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# MASTER THESIS

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Submitted and Defended by:  
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**THE ROLE OF TECHNOLOGY, ENTERTAINMENT AND DESIGN  
TALKS VIDEOS IN IMPROVING ENGLISH  
LANGUAGE LEARNERS' PUBLIC SPEAKING SKILLS**

**The Case of Third-Year LMD Students of English at Biskra University**

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Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of  
the Requirements for the Degree of Master in Sciences of Language

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## **Declaration**

I, **LOUAIFI Nesrine**, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

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## Dedication

### *I would dedicate my modest work:*

*To the most extraordinary, tenderous and caring mother “Mezghiche Salima” for her limitless love, sacrifices and confidence in me. Certainly, all world words can never express how much I love you Mommy.*

*To my beloved father “Mazouz” for his great support and encouragement to believe in myself.*

*To my precious little princess, my sister “Ghada” and my dear brothers “Mohamed Chams Eddine” and “Abdennour”.*

*To my adorable grandmother “Fatma Debiche”.*

*To the gorgeous woman who always treats me like her own daughter and who I have been blessed to know “Maizi Samira”. No words can express my gratitude for what you have done to me.*

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## **Abstract**

Public speaking in English language becomes an extremely influential and needed skill for many people in different areas of life especially in the success of their academic and professional career. However, it is one of the greatest fears for the majority of undergraduate and graduate learners in English as a foreign language (EFL) division. Hence, the aim of this study is to unveil the main factors, which cause EFL learners' public speaking deficiency. It aims also to investigate the effectiveness of Technology, entertainment and design (TED) talks videos in dealing with these problems. Therefore, the researcher hypothesized that the use of TED talks videos in the classroom may help EFL learners develop their public speaking skills. She conducted a descriptive study with a mixed-method approach. Accordingly, she used one data collection tool to check the validity of the research hypothesis, more specifically, a questionnaire for both forty-six(46) third-year EFL students who were chosen randomly and four (4) EFL teachers who teach or have experienced teaching oral expression module at Biskra University. As a result, the interpretation of the gathered data revealed that the psychological and the linguistic barriers such as anxiety and inadequate vocabulary respectively are considered as the essential obstacles that hamper students from making a successful oral performance. Furthermore, it revealed that both students and teachers agreed on the importance of TED talks videos to improve students' public speaking performance. Thus, it can be concluded that the research hypothesis was confirmed and validated. Finally, at the end of this piece of work, some recommendations were suggested based on the study findings and the most important of which is the reinforcement of the implementation of TED talks videos in EFL classrooms especially in oral expression module.

***Key terms:*** Public speaking skills, TED talks videos

## **List of Abbreviation and Acronyms**

**EFL:** English as a Foreign Language

**TED:** Technology, Entertainment and Design

**Etc:** et cetera (and so on, and so forth)

**Et al:** et alia (and others)

**ICTs:** Information and Communication Technologies

**i.e:** id est (in other words)

**PS:** Public Speaking

**Vs:** versus (in contrast to)

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# **General Introduction**

## **Introduction**

For many decades the English language has been given a great attention in countries in which it is not the native language, but the target one because it is one of the crucial languages for business, science, media industry and tourism. Based on that, researchers and teachers are trying to explore the most effective strategies to facilitate the task of learning and teaching English as a foreign language. Moreover, learning English does not require only the mastery of the linguistic features of language such as (grammar, vocabulary, pronunciation, etc), but also the mastery of the paralinguistic ones such as body language and gestures. These features are considered to be the central aspects of an effective and a successful communication, especially in situations where learners are expected or asked to perform oral tasks in front of their mates and teachers.

Public speaking is one of the forms of speaking in front of a group of people, through which strong speeches can be performed. This task is difficult for many EFL students because it requires being linguistically competent (having good grammar, huge vocabulary, clear pronunciation, etc) and self-confident. Many EFL students face problems such as anxiety and shyness; therefore, their teachers should use different strategies such as information and communication technologies (ICTs) to help them in overcoming these problems.

Today, ICTs play a significant role in English learning and teaching processes. Most EFL learners regard it as an active tool in their learning such as YouTube videos. There are different types of YouTube videos such as TED talks videos, through which many influential people share their ideas via giving meaningful and powerful speeches in front of a large audience. Thus, if EFL students are exposed to TED talks videos, they will improve their public speaking skills.

### **1. Statement of the Problem**

Public speaking is the skill of speaking and presenting in front of an audience. This art, as previously mentioned, requires the achievement of certain capacities like linguistic, paralinguistic competences and self-confidence. It is observed in courses requiring an oral presentation assignment especially oral expression sessions in which many EFL students at Biskra University find different difficulties when they are asked to give oral presentations.

