

IMPROVING STUDENTS' LISTENING SKILLS THROUGH WATCHING TED TALK IN ENGLISH WITH SUBTITLES

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This article deals with the study, which was conducted to investigate the role and impact of the TED talks with the subtitles in the foreign language class-room. As the survey results indicate the TED talks have a significant impact on listening skills in the foreign language class-room. The authors conducted this research in one of the schools in Almaty region

Key words: *TED talks with subtitle, listening skills, foreign language class-room*

As Jay Walker said on the TED stage in 2009 the world has a new mania-a mania for learning English. On his speech he said that English is developing and English is acknowledged as a mutual dialect of science, a dialect of worldwide business and the dialect of the Internet, with no less than 1.5 billion understudies learning it around the world. Also, 21st-Century Reading was made for a more youthful group of onlookers, and has a TED thought incorporated with each unit. When students have aced the vocabulary, language and appreciation practices for a discussion, they are urged to go out and accomplish more research on the best way to actualize the thought in their school or group. Exercises have run from investigating an open craftsmanship venture, as Chang Candy's "Before I kick the bucket" divider, to planting a group plant enlivened by Ron Finley. "It feels extremely TED-like — you can transform your interest and motivation into something significant," says Kadera.

Alluding to the scarcity of consideration apportioned to listening practice in the outside dialect classroom, Nunan expressed, "Listening is the Cinderella ability in second dialect learning. Outside dialect instructing chiefly centers around beneficial abilities: talking and composing. Tuning in and perusing, thought about optional abilities, are frequently dismissed, in spite of the fact that they give fundamental contribution to students and in this way are crucial to their gainful aptitudes. Nonetheless, listening is right now accepting more consideration (Field, 2002; Nunan, 2002; Wallace, 2010). The best down-process see, then again, holds that audience members effectively reproduce the significance of approaching sounds utilizing their previous information of setting (Richards, 2003). Most scientists agree that the two procedures are fundamental for viable learning (Flowerdew and Miller).

Mill operator, 2005; Nunan, 2002; Wallace, 2010). As deciphering alone permits students just exacting translations of the information, students should be guided to utilize what students definitely know to help students understand what students hear (Wallace, 2010). At the point when understudies seem to need logical information, some type of composition building exercises is suggested before the tuning in process begins to enable students to get ready for a more important listening knowledge (Richards, 2003).

Field (2002) facilitate contended that students require practice and methodologies in managing writings where students have just incomplete comprehension of what students hear; this is the thing that students experience, in actuality. Since numerous non-local speakers do not comprehend all that they hear, students have to make conjectures and ought to be urged to do as such. All students "should be demonstrated that making surmises isn't an indication of disappointment", yet is imperative in understanding true input. The act of broad listening is viable in presenting students to genuine info.

Aim of watching TED Talk is to develop "listening fluency," which is presumed to assist learners to improve automatic processing of the target language when done properly. Also, TED talks are widely spread in academia which really focuses on very specific topics in depth and as well as it is used as a teaching resource in the class-rooms. Regarding our study the TED talks provide an authentic listening material for the language learners and they can use this instrument to develop and improve their listening skills.

Methodology

This study involved 14 pupils for the participants who are ninth grade learners of the school in Almaty region. The respondent sample was grouped voluntarily out of 30 which makes almost 50% of the classroom. Learners are aged 15-16. However, all learners have different level of English. Some of learners

have pre-intermediate level. As to ethnicity and dialect foundation, no distinction existed among the members, they all were Kazakh and their first language was Kazakh.

Instrument and materials

The instruments utilized, as a part of this investigation was quantitative using the questionnaire. This method was selected deliberately in order to collect the initial data from the respondents. There are many videos, which are related to a wide range of things such as art, music, sport, medicine. So, we can select several topics on TED talks based on the learners' interests.

Procedure

Firstly, the questionnaire was conducted in order to gather the initial data. Then the suitable videos for learners in terms of student's language levels and topics of interest were selected. The transcript of speech in TED Talk video were written and shown to learners. Then learners watched TED Talk, which we found in YouTube for them, and also they read the transcript. Before watching the video we told learners to take notes and write what they exactly understood. After watching video we asked learners to tell the general idea of speech. After learners' idea, we let them underline the words, which they did not understand or unfamiliar. We provided support to learners with definition of words and explained in situation with the help of examples in order to know how learners understood words or vocabulary, which they did not understand.

The next stage, we provided learners with video, which we watched. They went home and watched again. However, they had to paraphrase the words that in video. Then they came to class and told what he or she understood and what changed. By their changes of speech, we saw to what extent the learners' listening skills improved.

The quantitative data, namely the survey results were processed according to the following criteria:

- 1) Ability to listen carefully and find the right answer;
- 2) Focusing on general idea
- 3) According to listening task, could learners find the right answers?

Findings and discussion

In order to know students interests we made the following questionnaires and piloted this form before distributing this to the respondents:

N	Questions	Yes	No
1	Do you know what TED Talk is?	4	10
2	Do you watch with the subtitles?	3	11
3	Do you think watching TED Talk with subtitles in English has beneficial effect on improving your English vocabulary, pronunciation and input-output skills?	7	7
4	Are you interested in learning English and participating in classroom if the teacher uses TED Talk as teaching materials?	7	7
5	Do you think watching TED Talk with subtitles make easier for you to learn English?	8	6
6	Do you agree that watching TED Talk motivated you to learn English?	6	8
7	Is it difficult to focus on reading at the same time when you watching TED Talk?	13	1
8	Do you think your English teacher should use more TED Talk videos with subtitles viewing activities in the classroom to help you improve your language skills?	8	6

Upon receiving the survey results we analyzed them and found out the following findings.

