Potential Effectiveness of TED talks in developing listening: Reflections of Jordanian Participants in United Nations Police Monitors Courses

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Abstract

This study examinesthe perceptions of participants in UN police monitors courses about the effectiveness of TED (technology, entertainment and design) talksin developing their listening. The researchersused a qualitative research design on25 purposefully-selected participants in the police monitor course held at the Jordanian police peacekeeping institute.

The TED talks-based program aimed at offering the participants opportunities for practicing listening and raising their awareness of the benefits of using TED talks for academic purposes. The training lasted for four weeks during the first police monitor course of 2018. The findings show that TED talks were reported to positively affect the participants' perceptions of the effectiveness of these talks in improving their listening. The participants were reportedly highly satisfied with the content, method and time of training as well as their interaction, motivation and benefit from it. The study concludes with several recommendations and implications for EFL teachers, educational policy makers, and textbook designers.

Key words: listening; UN Police Monitors Courses;TED talks

Introduction and Background

English has become a lingua franca across the modern world in trade, travel, science, technology and international relations. For many, English is a means to a wide range of opportunities. As the world moves further into globalization, mastering English has become a necessary commodity (Wong &Jhaveri, 2015). English is instrumental for many careers, one of which is police. As policeprotect people, fight crime, and handle emergencies, they ask and answer questions (often in English), write down statements and testimonies, and participate in United Nations missions for peace-keeping around the globe. Peace-keepingmissions from over a hundred countries are deployed annually to monitor and observe peace processes in post-conflict areas (Fréchette, 2012). Jordanian police have been one of the early participants in preserving international peace and security through peace-keeping missions around the world (PETRA, 2014).

As requisite for participation in UN missions, a police officer must pass the United Nations English Language Proficiency Test (henceforth, UN Test). The UN Test consists of four sections: reading comprehension, listening comprehension, report writing, and oral interview. To pass, a participants need to score a minimum of 70%.

In the listening comprehension and report writing sections of the test, the participants listen to an audio script concerning a mission-related topic. The script is followed by a dialog between two individuals which is heard only once. The participants take notes on the script and dialog to either answer ten questions in fifteen minutes or complete a written report in thirty minutes.

Listening comprehension is defined asa process which involves the interpretation of intentionally-transmitted messages to understand those messages and respond to them appropriately (Burleson, 2011, p. 27).Listening is believed to be more complicated than other skills, as it is more difficult to practice listening when the learner does not live in an English-speaking environment (Rodri'guez, 2012), especially that learners are almost never deliberately taught how to listen (Schmidt, 2016). Teachers generally assume that listening is taught for non-listening purposes such as grammar, vocabulary, and comprehension (Thorn, 2009).

Research on communication skills mostly focuses on intrapersonal skills. The intelligibility in communication refers to the degree to which speech can be understood, it takes place through receptive skills such as listening and reading. Listening is essential for starting any communication. Listening is not just hearing, but interpreting with focusing on the ideas or words produced by the speaker. Therefore, teaching listening needs to become the foundation for imparting knowledge of all other communicative skills (Cheung, 2010; Pasupathi, 2013; Rost, 2005; Valeeva, Aitov & Bulatbayeva, 2016). Calls (e, g. O'Connor, 1998, Yunkul, 2010) have been made for teaching listening first to improve the learner's ability to communicate both orally and in writing.

Teaching listening has gained mounting interest in recent years, as a plethora of research (e.g., Rubin, 2011, Smidt & Hegelheimer, 2004, Vandergrift, 1999) claims that it is a requisite for communicative ability. Nevertheless, language programs still lack curricular support for developing listening which aims more atchecking comprehension than active listening (Khuziakhmetov & Porchesku, 2016).

There has been a mounting interest in the use of authentic materials in teaching listening (Field, 2002; Flowerdew & Miller, 2005) to better simulate real-life input with features like hesitations, hedging, false starts, and long, loosely structured sentences (Field, 2002) inherently absent in scripted speech.

