

**An Impact Study of Talk Series as an Effective Tool to Learn Language for
the Second Language Learners**

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Abstract

Education in India has always been a difficult undertaking (Pandit, 2020). Given the enormous range of economic conditions and demographic profiles of learners in India, bringing education to every part of the country has been difficult. The history of Indian education reveals that the majority of learning took place through Chalk and Talk and that students have become accustomed to this method of instruction. However, with the proliferation of the internet and the increasing familiarity of students with social media, this situation is undergoing a shift. The use of blended learning techniques has already been implemented into the teaching pedagogy of a number of educational institutions. In an age where knowledge can be found almost everywhere, the difficulty for instructors is no longer the creation of learning content but rather the ability to present it engagingly to students so that learning objectives are accomplished, and the speed of learning is maintained.

This article aims to investigate the application of TED Talks, an innovative technique of language instruction, in Business Management institutes in Ahmedabad. In addition to being examined as a video repository, this technology is examined for the inventive ways in which teachers have integrated it into their language classrooms without compromising on the personal appeal of the flesh and blood instructor.

Key Words: Language Teaching, Higher education, Blended learning, Challenges, Strategies

1. Introduction

India is a country with a great deal of variety. Because of this diversity, it is difficult to promote education throughout the world. Although several government higher education schemes, such as the Rashtriya Uchchar Shiksha Abhiyan (RUSA) and the Samagra Siksha Abhiyan (SSA), have been implemented to successfully spread education throughout the country (Archives, 2020), there are still areas of the country that have not been illuminated by educational opportunities. Technology employment has been attempted to close the gap between these two worlds.

2. Rise of the use of Technology in Indian Education

The growth of internet use among Indian teenagers has transformed their daily routines. 44 percent of internet use was done by students in school and college, and 65 percent of their searches were for instructional content, according to the Internet and Mobile Association of India (Kumar, 2011). Covid 19's spread and the subsequent lockdown measures implemented to fight its effects have caused a paradigm shift in education. The new normal is e-learning (Markets, 2020). Online education should be introduced at all educational levels, according to UNESCO. In a study conducted by Fernando, Guzzo, Grifoni, & Tiziana (2020), Digital content has been introduced into the curricula at a number of Indian educational institutes as well. However, there are many obstacles to overcome as well. Many people believe that classroom instruction is the best way to learn. On the other hand, teachers are tasked with finding a middle ground. According to a study conducted in 2010,

3. History of Language Education in India

India has a reputation for being a bilingual nation. The country has a total of 22 recognised languages (www.rajbhasha.gov.in, 2020). This is both a strength and a weakness for the country. Education is difficult to disseminate due to the lack of a standardised platform and, more crucially, a universal language. Despite the fact that many Indians attribute their interest in English language education to the country's colonial heritage, English still does not hold sway as the primary language in India. But why bother learning English if the vast majority of Indians do not speak it? M. Vijayalakshmi provides the correct response to this conundrum. According to her, for an ethnically diverse country like India, English might serve as an essential "link" language. Also widely recognised as an important language for

communication and engagement, English is widely accepted around the world (Vijayalakshmi & Babu, 2014) (Vijayalakshmi & Babu Because of this, it is no surprise that English is the primary language of instruction in India.

4. TED Talks as a medium of teaching the English Language

The digital age has arrived. It's hardly unexpected that language learning has adapted to the current trend of the globe moving online. Digital tools for language learning have become increasingly popular in recent years. In 2009, (Davies, 2009), Teachers must come up with new ways to teach in light of the global pandemic of COVID 19, which has compelled many institutions to function remotely in order to maintain access to education. In 2020, (Nursafira, 2020) Learning objectives must be accomplished, as well as the classroom learning environment must be duplicated.

TED Talks have become a popular method of learning a new language in this scenario. Under the phrase "ideas worth spreading," TED holds conferences all around the world. It is a collection of videos by renowned speakers on a wide range of topics. Hasebe (2015, Hasebe) More than one hundred different languages of the TED website's transcripts of TED and TEDx talks are accessible. The collection of more than 1800 speeches on a wide range of topics is growing. A wide range of vocations is represented in the presentations, including education, business, and entertainment. Some of them are inspirational and aid in the development of critical thinking skills in those who hear them. (Taibi, Chawla, Dietze, Marenzi, & Fetahu, 2015) (Taibi, Chawla, Dietze, Marenzi, & Fetahu, 2015)

Many language teachers use Ted Talks as a way to teach their students about the language. Listening, speaking, and writing can all be improved by using them. According to Jingjie (2013), They're also useful for encouraging EFL instructors to incorporate video into their lesson plans when creating listening tasks for their students (Park & Whan, 2013) Web sites such as TED.com can be utilised to expose students to language learning to a wide range of themes that can be effectively employed in the development of language skills by enabling students to express their own thoughts on the topics of discussion In fact, students' motivation to study English is aided by the use of authentic films and subtitles. According to Bacon and Finneman (1990), "genuine, real, and true" is a term used by non-native English speakers to describe TED videos produced by native English speakers (Callison & Lamb, 2004). These

movies motivate students to work hard to improve their English skills. TED lectures, which live up to their motto of 'ideas worth spreading,' can be a useful tool for language learning. Students can express their thoughts on the topics covered in the videos in these roundtable conversations. As the majority of TED talks deal with current concerns and are presented by well-known speakers, viewers are left with new ideas and motivated to practise public speaking (Ahluwalia, 2018)