As the table shows most of students do not seem to know what TED Talk is. Only four students know that makes more than 30% of the respondents. Only three students watch TED Talk with the subtitles that makes less than 30% of the respondents. These are only those who are really interested in English. In the third question, half of students think that it is useful to watch TED Talk with subtitles in English; it has beneficial effect on improving English vocabulary, pronunciation and input-output skills. 50% of the respondents think that they will be interested in learning English and participating in classroom if the teacher uses TED Talk as teaching materials.

Only eight students agreed that watching TED Talk would motivate them to learn English and this composed 57% of the respondents.

Thirteen students thought that it is difficult to focus on reading while watching TED Talk and this composed the almost 93% which shows the highest rate among the questions and we thought this noteworthy to discuss a little bit. The scholars (Latifi, M., Mobalegh, A. and Mohammadi, E., 2011) pointed out the positive and effective nature of subtitles and captions on videos. In the literature on movie subtitling and captioning, there is controversy over the effects of these help options on the listening comprehension ability of language learners (Danan, 2004). Nonetheless, the studies that support subtitling have usually demonstrated improvement in two major areas: a higher level of comprehension and better vocabulary recognition ability. In terms of comprehension, several studies have reported a significant improvement in the listening comprehension of language learners after being exposed to the captioned/subtitled movies. For example, Markham (1989) investigated the effects of subtitled TV programs on the listening comprehension of beginner, intermediate and advanced learners of English. He used two subtitled videos on topics not known to the learners. Each group viewed both movies with and without subtitle. Measuring the participants' comprehension by some multiple-choice questions, he found that all three groups using the subtitles performed significantly better. In another study, Garza (1991) compared learners' comprehension of video segments with second language captions with that of video segments without captions. By means of a 10-item comprehension test, he measured students' comprehension of the video segments. The results of data analysis revealed that students who viewed the video segments with captions gained the highest scores. However, the majority of respondents in our study indicated that it is difficult to concentrate to grasp the message once the subtitle is given.

For the last question, eight students answered making 57% of the respondents, that it will be more interesting if teachers use TED Talk videos with subtitles viewing activities in the classroom to help to improve students' language skills.

As one can see in the questionnaire most of students are not interested in videos. However, we think it is because of having not enough experience. That is why we focused on working with video materials and to show students how it is useful and can help to improve their listening skills as well as speaking skills. Therefore, it took four weeks to see the results.

We selected a video, which we worked on and deliberately chose video about how stress is sometimes useful for people.

(https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend?utm_campaign=teds_pread&utm_medium=referral&utm_source=tedcomshare)

Because the students are 15-16 aged, and most of them want to go to the college. Students feel themselves under the pressure. They feel little bit stress about their profession. We chose materials on stress to make students interested in watching and to make environment more comfortable.

From the second week, we started to watch video and discuss. We started to feel that students became interested in watching video and discussion. That is why we took the questionnaire for the second time.

N	Questions	Yes	No
1	Did you improve your vocabulary?	7	7
2	Was it difficult to catch the words while you are watching video?	5	9
3	Were you motivated after watching TED Talk?	11	3
4	Did you enjoy this kind of teaching materials that were used?	12	2
5	In your opinion, is it possible to understand the general idea, if you are even listening for the first time?	12	2

According to this table, half of students think that they improved vocabulary. Nine students confirmed that it is not difficult to catch the words while they are watching the video. Eleven students were motivated after watching TED Talk. Twelve students enjoyed this kind of teaching materials that I used.

In addition, twelve students approved that it is possible to understand the general idea, if they are even listening for the first time.

The main purpose of this study was to explore the effects of teaching with subtitle TED Talk and to improve general listening skills of learners. The results showed that TED Talk could really help students to improve understanding general idea of video. In addition, it helped to improve not only listening skills, but also students to become more motivated.

To sum up the findings above, we came to conclusion that the study was challenging. It helped us to check the extent that TED Talk video works to improve listening skills. As you can see, from the result, not all students' listening skills improved but we can see some of students' improvement. It is somehow difficult to improve students' listening skills in a short period of time. It requires a lot of hard work. In addition, it is responsible work for teachers.

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ШЕТ ЕЛ ТІЛІ САБАҚТАРЫНДА ОҚУШЫЛАДЫҢ ТЫҢДАУ ӘРЕКЕТІН TED TALK ҚҰРАЛЫ АРҚЫЛЫ ДАМУЫ

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Бұл мақалада TED талқ әңгімелерін шет ел тілі сабақтарында тиімді қолдану тәсілдері қарастырылған. Біздің зерттеуіміздің нәтижесінде, яғни жүргізілген сауалнамалардың нәтижесінде TED талқ құралын шет ел тілі сабақтарында оқушылардың тыңдау әрекетін дамытуға тиімді қолдану мүмкіндігіне қол жеткізілген.

Түйін сөздер: субтитрлі TED талқ, тыңдау әрекеті, шет ел тілі сабағы

УЛУЧШЕНИЕ НАВЫКОВ СЛУШАНИЯ У СТУДЕНТОВ С ПОМОЩЬЮ ПРОСМОТРА TED TALK НА АНГЛИЙСКОМ ЯЗЫКЕ С СУБТИТРАМИ

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В статье рассматривается исследование, которое было проведено для изучения роли и влияния TED-выступлений с субтитрами на уроках иностранного языка. Как показывают результаты опроса, переговоры TED оказывают значительное влияние на навыки слушания в классе иностранных языков. Авторы провели это исследование в одной из школ Алматинской области.

Ключевые слова: *TED выступления с субтитрами, навыки слушания, урок иностранного языка*

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