Addressing the relative dearth of attention to listening practice in the foreign language classroom, Nunan (2002, p.238) claims that "listening is the Cinderella skill in second language learning. All too often, it has been overlooked by its elder sister—speaking". Despite a growing interest in listening (e.g., Field, 2002; Nunan, 2002; Wallace, 2010). It has historically been considered secondary to other skills.

Technology has catalyzed teaching listening (Gottlieb, 2006), as it allows language learners to monitor and analyze information and simultaneously maintain interest and enjoyment (Bernard, 1996).Technology has been reported to increase achievement and motivation, develop higher order thinking, reduce learning time, and increase knowledge retention (Hill & Slater, 1998; Yaniawati, 2013). Technology integration into teaching and learning has been reported to improve lesson effectiveness, save teacher time and effort, and

create positive impressions about the educational environment managed by technology (Ruthern, Hennesy & Deany, 2005; Kurt, 2010; Keser, Huseyin & Ozdamli, 2011).

Technology has also been reported to improve teachers' work, as teachers can use it to assess and monitor students' behavior, follow-up of knowledge and skill acquisition, carry out administrative tasks and record-keeping; and improve students' work (Ottenbreit, Glazewski, Newby &Ertmer, 2010).

As technology is a catalyst for learning , lessons are presented in a more attractive manner (Jaradat, 2008).Technology also caters for individual differences and stimulates students' interest and motivation and provides them with an opportunity to learn more about the subject and to prepare well for the lesson(Alnaouachi, 2010).

Technology has made it easier to teach and learn in groups or clusters. It is an integral part of education in the twenty-first century. When used properly in the classroom, technology allows students to experience situations that students of twenty years ago could only dream about (Rodinadze & Zarbazoia, 2012). Using technology properly, especially when blending it with traditional approaches, students' ability potentially improves and enhances the appeal of both teaching and learning (Xiaojun & Leshan 2015).

There is a plethora of research (e.g., Bataineh, Al-hamad & Al-Jamal, 2018; Baniabdelrahman, Bataineh & Bataineh, 2007, Bataineh, &Baniabdelrahman, 2006) which suggest that language educators should take advantage of the capabilities afforded by technology for teaching language skills. However, the use of technology is still matter of controversy. Research (see, for example, Amory, 2007; Miller & Lake, 2012; Turgut, 2011) alluded to resistance to technology integration in education due to consideration such as costly maintenance and limited accessibility.

Some of the major benefits of technology in learning are as follows: Supporting self-learning, increasing motivation for learning and achievement, retention of Knowledge for a long period of time, and increasing the learners' interest in the educational content and alleviatepotential boredom resulting from traditional methods.

Advancementsin technology and online services have catalyzed the provision of authentic learning materials forteaching and learning language, as for other disciplines. TED talks has been one of these broadly used online sources.

TED, a non-profit organization dedicated to spreading ideas in the form of short and strong conversations, started in 1984 as a conference for meshing technology, entertainment, and design. Since they were made available online in 2007, they have been broadcasted in more than a hundred languages. Free transcripts and subtitles in over 40 languages accompany most of the talks, given by both native and nonnative speakers ofEnglish.

TED talks are believed to be of use not only for learners at large (Karia, 2013) but also for school teachers (Chawla, Dietze, Marenzi & Fetahu, 2015; Rank& Patrick, 2014). Not only can TED talks be used to stimulate learners' awareness and critical thinking, but they can also be used to honteachers'delivery of information and communication with learners.

The educational value of TED Talks (Li, Gao & Zhang, 2015; Ludewig, 2017) can be attributed to a host of factors: the availability of linguistic support, the innovative and engaging content, and the clarity of presentation. Add to that the availability of subtitles and transcripts in native and target languages and speech rate adjustment to help learners better understand the talk. Research (e.g., Chang & Millett 2014;

Woodall, 2010) reports favorable effects for using subtitles on listening comprehension and vocabulary learning and for speech rate controlon listening comprehension (Griffiths, 1992; Wingfield, 2000).