5. Analysis of the use of TED Talks in teaching the English Language in Ahmedabad

This study aimed to examine the attitudes of both students and teachers to the usage of TED speeches for English language instruction in Ahmedabad's business schools. Over the course of three weeks, a group of fifty students was subjected to ten sessions of interventions. With the help of chosen TED lectures, the Task-Based Approach for Language Learning was used to each session's planning and implementation. There was a wide range of subjects represented in the speeches chosen for this activity: from technology to innovation to creativity to entrepreneurship and self-expression. The TED talks chosen for the class were chosen with care, taking into account the students' level of language proficiency, accent, and personal interests.

Before watching the video, students were urged to think about themselves and encouraged to express their thoughts on the subject. It was a goal of the course to help students improve their English vocabulary while watching videos so that they could talk more fluently. The speakers' thoughts were periodically interrupted so that students could voice their own opinions about them. The facilitator walked the students through each of these tasks regularly. After seeing the movies, follow-up questions, role-play, and presentations were all part of the post-viewing exercises.

6. Data Analysis

TED Talks are a wonderful resource, but the lessons for language acquisition using them need to be constructed innovatively so that efficacy of learning may be reached, according to data acquired from teachers in business schools in Ahmedabad through face-to-face interviews. Most educators agreed that simply displaying these movies to pupils wasn't enough to get them to learn anything. Teachers shared creative ways to use these movies.

This study's findings were based on questionnaire responses from 52 students enrolled in Ahmedabad-area business schools who were studying English online and watching TED speeches to improve their language skills.

According to the results of the data, we can say the following:

Hypothesis	Test used (SPSS)	Results	Conclusion
Association between the age of respondents and comfort with learning English using TED Talks	Crosstab Chi sq	Around 84% of students (18 to 20 years) were comfortable learning English using TED Talks. 25% of students (21 to 23 years) were comfortable learning English using TED Talks. 64% of students, (24 to 26 years) expressed comfort in using TED talks for language learning. P-value was found smaller than the standard alpha value, so the null hypothesis was rejected	Significant association between the Age of respondents and comfort with learning English using TED Talks

Association between comfort with learning English using TED Talks and whether more time would be invested in learning through a TED based lesson than a regular English class.	Chi sq	P-value was found smaller than the standard alpha value, so we rejected the null hypothesis.	The significant association between comfort with learning English using TED Talks and more time would be invested in learning through a TED based lesson than a regular English Class
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<p>Association between comfort with learning English using TED Talks and TED Talks being an enjoyable experience and whether TED talks are a useful medium for Language Learning.</p>	<p>Regression</p>	<p>R-Value was checked to see a correlation between dependent and independent variables. In this case, value = 0.773, which is good.</p> <p>R-square was checked to show total variation for the dependent variable that could be explained by the independent variables. In this case, value = 0.598, which is good. Adjusted R-square shows a variation of sample results from the population in multiple regression. In this case, the value = .0.581, which is not far off from .598, so it is good. P-value = .000.</p> <p>Therefore, the result was significant. The f-ratio value was 36.4, which is good.</p>	<p>Possibility of rejecting the null hypothesis in further analysis.</p>
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<p>Independent Variables: TED Talks are a useful medium for English Language Learning</p>	<p>Regression</p>	<p>Sig Value= 0.000, Null Hypothesis Rejected (0.000 < 0.05)</p>	<p>Significant impact of comfort in learning a language using TED talks and the opinion whether TED Talks are a useful medium for English Language Learning. With a 1% increase in the usefulness of TED talks, comfort level increases by 0.506% (B value).</p>
<p>Independent Variables: TED Talks sessions, were an enjoyable English Language Learning experience.</p>	<p>Regression</p>	<p>Sig Value= 0.002, Null Hypothesis Rejected (0.002 < 0.05)</p>	<p>Significant impact of comfort in learning a language using TED talks and the opinion whether TED Talks sessions were an enjoyable English Language Learning experience. With a 1% increase in the usefulness of TED talks, comfort level increases by 0.287% (B value).</p>

TED Talks sessions were found to be both entertaining and useful for English language learning, which suggests a favourable correlation between comfort in learning language and TED Talks sessions. The researcher also examined TED Talks to see if they helped students enhance their listening and speaking abilities. Only 44 percent of those surveyed thought that TED Talks improved listening and speaking skills, while the other 44 percent were unsure. This suggests that greater research is needed into the development of language learning activities aimed at improving speaking skills. About 77% of people who took the survey said that watching TED Talks had boosted their self-esteem.

7. Conclusion

This study's findings show that TED Talks are an excellent resource for learning a foreign language. The full potential of this medium, on the other hand, has yet to be fully exploited. Therefore, teachers must think outside the box to find creative ways to use this medium for language education.

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