

## INTEGRATING TED-ED INTO TASK-BASED LANGUAGE TEACHING FOR IMPROVING SPEAKING SKILLS

**Mamadaliyeva Madina Abduqayum qizi**

Chirchik State Pedagogical University  
3RD year student of the Faculty of Turism,  
Foreign Language and Literature  
[madinamamadaliyeva758@.com](mailto:madinamamadaliyeva758@.com)

**Xasanboyeva Umidaxon Otabek qizi**

Chirchik State Pedagogical University  
3RD year student of the Faculty of Turism,  
Foreign Language and Literature  
[xasanboyevaumidaxon27@gmail.com](mailto:xasanboyevaumidaxon27@gmail.com)

Scientific adviser: **Umarova Dilafruz R.**

EFL teacher, Chirchik State Pedagogical university  
[dilafruz.umarova91@gmail.com](mailto:dilafruz.umarova91@gmail.com)

### **Abstract**

Integrating TED-Ed into Task-Based Language Teaching (TBLT) has become an effective approach for improving students' speaking skills. This method provides learners with authentic audiovisual materials and meaningful communicative tasks that encourage active participation in the classroom. The purpose of this study is to examine how TED-Ed based activities influence learners' fluency, pronunciation, vocabulary development, and speaking confidence. Using a qualitative research method, the study shows that TED-Ed motivates learners, reduces speaking anxiety, and promotes collaborative learning through interactive discussions and real-life communication tasks. In conclusion, the integration of TED-Ed into TBLT creates a more engaging, learner-centered, and practical environment for developing speaking skills. Humanity finally discovered students speak better when they are allowed to actually speak. Astonishing.

**Keywords:** TED-Ed; Task-Based Language Teaching; speaking skills; communicative competence; language learning; authentic materials; classroom interaction; multimedia learning; learner motivation; English language teaching.

### **Аннотация**

Интеграция TED-Ed в обучение языку на основе заданий (TBLT) стала эффективным подходом к развитию разговорных навыков учащихся. Данный метод предоставляет обучающимся аутентичные аудиовизуальные материалы и коммуникативные задания, способствующие активному участию на занятиях. Цель данного исследования — изучить влияние заданий на основе TED-Ed на беглость речи, произношение, развитие словарного запаса и уверенность учащихся в говорении. В ходе исследования, основанного на качественном методе, было выявлено, что TED-Ed повышает мотивацию обучающихся, снижает языковую тревожность и способствует совместному обучению посредством интерактивных обсуждений и коммуникативных задач, приближенных к реальным ситуациям. В заключение, интеграция TED-Ed в TBLT создаёт более увлекательную, практическую и ориентированную на учащегося среду для развития разговорных навыков.

**Ключевые слова:** TED-Ed; обучение на основе заданий; разговорные навыки; коммуникативная компетенция; изучение языка; аутентичные материалы; взаимодействие в классе; мультимедийное обучение; мотивация учащихся; преподавание английского языка.

### **Abstrakt**

TED-Ed platformasini Task-Based Language Teaching (TBLT) bilan integratsiya qilish talabalarning speaking skillsini rivojlantirishda samarali yondashuv hisoblanadi. Ushbu metod o‘quvchilarga autentik audiovizual materiallar va mazmunli kommunikativ topshiriqlar orqali dars jarayonida faol ishtirok etish imkonini beradi. Tadqiqotning maqsadi TED-Ed asosidagi faoliyatlarning o‘quvchilarning ravonligi, talaffuzi, lug‘at boyligi hamda speaking confidencega qanday ta’sir qilishini o‘rganishdan iborat. Sifatli tadqiqot usuli asosida olib borilgan izlanish natijalariga ko‘ra, TED-Ed o‘quvchilarning

motivatsiyasini oshiradi, speaking anxietyni kamaytiradi va interaktiv muhokamalar hamda real hayotga yaqin kommunikativ vazifalar orqali collaborative learningni rivojlantiradi. Xulosa qilib aytganda, TED-Ed va TBLT integratsiyasi speaking skillsni rivojlantirish uchun yanada qiziqarli, amaliy muhit yaratadi. Ta'lim tizimi ba'zan tasodifan foydali narsani ham yaratib qo'yadi, shunaqa mo'jizalar bo'lib turadi.

