

TED-Talk through Language Reactor in Enriching Students' English Vocabulary for University Level

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Abstract: The problem of students' boredom in learning English vocabulary has become a crucial challenge in English language teaching (ELT). Therefore, Website-based language learning (WBLL) was an important aspect of tackling the problem. Integrating TED-talk and Language Reactor Toolbox for vocabulary learning was the new concept developed by the researchers in this study. The present article aimed to discuss the TED Talk and Language Reactor to improve students' vocabulary learning using dual subtitles. This paper used the conceptual research design that focused on conceptual models with conceptual descriptions. This article signified for academics to support the literature review as references for their research and development study. The findings showed that TED-Talk and LRT can be integrated as a new concept of vocabulary learning to increase students' interest as well as enriching students vocabulary. Moreover, the present article provided a gateway to the research and development study of TED-Talk and Language for vocabulary learning. Future research could develop the E-module to realize this concept.

Keywords: English Vocabulary, Language Reactor, TED-Talk, Vocabulary Learning.

Introduction

The English language learning environment in Indonesia bears similarities to that of nations where English is not the native tongue. University students are taught in their home language, but depending on their subject of study, they must also be able to read materials written in English. (Nurweni & Read, 1999). However, a lot of English instruction does not always need to be mediated by the native tongue because to technological advancements. For both students and professors, learning English vocabulary in higher education remains a difficulty. Because pupils' vocabulary greatly affects their skills, particularly in speaking and reading.

One of the obstacles and challenges in the ELT domain is students' boredom and engagement in learning English vocabulary. (Xie, 2021) Boredom has always attracted attention because it is one of the most common academic feelings felt by students, causing them to feel more or less

enthusiastic to participate in class activities, and there is a growing increase in such feelings among adolescents; thus, its various dimensions should be taken into account. According to El Deen & Mohamed, (2023) based on their findings gave a comprehensive description of the reasons of boredom in the Saudi EFL setting. An exploratory factor analysis showed the following seven elements that contribute to boredom: Demotivation, low language learning capacity, kind of skills-based courses and over-challenging tasks, unfamiliar instructional methodologies, instructor feedback regions, under-challenging tasks, and classroom mode, permanent correction, and redundancy. Students' dissatisfaction with vocabulary acquisition may be impacted by a variety of variables, one of which is teaching and learning techniques. As a result, educators and academics have investigated several novel methods and approaches to vocabulary learning. One of these ways and innovations is to integrate WBLL in vocabulary learning (Ferrández-Berruoco

et al., 2016; Safaruddin et al., 2020; Workman, 2011). This research explores an interesting combination of technology and pedagogy, which aims to overcome the problem of students' disinterest and lack of engagement in learning English vocabulary with a concept, namely creating a vocabulary learning E-vocabulary learning based on TED talks through Language Reactor.

One of the most extensively studied topics in second language acquisition research nowadays is technology-mediated vocabulary learning (Angela, 2022). More than 50 years have passed since the introduction of CALL-assisted learning, which will irreversibly alter the way second or foreign languages are taught (Butler-Pascoe, 2011). Teachers today understand how important technology is to the teaching of foreign languages. Consequently, educators are investigating the best ways to incorporate technology into the classroom rather than challenging the need for CALL-assisted learning. It is to be expected that much of the recent research in the ESL and EFL context has focused on enhancing MALL-based and CALL (Computer Assisted Language Learning). As we have known in this decade, the integration of technology into the world of education has created many breakthroughs and new perspectives for educators and students (Yelland, 2006). Among these breakthroughs is the use of TED talks to support language learning, especially English. With its inspirational and informative content, TED talks have become famous and are in great demand by many people (Anderson, 2016). Apart from that, in this research, researchers also used Language Reactor to support learning using TED talks. Language Reactor is a chrome extension that formerly known as Language Learning with Netflix (LLN), is a language learning tool that assists and supports users in locating material from native speakers, comprehending concepts, and learning a language using streaming videos such as YouTube and Netflix (Language Reactor, 2021)

According to certain research, TED-Talks is an excellent and essential source for improving students' vocabulary learning (Falih, 2020; Nurmukhamedov, 2017; Razane, n.d.). Students with varying degrees of difficulty and learning

objectives found TED Talks to be quite beneficial in boosting their vocabulary (Liu, 2023). Furthermore, talking about the material of TED talks may be utilised as a learning approach aimed at increasing students' vocabulary, which helps their ability in speaking abilities. According to (Nguyen & Boers, 2019), the influence of students' recalling of the information in TED-Talks successfully increases vocabulary absorption in TED-Talks. Furthermore, Hao et al., (2021) revealed that learning English by watching TED Talks with dual subtitles improved students' vocabulary significantly.

