legitimate website that is useful for achieving learning objectives since it caters to the demands of independent learners. Furthermore, according to undergraduate ESL learners, the comment section of TED-ED video-based lessons allows them to actively share their perspectives. Most undergraduate ESL students believe that TED-ED provides knowledge-based information that is engaging and saves time.

The qualitative findings reveal the perceptions of undergraduate ESL learners regarding the impact of TED-ED video-based lessons in building speaking ability among undergraduate ESL learners in Pakistan. Furthermore, TED-ED video-based lessons deliver comprehensive input that is above the participants' present competence level, making it tough but intelligible through context and visual aids. The engaging and pleasant content of TED-ED video-based lessons enhances learners' confidence and motivation, lowering affective variables and making undergraduate ESL students more open to learning. Briefly, the outcomes of this research study are consistent with Stephen Krashen's SLA theory, and they contribute to the development of speaking fluency among undergraduate ESL learners in a Pakistani setting. Overall, qualitative findings reveal that undergraduate ESL learners believe that exposure to TED-ED video-based lessons is essential.

Conclusion

To conclude, this study utilized a mixed-methods approach to explore the role of TED-ED video-based lessons in building speaking fluency among undergraduate ESL learners in Pakistani settings. There are numerous advantages of using TED-ED video-based lessons to improve speaking fluency, thus second language teachers should use the TED-ED platform to expose undergraduate ESL learners to native speakers in the Pakistani setting. Second language teachers must develop systematic lessons that show students how to investigate and apply numerous TED-ED video-based lessons for second language learning. The current study used a systematic combination of quantitative and qualitative techniques to provide a vivid image of the research topic. This study also found evidence that there has been a growing global trend of using TED-ED video-based lessons to improve speaking fluency and other language skills over the last several decades. Furthermore, some language institutions have adopted it as an effective and novel technique to improve speaking skills among undergraduate ESL students. The conclusions of this study provide answers to the research questions. The research data indicates that most undergraduate ESL students use TED-ED video-based lessons as language learning materials. TED-ED video-based lessons enable undergraduate ESL students to improve their language skills, such as listening and speaking abilities. The participants' responses suggested that TED-ED video-based lessons help undergraduate ESL learners improve their speaking skills. Additionally, according to the findings, TED-ED video-based lessons provide knowledge-based content in an interactive format, allowing undergraduate ESL learners to watch the lessons repeatedly and practice pronunciation. Undergraduate ESL students might focus on native speakers' body language to better understand complicated concepts. Undergraduate ESL students find the comment option of TED-ED video-based lessons useful for sharing their perspectives and life stories with the rest of the world. Undergraduate ESL students can easily communicate with fellow language learners and teachers. Participants felt that TED-ED video-based lessons were beneficial, as undergraduate ESL students have grown self-sufficient. The most common concern was a lack of connection with native speakers, but throughout their exposure to TED-ED video-based lessons,

undergraduate ESL learners established a strong relationship with native speakers. Furthermore, undergraduate ESL students were confident in adopting speaking skills gained from exposure to TED-ED video-based lessons. Additionally, the conclusions of this research study are consistent with previous research studies. During exposure to TED-ED, video-based lessons the interactive features help undergraduate ESL learners strengthen their language abilities and expand their vocabulary. Furthermore, undergraduate ESL students claimed that TED-ED video lessons helped them manage their affective factors.

The findings of this research study show that TED-ED video-based lessons play an important role in improving the speaking proficiency of undergraduate ESL learners in Pakistani settings. TED-ED video-based lessons provide undergraduate ESL learners with valuable exposure to native speakers, which is critical for building speaking ability and other language skills. As a result, the current research study supports including TED-ED video-based teachings into the ESL curriculum. Language educators and curriculum developers must incorporate a variety of TED-ED video-based lessons into undergraduate ESL curricula that are relevant to the learners' interests and academic demands. Language institutions must also provide seminars or training sessions on how to implement TED-ED video-based lessons into the ESL curriculum to improve speaking proficiency in the Pakistani environment. When selecting TED-ED video-based lessons for language learning, educators must choose animated video-based lessons that cover a wide range of topics to promote language development, critical thinking, and cultural awareness in the target language. Teachers must promote collaborative learning experiences that empower undergraduate ESL students to interact with the semantic content of TED-ED video-based lessons, express their perspectives, and improve their speaking skills. Previous research studies suggest that there are several online tools for developing speaking fluency, but undergraduate ESL learners consider TED-ED video-based lessons as a valuable resource that meets their educational needs. In Pakistan, exposure to TED-ED video-based lessons provides valuable exposure to native speakers, making it a legitimate resource for obtaining comprehensive input and controlling affective factors. This research study also recommends that language institutions must work with HEC to build a systematic approach for implementing TED-ED video-based lessons to enhance the speaking fluency of undergraduate ESL learners in Pakistani settings. The usage of TED-ED video-based lessons in undergraduate courses should be applied fairly. Language institutes must have access to cutting-edge technology to provide online ESL education to students. Furthermore, the government should promote the use of TED-ED video-based lessons throughout Pakistan. Pakistan must promote the use of TED-ED video-based lessons using effective methodologies since they have become a global trend. Language institutions must hold seminars to raise and enhance awareness among educators and undergraduate ESL learners.

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