The use of TED talks in language instruction in general, and teaching listening in particular, is still a relatively young field, but evidence abounds for their effect on improving language proficiency over traditional instruction. Obari and Lambacher (2014) reported a positive effect of TED-based blended learning on Japanese EFL students' overall English proficiency. Similarly, Hye and Kyung (2015) reported that shadowing with authentic material such as TED talks brought about marked improvement in70 Korean EFL students' listening comprehension. Takaesu (2013) examined the effect of TED talks on college students' listening. The findings revealed that TED talks improved the students' listening comprehension, fostered their motivation to independently pursue their own interests and familiarized them with multiple English accents. Similarly, Schmidt (2016) found that not only did TED talks and listening journals positively affect the listening skill development, but students viewed them as interesting and beneficial opportunity for authentic listening practice and a catalyst for real-world listening skills.

Li, Gao and Zhang (2015), who examined the effect of TED talks in Chinese EFL courses, reported positive participant response to TED Talks and satisfaction with their ensuing gain in language skills, as they shifted their roles from knowledge receivers to explorers which, in turn, fostered their listening and thinking abilities.   Similarly, Hashimoto, Fukuda,andOkazaki (2015) reported positive effectsfor using TED talks on Japanese students' writing skills. The found that providing more explicit instruction on summary writing, through the TED talks website, was not only helpful but also appreciated by the students.

To the best of these researchers' knowledge, this may be the first research on developing listening among prospective participants in UN police missions. In the interest of time and convenience, the scope of this research is limited to the enrollees in the first UN police monitor course for 2018. The research is also limited to a set of 15 TED talks which are relevant to police work, participants' proficiency, and potential interests.

Sample instrumentation and data collection

The participants comprised a convenient sample of the twenty-five police officers enrolled in the International Police Monitors course held at the Jordanian Peacekeeping Institute in January 2018. A reflection and semi-structured interview schedules, whose validity and reliability were established, were used to gauge the participants' perception of the effectiveness of TED talks in developing their listening performance.

The researchers designed an instructional TED talks-based program which comprised two major types of activities. In the first type of activities the participants were given three pens, each of a different color (e.g., black, blue, and red). They were asked to watch the TED talks video without subtitles or pauses and take notes in the notes section. They then watched the video with English subtitles without pauses, adding more information to their notes using a pen with a different color. Finally, they watched the video with subtitles in their first language, adding more information to their notes using the third pen.

These steps were repeated at normal and slower speed according to the learners' levels and needs. Following the activity, the participants responded to reflection questions.

In the second type of activities, a section of the one-to-two-minute-transcript was chosen and copied. The participants went to the cloze test creator at http://l.georges.online.fr/tools/cloze.html, pasted the text in the yellow box, and selected 'Interactive' and 'No clues' below the yellow box. From the right sidebar, they chose the number of words to be removed by replacing 'n' with a number. Once they clicked 'Submit', they were given an interactive gap fill.

The participants watched the TED Talk video again and did a fill-in-the-gap task without looking at the clues. They repeated the activity at least twice and wrote their score each time. The advantages of this type of task in developing listening skill was emphasized by Lewkowicz (1991) and El-koumy (1997) who reported that its use in developing listening comprehension is a promising practice and has a positive effect on teaching and learning.

Problem and Question of the Study

Their collective experience as language teaching practitioners, both at large and to police, the researchers noticed the consistently poor performance by the participants in the UN English proficiency tests and the significantlysmall success rates in listening and note-taking skills, which urged them to seek potential solutions to develop listening skills for the participants in United Nations police monitors courses.

The researchers believe that police personnel, like all other EFL learners, face difficulties in listening, which is an urgent problem for learners in general and for police in particular. Aldohon (2014) reported that Jordanian police officers have serious problems in English in general and listening in particular and called for developing their speaking and listening to raise police work efficiency.