Based on this fact, when they perform in front of their classmates and teachers, they experience fear and anxiety in addition to other problems such as lack of motivation and shyness. These problems are considered to be the main source of students' nervousness, errors and mistakes like mispronouncing words and using incorrect tense. Additionally, they may impact their performance negatively, demotivate them and lead to undesirable results. Therefore, the learning process of EFL becomes harder for them.

## **2. Research Questions**

Through this study, the researcher attempted to answer the following research questions:

- Q1)** What are the main difficulties that EFL learners face when performing in front of their classmates and teachers?
- Q2)** What are the main strategies that teachers use to enhance their students' public speaking skills and to help them reduce their public speaking difficulties?
- Q3)** Does the use of TED talks videos help EFL learners improve their public speaking skills?
- Q4)** How do EFL teachers and students perceive the use of TED talks videos?

## **3. Research Hypothesis**

As a first attempt to answer the research questions, it was hypothesized that:

-  The use of TED talks videos in the classroom may help EFL learners develop their public speaking skills.

## **4. Research Aims**

Through this study, the researcher aimed to:

- Discover EFL students' main factors that hinder their performance in oral presentations.
- Determine the main strategies that teachers use to enhance their students' public speaking skills and to help them reduce their public speaking difficulties.
- Determine teachers' and students' attitudes and opinions towards the usefulness of TED talks videos as an instrument in the classroom to develop students' public speaking skills.

## **5. Significance of the Study**

This research study offered insights about the importance of the use of authentic videos in EFL classrooms such as TED talks videos. The use of videos cannot be separated from teaching and learning process because they help in improving students' different skills such as their public speaking skills. Moreover, it intended to raise EFL students' awareness about the potential effectiveness and utility of using TED talks videos in foreign language teaching. Additionally, this study tried to check whether the use of TED talks videos can be effective and a trust worthy material that may help students produce attractive speeches and great presentations from teachers' and students' perspectives.

## **6. The Research Methodology of This Study**

This investigation took the form of a mixed-method approach because a qualitative and a quantitative data gathering tool was used.

### **6.1 Population and Sample**

In this study, third-year EFL students at Mohamed Kheider University of Biskra were chosen as a population (N= 374) because they are expected to prepare different tasks that are based on oral presentations. Additionally, they may face different situations where they need efficient public speaking skills such as creating better job opportunities and performing their viva in front of an audience in master degree. As a sample for this research, a group of students consisted of (N= 46) students were selected randomly in addition to four (4) EFL teachers who teach or have experienced teaching oral expression module.

### **6.2 Data Collection Tools**

Since this research was a mixed-method study, the researcher designed a semi-structured questionnaire for both third-year EFL students and EFL teachers who teach or have experienced teaching oral expression module. This significant qualitative and quantitative data gathering tool was used to explore the obstacles that students face when they perform in oral expression sessions. Moreover, it aimed to elicit teachers' and students' opinions about the use of TED talks videos as a remedy to EFL students' public speaking difficulties.

## **7. Limitation of the Study**

In the process of conducting any study, the researcher encounters some limitations that hinder the progress of the research. In the present research, she has faced some obstacles. First, the lack of books and articles about public speaking as well as about TED talks videos on the internet and at the local library was the main difficulty; in turn, this affected the progress of this study. In addition, the investigation of this research topic requires more valid instruments such as classroom observation, interview or even an experiment to view the usefulness of TED talks videos in ground, but time constrains and the current crisis of Coronavirus disease prevented using such instruments. This crisis led also to the unavailability of many teachers to answer the questionnaire. Moreover, some students did not return back the questionnaire copies.

## **8. Structure of the Study**

The current dissertation consists of three main chapters. The two initial chapters are devoted to the theoretical background of this study, and the third chapter represented the fieldwork. Chapter one presented an overview about public speaking skill. Besides, chapter two provided an overview about TED talks videos. Eventually, the last chapter is concerned with the analysis and the discussion of the findings obtained from the used data collection tool. Accordingly, the following categorization adds more details:

- **Chapter One**

This chapter dealt with public speaking skill. The researcher tackled its definitions and importance, skills, history, elements, process in addition to speech components and methods of speech delivery. She also shed light on the three P's of successful public speaking, common characteristics of a good public speaker, principles of public speaking, problems associated with public speaking and overcoming speech anxiety. At the end, this chapter dealt with two important elements, which are teaching public speaking and ethical public speaking.

- **Chapter Two**

This chapter dealt with TED talks videos. Initially, it shed light on the aspects that should be considered when teaching English language. Moreover, it highlighted the use of videos in the English Language Classroom, the types of videos that can be used in EFL

classes as well as the reasons behind their use. Additionally, it provided insights about TED talks videos mainly their definitions, history, importance in EFL classrooms and their elements. It dealt also with the steps of creating a TED talk, types of TED talks, characteristic of a good TED talk, characteristics of a good TED talker alongside nonverbal patterns to a great TED talk and TED Vs TEDx.