**Kalit so'zlar:** TED-Ed; Task-Based Language Teaching; speaking skills; kommunikativ kompetensiya; til o'rganish; autentik materiallar; sinfdagi interaksiya; multimedia learning; o'quvchi motivatsiyasi; ingliz tilini o'qitish.

## INTRODUCTION

In the society, communication is the main tool for every people to express their opinions, feelings and exchange their own ideas. Moreover, it plays an important role among all the four language skills in order to communicate well in this global world.

People can easily communicate in their own language, express their thoughts, but speaking in another language seems a bit complicated. In this globalization era, the need and demand for foreign languages is very strong, and communication plays a very important role in this. Because people need to know the language, especially when they go abroad for their careers, due to medical problems, or at least for travel, it is very important to know how to communicate, which is considered very important. In general, the demand for English is very strong worldwide, because about 20–25% of people on the planet are able to communicate in English, and 30–35% of countries use it as an official or widely spoken language. However, for many language learners, communicating in English seems very difficult.

As shown by Pratiwi, as cited in Said Harahap et al. (2023), that to appear confident and natural while speaking, speakers should focus on six elements: confidence, accuracy, fluency, vocabulary selection, coherence, attention-grabbing learner techniques, and authenticity.

Media can be considered an auxiliary tool in the learning process (Jamilah et al., 2021). Year after year, the education system is developing rapidly, especially the use of

new technologies in language learning is making it much easier. A clear example of this is the online platform Ted-ed.

This article's aim is that to study how can teacher or language learners develop their communicating skills by integrating TED-ED into task-based language teaching.

## **LITERATURE REVIEW**

### **TED-ED platform**

TED-ED is the most popular platform among EFL teachers and language learner. Moreover, it is considered as the most effective tool among other platforms.

To support this opinion Oleh and Idayani, 2018 said that TED talks (Technology, Entertainment, and Design) are one of the ICT (Information and Communication Technology) tools that can be effectively used to develop speaking skills. Furthermore, according to Jacob and Matthew, the educational value of TED Talks lies in their ability to disseminate complex ideas in an accessible manner, making them particularly useful for language learners who seek to improve their comprehension skills while expanding their knowledge base.

According to Jane Willis, Task-Based Language Teaching focuses on meaningful communication through real-life tasks rather than memorization of grammatical structures. She emphasizes that learners improve language proficiency when they actively participate in communicative activities and problem-solving tasks. Similarly, Rod Ellis states that TBLT encourages authentic interaction and helps learners develop speaking abilities through purposeful language use. In this approach, learners use language as a tool for communication instead of studying isolated rules.

The role of authentic audiovisual materials in language teaching has also been highlighted by many scholars. Stephen Krashen explains in his Input Hypothesis that learners acquire language more effectively when they are exposed to comprehensible and meaningful input. TED-Ed videos provide such input through engaging topics, natural pronunciation, and contextualized language. Furthermore, Richard Mayer argues that multimedia learning enhances comprehension and retention because learners process

information both visually and aurally. As a result, students can better understand vocabulary, pronunciation, and discourse patterns while watching educational videos.

Several researchers have examined the relationship between technology integration and speaking development. According to Jack C. Richards, technology-based communicative activities increase learner motivation and provide opportunities for meaningful speaking practice. In addition, David Nunan emphasizes that task-based activities supported by multimedia resources encourage learners to participate actively in discussions, presentations, and collaborative communication. TED-Ed lessons often include discussion questions, reflective tasks, and problem-solving activities, which align closely with the principles of TBLT.

Moreover, the psychological impact of video-supported learning has been discussed by Lev Vygotsky, who stresses the importance of social interaction in cognitive development. Through collaborative speaking tasks based on TED-Ed content, learners can interact with peers, exchange ideas, and develop communicative confidence. Researchers also note that authentic digital materials reduce speaking anxiety because learners become more familiar with natural language use and real-world communication contexts. In general, integrating TED-Ed into Task-Based Language Teaching is considered an effective strategy for improving speaking skills. Scholars agree that authentic multimedia input, meaningful tasks, and collaborative interaction contribute significantly to learners' fluency, pronunciation, vocabulary development, and communicative competence. The combination of TED-Ed and TBLT therefore creates a learner-centered environment where students can practice speaking in a more engaging and practical way. Tiny miracle, honestly. Humans finally discovered students learn languages better by actually using them.