Many police participants fail the UN test and, thus, disqualify from the participation in the missions for two reasons: poor listening ability and poor stress and time management. The researchers witnessed many proficient police participants fail the UN test and attributed their failure to their inability to understand spoken language, stress, and poor time management.

Since the participants in United Nation police monitors courses vary in age, background and language proficiency; technology, as represented in TED talks is potentially a good choice to develop their listening, especially with the added advantages of subtitled listening talks and transcripts in both native and target language, and the option of speed adjustment.

Thus, the study seeks to answer the question, *what are the participants' perceptions of the potential effectiveness of TED talks in developing their listening?*

Finding and Discussion

The research sought the participants' perception about the effectiveness of TED talks in developing their listening. The participants' responses to the reflection schedule were tallied and presented in percentage forms, as shown in Table 1 below:

Table 1: Percentages of the Participants' Reflections

No.	Item	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
1	The content of TED talks is appropriate	60	36	4	0	0
2	TED talks deliver clear message.	44	48	8	0	0
3	TED talks deliver concise message.	48	48	4	0	0
4	TED talks are appropriate for various participant levels.	53	36	8	3	0
5	TED talks are effective in teaching listening.	48	44	8	0	0
6	TED talks have potential as self 0learning opportunities.	48	48	4	0	0
7	TED talks have potential for fostering self 0confidence.	36	52	12	0	0
8	The English subtitles facilitate my comprehension of the talks.	26	68	4	2	0
9	The Arabic subtitles facilitate my comprehension of the talks.	36	60	4	0	0
10	The speed adjustment option in TED talks potentially fosters listening skill development.	32	68	0	0	0
11	The multiple accents in TED talks (parallel to those in the UN tests) contribute to better understanding of the listening section in the test.	28	64	8	0	0
12	With practice, understanding TED talks and the listening section in the UN test is made easier.	24	64	8	4	0
13	TED talks help learning the pronunciation of specialized police 0related words.	24	72	4	0	0
14	TED talks have the potential to make learning listening more enjoyable.	27	68	4	1	0
15	TED talks have the potential to develop listening faster and more effectively.	36	56	8	0	0
16	With practice, I no longer fear listening to foreigners and native speakers.	28	60	12	0	0
17	With practice, my note 0taking skills have improved considerably.	32	56	12	0	0
18	With practice, I am experiencing more success in listening comprehension.	47	48	2	3	0

No.	Item	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
19	I can generally understand the main points of extended discussion around me.	20	72	4	4	0
20	I can understand everyday conversations with relative ease.	28	64	8	0	0
21	I can generally understand the main points of a TV program on a familiar topic.	20	68	12	0	0
22	With practice, I am better able to distinguish the main from supporting ideas.	36	48	16	0	0
23	With practice, I am experiencing less tension in the listening section of the UN test.	28	64	8	0	0
24	The effective delivery of TED talks creates positive attitudes towards listening.	28	60	12	0	0
	OVERALL	34.87	57.16	7.25	0.70	0

Table 1 shows that the mass of the responses is concentrated on *strongly agree* and *agree* points of the scale, as the participants reported that the program has significantly improved their listening. They described it as interesting, effective, and useful, which may be seen as an indication of the utility of the program, especially with the absence of *strongly disagree* and *disagree* in their responses.

The results revealed that the participants were satisfied with the content, type, clarity, and utility of the program, which has both facilitated their understanding and fostered their vocabulary. The talks under study was relevant to UN and police-related content along with incidents and police-related vocabulary (e.g., drugs and gun violence, cybercrime, car accidents, cluster bombs, landmines).