The main aim of this research is to delve and provide a new concept in developing English vocabulary learning and teaching by utilizing TED talks and Language Reactor which includes a dual subtitle feature and other features to support vocabulary learning. By integrating TED Talks and Language Reactor through careful and innovative conceptual analysis, researchers hope to provide new insights to English teachers.

In addition, this research adopts a conceptual research design by exploring the theoretical framework and conceptual descriptions that are the basis for the integration of TED talks and LR. By using a conceptual research design, this research not only provides valuable insights for educators but also serves and is useful as a basic reference in research and development efforts in the field of English vocabulary learning. Moreover, while many researchers strive to make improvements in methodology and test the effectiveness of language teaching (Mackey & Gass, 2021), this research comes as a beacon that paves the way for future researchers to dig deeper into the integration of TED talks and Language Reactor in language learning, not only in vocabulary skills, but as well as other aspects of learning English. Meanwhile, the research questions of this article is formulated as follow; Does TED-Talk through Language Reactor enrich students' English vocabulary for university level?

Materials and Methods

With a methodology specifically designed to explore theory and analyze a concept, this research

uses a conceptual research design. Conceptual research aims to explore abstract concepts, theories and ideas and seeks to understand and refine existing theories or propose new theoretical frameworks (Zuber-Skerritt et al., 2015). The conceptual research design in this research was used to comprehensively analyze the design of an E-vocabulary learning based on TED-talks and Language Reactor for vocabulary learning at university level. Through this conceptual design, the researcher studied the theory underlying the creation of a synergy-based vocabulary learning on TED Talk and Language Reactor.

The main thing in the conceptual analysis in this research is creating innovation in the form of a vocabulary learning E-vocabulary learning based on TED talks and Language Reactor. The analysis covers several aspects, including the motivational factors embedded in TED Talks, the interactive learning function of LRT, and cognitive processes related to vocabulary acquisition. Through this analysis process, researchers explored how TED talks can increase student involvement and interest in vocabulary learning, while LRT's interactive features facilitate active participation and knowledge retention so as to produce innovative and interactive vocabulary learning.

Results and Discussion

The results of this research explain that the integration of TED talks and Language Reactor has transformative potential for vocabulary learning. It is hoped that the combination of the content in TED talks and various features in Language Reactor such as electronic popup dictionary, precise video playback controls, YouTube and Netflix catalogue, Turtle Tube, Video files, Text, Chatbot, Phrase Pump, and saved items can increase student engagement in learning English vocabulary. The persuasive communication, varied and adaptive discussions contained in TED talks can be aspects that have an impact on increasing student engagement in learning English vocabulary.

Researches on case study have found that TED Talks is a useful and essential resource for helping

students learn language (Nurmukhamedov, 2017). Students with varying levels of difficulty and learning objectives found TED Talks to be very helpful in expanding their vocabulary (Liu, 2023). Their findings suggest that both of these kinds of content could be helpful in EST education because to their extensive coverage of specialised language (which is comparable to that of science lectures). The TED talks, in particular, could be used as bridging materials for students who are new to EST, whilst the TED-Ed animations might be better suited for acquainting students with specialised vocabulary that is uncommon in everyday English. Additionally, TED-Ed animations may be particularly helpful as resources for EST vocabulary development because they include specialised terminology in a manner similar to printed science texts.

Additionally, recounting the information from TED presentations can be used as a teaching strategy to improve students' vocabulary, which will help them speak more fluently. According to (Nguyen & Boers, 2019), students' retention of TED Talk vocabulary is effectively increased by their retelling of the topic. They stated that the main distinction between the text-based output task in this experiment and many other research that have examined the benefits of text-based output activities is that the participants were never required to use any specific words from the input text. The study also shows how TED Talks can be used in EFL courses as a reliable source of real audiovisual content.