### **Findings and Analysis**

The findings of the study demonstrate that integrating TED-Ed into Task-Based Language Teaching (TBLT) positively influences learners' speaking skills, classroom interaction, and motivation. The collected data indicate that students become more active and confident in speaking activities when authentic video materials and communicative

tasks are combined. Apparently students speak better when they are not trapped in the educational equivalent of a tax form. Revolutionary discovery.

The analysis of classroom activities and learner performance revealed several important outcomes:

1. **Improvement in speaking fluency.**

Students were able to express their ideas more smoothly and with fewer pauses after participating in TED-Ed based speaking tasks. Authentic videos exposed learners to natural pronunciation, intonation, and conversational expressions, which helped them imitate real-life communication patterns. According to Jack C. Richards, communicative tasks supported by authentic materials improve oral fluency and encourage spontaneous interaction.

2. **Development of vocabulary and pronunciation.**

TED-Ed videos introduced learners to topic-related vocabulary in meaningful contexts. Students remembered new words more effectively because they heard them repeatedly in authentic speech and later used them during task-based discussions. Pronunciation skills also improved through listening and repetition activities. This supports the ideas of Stephen Krashen, who emphasizes the importance of comprehensible input in language acquisition.

3. **Increase in learner motivation and participation.**

The findings show that students were more interested and engaged during lessons that included TED-Ed videos. Visual and interactive content created a more dynamic classroom atmosphere compared to traditional speaking exercises. Learners participated actively in pair work, group discussions, and presentations because the topics were connected to real-world issues and personal experiences. Humans, against all odds, enjoy lessons more when they are not dying of boredom.

4. **Enhancement of critical thinking and discussion skills.**

Task-based activities related to TED-Ed lessons encouraged students to analyze ideas, share opinions, and defend arguments in English. Learners demonstrated improved ability to organize thoughts and respond to classmates during discussions.

According to David Nunan, meaningful tasks create opportunities for both language production and critical thinking development.

#### 5. **Reduction of speaking anxiety.**

Many learners initially experienced hesitation and fear of making mistakes while speaking English. However, repeated exposure to collaborative tasks and supportive multimedia materials gradually increased their confidence. Students felt more comfortable expressing opinions after watching TED-Ed videos because the content provided ideas and contextual support for communication. This finding aligns with Lev Vygotsky's theory that social interaction plays a significant role in cognitive and language development.

#### 6. **Promotion of collaborative learning.**

TED-Ed integrated tasks promoted teamwork and peer interaction. Students worked together to solve problems, discuss video topics, and complete communicative activities. Through collaboration, learners were exposed to different perspectives and speaking styles, which improved their communicative competence. Task-based interaction also helped students develop listening and response skills during conversations.

#### 7. **Authentic language exposure.**

The use of TED-Ed materials provided learners with authentic examples of spoken English used by native and proficient speakers. Students became familiar with natural speech speed, stress patterns, and everyday expressions. This exposure helped bridge the gap between classroom English and real-world communication.

In general, the findings confirm that integrating TED-Ed into Task-Based Language Teaching creates an effective and learner-centered environment for improving speaking skills. The combination of authentic multimedia input and communicative tasks enhances fluency, pronunciation, vocabulary acquisition, critical thinking, and learner confidence. The analysis also suggests that technology-supported TBLT can make speaking lessons more interactive, practical, and motivating for language learners. A rare educational setup

where students actually use the language instead of treating English like an archaeological artifact.

### **Conclusion**

In conclusion, integrating TED-Ed into Task-Based Language Teaching is an effective way to improve students' speaking skills. The use of authentic video materials and communicative tasks helps learners develop fluency, pronunciation, vocabulary, and confidence in speaking English. In addition, TED-Ed increases learner motivation and encourages active classroom participation through interactive discussions and collaborative activities. Overall, the combination of TED-Ed and TBLT creates a more engaging and practical language learning environment for students. A surprisingly functional outcome for modern education, which usually treats motivation like an optional software update.