The fact that each talk was on a single subject (e.g., if cars could talk, car accidents might be avoidable, the deadly legacy of cluster bombs) may have not only facilitated the participants' understanding but also provided them with a rich repertoire of specialized vocabulary on the particular topic (e.g., dead stop, slammed on brakes, the air bag deployed, the car is totaled, partially seen roads, lane and velocity, cluster bombs, limb, repercussion, displaced people, cluster sub-munitions, endure, physical trauma, Prosthetic leg, indiscriminate weapon, testimony and physiotherapy). The lack of prior knowledge in police-related vocabulary initially inhibited the participants' understanding of thescripts, but the program has reportedly helped them enrich their police vocabulary and improve their listening, as evident in the following excerpts:

Before, I know nothing about TED talks, but now, I can watch and listen to any topic not just police. The content is clear; I use subtitles when I don't catch the meaning. I knew a lot of police vocabulary (Participant9).

I have learnt a lot of police vocabulary that I did not know before and how to use them in real-life situation not just memorizing them (participant5).

The talks have increased my police vocabulary. I feel that my listening skill is better (Participant 17).

These findings are consistent with Wang (2015) who maintained that listening scores were affected significantly by vocabulary knowledge since vocabulary is one of the obstacles to successful listening comprehension. The participants reportedly found TED talks appropriate in terms of level and content, which is also consistent with previous research findings (e.g., Buck, 2001; Dallinger, Jonkmann, Hollm&Fiege, 2016) which assert that appropriate content is a catalyst for listening development.

Furthermore, the participants reported that the instructional program catalyzed their self-study and independent learning beyond the classroom. This, coupled with the reports by most that the comprehensibility of the content has helped them not only enjoy learning but also build and foster their self-confidence in their ability and motivation to learn, may have contributed to their much–improved listening performance. The researchers claim that self-learning process ensures the quality of life-long learning and makes the learners more active, enthusiastic, and focused on their needs. The researchers observed that the participants' engagement in the listening activities and response to the reflections questions on each talk have prompted them toward diligence and further learning.

Watching TED talks, allowed the participants to do, learn, accomplish and persist to improve their listening, which positively reflected on their self-confidence and progress.

The participants also reflected on the merit of bilingual subtitles in facilitating their listening. The option of English and Arabic subtitles has reportedly not only given the participants more linguistic support butallowed them to monitor their comprehension and focus on details while the Arabic subtitles enabled them to check their understanding and make connection between Arabic and English.

These findings are consistent with research evidence (e.g., Hosogoshi, 2016) on the merit of subtitles as a potential scaffold for learning which reduces the learners' cognitive load and provides them with opportunities to analyze information and take advantage of the intended meaning in the target language. The adoption of subtitles was overtly recommended by most of the participants not only in police monitors courses but also in EFL courses, as shown in the following excerpts:

> *I think these subtitles must be used in all English courses and apply for all participants not only for police monitors courses (participants22).*
>
> *Before, listening to scripts without using the English and Arabic subtitles negatively affected my listening and note-taking skill, as I could not fully understand, but using the options available on TED talks made the scripts easy to comprehend. (Participant2).*

Similarly, the participants reported on the utility of the speed control option in developing their listening ability through practice customized to their own level and pace of learning. Most reported that at the early stages of program, they often repeated at slower speed to better grasp the ideas and difficult vocabulary, increasing the speech rate as they made progress, as shown infollowing excerpt:

> *The control of speech rate helped me a lot in listening and note-taking skill. I feel that I could control the text to suit my level(participants10).*
>
> *I have learnt a lot of police vocabulary and I knew their correct pronunciation which improved my listening skill and score. I used topronounce the word espionage with /a/ not with /a:/. (participant 9).*

This is consistent with substantial research evidence (e.g., Fushun, 2006; Robinson, Sterling,Skinner & Robinson, 1997; Wong, 1997) on the facilitative effect of speech rate on developing the second language listening comprehension and proper pronunciation.