In addition, (Hao et al., 2021) found that students' vocabulary improved significantly when they learned English through the use of TED Talks with dual subtitles. They stated that in terms of listening comprehension, the Chinese subtitle group performed noticeably better than the no subtitle group. When considered collectively, the results for advanced English learners suggested that adding dual subtitles might not place a significant cognitive strain on learners and that there might be a redundancy impact in vocabulary development. Meanwhile, the research on Language Reactor particularly in dual subtitle features found that it is significantly improved vocabulary of the students (Dizon &

Thanyawatpokin, 2021). Their findings imply that L1 captions—either by themselves or in conjunction with L2 captions—are essential for assisting students in learning vocabulary and understanding videos.

Students benefit from a multimodal learning environment to the dual subtitle function, which synchronizes the spoken material of TED Talks with written subtitles. By responding to a wide range of learning preferences and cognitive types, multimodality promotes understanding and retention. LRT interactive activities reinforce newly learnt vocabulary by promoting active engagement, reinforcing newly acquired words through contextual use, quizzes, and games. As a result, students not only comprehend the subject more thoroughly, but also retain the taught vocabulary more efficiently, displaying significant gains in both short- and long-term retention rates.

Apart from that, through the double subtitles in Language Reactor which are synchronized with the content in the TED talk, this will have an impact on students' vocabulary learning process. This is in line with multidimensional learning theory.

Furthermore, integrated vocabulary learnings help to overcome common barriers to vocabulary learning, such as repetition and a lack of context. TED Talks, as genuine language resources, provide real-life context for vocabulary use, bridging the gap between classroom learning and real-world application. The breadth of topics covered in TED Talks ensures that students encounter terminology in a variety of contexts, thereby increasing their lexical knowledge. Furthermore, LRT's adaptive learning algorithm detects individual learning gaps and changes training to provide a more customised learning experience. This variation has proven effective in covering a wide range of student needs, ensuring that each student receives targeted support where it is most needed. Therefore, based on the previous empirical research, it can be said that TED-Talk through Language Reactor enriches students' English vocabulary for university level.

The strategy for using TED-talks and Language Reactor to increase student vocabulary can be done as follows. First, the teacher or lecturer chooses videos on the TED-talk channel that are appropriate to the learning outcomes of the course.

Next, students were asked to watch the video in the TED-talk while playing Language Reactor on their computer. Second, students write the vocabulary they get while watching the TED-Talk video. Not only writing vocabulary, they also have to write parts of speech, meaning, synonyms and antonyms of the vocabulary, this aims to strengthen their vocabulary comprehension. Third, after the first and second stages are carried out, the next stage is practice. Students are required to convey their thoughts and ideas on the same topic and use the vocabulary they have acquired in the TED-talk video. For assessment, the teacher can create a random discussion topic, then students are required to express their opinions and ideas using the vocabulary they have acquired in TED-talks. Those are 3 steps that teachers can take to increase their students' English vocabulary by using TED-talks through Language Reactor. In this case, teachers can also add variations to other learning activities.

This study also opens the way for future research by encouraging researchers to investigate the integration of similar genuine resources and interactive platforms in language instruction. Future study should look at improving the integration process, assessing its applicability across different levels of skill, and investigating the long-term influence of novel pedagogical techniques on language learners' overall proficiency and fluency. In summary, this study not only adds to the present innovation on vocabulary acquisition, but it also generates novel practices that will shape the future of English language instruction.

Conclusions

Finally, this study demonstrates a strategy in English Language Teaching (ELT) by using TED Talks and Language Reactor Toolbox (LRT) as a transformational approach in vocabulary development. The findings showed that the dual subtitle function, which synchronizes the spoken material of TED Talks with the written text, produces a synergistic vocabulary learning when combined with LRT's interactive features. Our

study suggest that this integration greatly boosts students' interest, motivation, and language retention while addressing typical vocabulary learning problems. Educators may construct dynamic, student-centered classrooms where language learning becomes an immersive and dynamic experience by introducing real material and interactivity into the learning process.

It is vital that educators and researchers develop creative instructional techniques that make use of technology and authentic materials as we move forward. The combination of TED Talks and LRT demonstrates the power of this method and represents a paradigm change in vocabulary learning. We do not only boost students' language ability but also create a lifetime love of learning by creating a dynamic and interesting learning environment. Furthermore, future research should conduct the research and development of this conceptual research.

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