Along the same lines, the multiple accents in the TED talks used in the program provided the participants with a slice of reality with both native and non-native accents, which would improve their chances of listening comprehension and, in turn, of passing the listening component of the UN test which is not recorded only in the American or British accents but rather in a host of other accents (e.g. Africans, Asians, Indians). Consider the following excerpt:

> *I think the accents that I listened to in TED talks helped me a lot in understanding what is said in UN listening tests (participant 4).*

This is consistent with Buck (2001) who indicated that listeners encounter critical difficulties in listening to unfamiliar accents. Pronunciation and listening are interdependent skills and go hand in hand (Celce-Murcia, 1987). The more the pronunciation of the words improved, the more is understood is the text. Through practicing listening toTED talks, the participants' listening improved as they became familiar with the pronunciation of more police-related terminology.There were a lot of police and UN-related vocabulary included in TED talks (e.g. drugs, gun violence, cybercrime, eyewitnesses, cluster bombs, mass violence, land mines, sex slavery, modern slavery) that the participants may have pronounced incorrectly, especially since many words are not pronounced the way they look (e.g., crime scene, caliber, malicious).

The researchers believe that the low success rate in UN listening test may be attributed to the mispronunciation of the police terminology which were taught incorrectly in previous education and inevitably became fossilized. In addition, the presence of many unfamiliar words in a text may inevitably lead to difficulties in comprehension. Watching TED talks has contributed to the development of the participants' listening through the recognition of the correct pronunciation of these vocabulary, hence improving the participants' listening and focusing on the correct pronunciation.

The participants reportedly found that TED talks, with the added features of subtitles and speed adjustment, relevant topics, and clarity of message delivery made listening more enjoyable, as their performance improved significantly and reflected positively on their self-confidence, as stated in the following excerpts:

> *Watching TED talks brought me enormous enjoyment as I could understand more through stopping and repeating the subtitles, going back to the context and adjusting the speech rate. (participant 3). The more I understand, the more I enjoy (participant 2).*
>
> *Watching TED talks makes listening and note-taking easier and enjoyable. I could answer more than half of the reflection question on each talk (Participant 7).*

Furthermore, tension plays a considerable role in UN listening test. The researchers believe that participants may not do well in the UN listening test because of the lack of ability to listen, lack of experience to manage time and stress. The repeated exposure to TED talks potentially reduced tension and created a relaxed, non-threatening atmosphere, as the participants practiced listening and, simultaneously, practiced test taking and time-management. The participants reported that they no longer experienced panic after practicing TED talks, as shown in the following excerpt:

> *In the UN test I am always worried as I think my future is based on the outcome of this test. We rarely listen to new police and UN topics narrated by foreign and native speakers. But now I feel better and more confident and the sense of panic has deceased. (Participant 5).*

This is consistent with Fang (2011) who reported that tension is quite possibly a deterrent of listening comprehension and a major obstacle facing the learning process in the EFL context.

Furthermore, the analysis of participants' responses to the interview questions provides further support for the findings of the reflection form.The first question in the interview addressed the participants' opinions about the contribution of TED talks in developing their listening skills. The analysis of their responses showed a consensus among the participants that the program has contributed to developing their listening. The novelty of TED talks may have contributed to the participants' favorable reflections, as most reported that this is their first introduction to TED talks, as shown in the following excerpts:

> *Watching TED talks is new and very meaningful I watch the talk with great interest and that improve my listening and note-taking skills (participant17)."*

> *At first it was very difficult for me to understand English script. However, as I watched more TED talks, I came to understand them much better(participant7).*

The talks cater for individual differences, as the participants were able to watch the content they like, use the instructional technology they prefer and proceed according to their own pace, which reflected positively on their understanding, satisfaction, and interest in listening, as shown in following excerpts:

> *Using TED is the best way for me to learn how to listen to English. I practiced watching TED talks alone at home; it is so exciting and gave me more interest and motivation. (participant 11).*

Furthermore, the effective speech delivery and the multiple accents used in the talks played an important role in sparking the participants' interest since these accents were similar to those used in the UN listening tests, as shown in the excerpt below:

> *TED talks gave me many police topics and UNvocabulary and that attracted me greatly. This site helped me pick up the meaning of different accents which I could not understand before (participant7).*

The second question in the interview addressed how the participants described their experience with TED talks, and if they recommend them to others. The participants reported that TED talks not only fostered their self-confidence but also helped them develop their listening, as shown in the excerpts below:

> *My listening skill developed because in the past I couldn't understand native speakers or even just listen to them. But now, I can watch these talks and use them effectively (participant7).*

> *The program was useful and interesting because I touched that my listening has improved for the first time (participant 9).*

> *In the past, I used to repeat the scripts too many times to understand what is said. But now, I can use the English and Arabic subtitles, the original script and the slower speech to understand or look for specific details (participant 25).*

> *TED talks program is very good because it provides us with practical experience and specific procedures to understand the listening script (participant23).*

> *The program is useful because it helps me to practice the listening skill to be a better listener (participant 20).*

The third question in the interview addressed the participants' suggestions for improving the treatment and increasing its effectiveness in potential replication in other police monitors courses. The analysis of their responses showed that most of the participants were completely satisfied with the amount of instruction in which they were involved. They offered no suggestions for further improvement of the program. Even though, some asserted their need for more training on TED talks, as shown in the following excerpts:

> *We should have more training sessions on TED talks to improve the listening skill (participant 4).*
>
> *We need more courses on TED talks to master listening skill, one month is not enough (participant 13).*

The participants' keenness to receive further training may be attributed to the fact that training provided by The Peacekeeping Institute is generally based on limited, learned by heart listening scripts, which does not measure the participants' listening. Alternatively, TED talks include new topics, contents, new police- and UN- related vocabulary, narrated by multiple accents to meet the participants' needs, which made the talks more appealing, as the adoption of TED talks was overtly recommended by the participants not only in police monitors courses but also in English language course, as shown in these excerpts:

> *I think this training must be in general and apply for all levels of English language courses (participant19).*
>
> *TED talks should be used with otherparticipants not only who involved in police monitors courses (participant8).*

To summarize, the following themes were evident in the participants' responses to both the reflection and interview schedules:

1. The use of TED talks has contributed significantly to developing the participants' listening.
2. The use of TED talks has improved the participants' listening which may have reflected in increasing the participants' self-confidence.
3. The use of TED talks has helped to decrease the participants' anxiety toward listening to native speech, which may have reflected in improving listening needed to pass UN test.
4. The use of TED talks has increased the participants' motivation for listening.
5. The option of speed adjustment has been reported as instrumental in enhancing their understanding of the text.
6. The use of subtitles in both English and Arabic languages has been reported to affect positively the participants' listening. This has reportedly made their listening easier and more enjoyable and has positively affected their self-confidence.
7. The participants described the program as interesting, effective, and useful, and their experience as novel and successful. They recommended EFL learners, not only the participants in the police monitors courses, who want to develop their English in general and listening in particular to utilize these talks as they have been in the treatment.

Conclusions and Pedagogical Implications

Based on the findings, TED talks may very well be a catalyst for developing the listening performance of police participants on the UN listening test, as the findings suggest a positive effect on prospective UN police monitors listening performance and overall satisfaction with the treatment.

TED talks seem to be a viable source of content for EFL listening instruction in police circles, which may be extended to other fields and disciplines. The researchers claim that utilizing TED talks in teaching listening should be included in EFL curricula of English language learners in general and police monitors

courses in particular. It is worth mentioning that supplementing the police monitors courses with relevant TED talks may enable the participants to achieve better in listening.

Factors of increasing police personnel's motivation for learning English in general and listening in particular should be promoted through alternative instructional treatment such as the one used in this research which may need to be supplemented by further research on other language skills and over a longer period of time (e.g., a whole course in the police language institute or peacekeeping institute).

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