- **Chapter Three**

This chapter is allotted to reveal the results obtained from the used data collection tool; in particular, a questionnaire for both students and teachers. Moreover, it displayed the analysis and discussion of the obtained results.

# **Chapter One**

## **Public Speaking Skill**

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## **1.1 Introduction**

Public speaking (PS) becomes a key of success for humans in many aspects of life. It is important in the development of both teaching and learning. Indeed, public speaking is required to enable teachers effectively present their lessons and to guide students to express well their levels in the classroom. This chapter is a general overview about public speaking. It begins with the definitions of PS, its importance, its main skills. Then, it presents a brief history of PS and dealt with its essential elements as well as its different steps.

After that, the researcher shed light on methods of speech delivery. Then, she highlighted the common characteristics of successful public speakers, public speaking principles, problems associated with PS and the different strategies of overcoming speech anxiety. In addition, she emphasized the importance of teaching public speaking through dealing with the role of the teacher and the various techniques and activities that can be used in teaching this skill. Finally, ethical public speaking is the last element that the researcher handled in this chapter.

## **1.2 Definitions and Importance of Public Speaking**

Throughout decades, public speaking is seen as a useful technique of communication that helps people to be influencers and share their ideas and beliefs with other people. Within the same respect, in his book “The Art of Public Speaking”, Lucas (2009) stated that: “public speaking, as its name implies, is a way of making your ideas public of sharing them with other people and influencing other people”(p. 2).

In the same line of thought, Beebe and Beebe (2012) considered public speaking as the process of presenting a message to an audience whether it is small or large. In addition, Doyle (2019) defined public speaking as: “A soft skill that requires excellent communication skills, enthusiasm, and the ability to engage with the audience” (para. 2). Thus, most definitions of public speaking in their essence are about communicating and sharing thoughts with an audience in an attempt to influence them.

The importance of public speaking is not exclusive to a particular field or domain; however, it can be needed in several domains mainly in education and in business. For this reason, Beebe and Beebe (2012) saw that public speaking is central to be able to speak

confidently and competently, which have to do with empowerment, and to be able to have an efficient communication with people, which paves the way to succeed in employment. Moreover, Spencer (2018) noted that public speaking helps to ameliorate research and deductive skills in addition to raising self-confidence and convincing skills. Thus, public speaking may be vital to be effective in many domains.

All in all, the art of public speaking is a focus to different researchers. Moreover, it is crucial and required in many domains such as in business and in education. Also, it improves different skills.

### 1.3 Public Speaking Skills

As an idea, delivering a useful speech demands a speaker who has various public speaking skills. Dlugan (2007) provided a wide range of public speaking skills such as:

- **Research topic:** good speakers stick to what they know. Great speakers research what they need to convey their message (para. 2).
- **Employ quotations, facts, and statistics:** Do not include these for the sake of including them, but do use them appropriately to complement your ideas (para, 5).
- **Master metaphors:** Metaphors enhance the understandability of the message in a way that direct language often cannot (para, 6).
- **Tell a story:** Everyone loves a story. Points wrapped up in a story are more memorable, too! (para.7)
- **Act and speak ethically:** Since public speaking fears are so common, realize the tremendous power of influence that you hold. Use this power responsibly (para.26).

Briefly, successful public speakers are assumed to achieve different skills. For instance, being aware of how to research the topic they are interested in and supporting their ideas with strong arguments such as using facts and numbers. As well, they have to be able to learn metaphors, tell stories and respect ethics in an attempt to make the speech highly accessible to the audience.

In addition, Doyle (2019) highlighted five public speaking skills. These skills are listed as follows:

- **Engaging presentation style:** The public speaker should focus on using an attractive presentation style, which entails the tone of voice, body language, facial expressions and timing.
- **Assessing the needs of the audience:** A successful public speaker knows how to determine and analyze the audience's needs in order to capture their attention.
- **PowerPoint skills:** Using slides may contribute in the success of the talk. Moreover, the public speaker is advised to learn how to use PowerPoint and how to create understandable and catchy slides.
- **Clear articulation:** Effective public speaker is recommended to use correct grammar and clear pronunciation and his/her voice should be loud to be heard clearly.

From the above listed skills, one can say that useful and influential talks demand having a catchy presentation style. In addition, they demand addressing the needs of the audience and creating attractive slides, composing effective talks and enhancing abilities and competencies in articulating words.

As a conclusion, skillful public speakers are assumed to achieve different skills. These skills may include (mastering metaphors, having an engaging presentation style, articulating clearly, using visual aids, etc).

## **1.4 A Brief History of Public Speaking**

Public speaking is not a newborn art and it has a long tradition. Decaro (2013) claimed that the origins of public speaking art were traced back to ancient Greece and Rome. In that period, the term public speaking was referred to as "Rhetoric". Additionally, it was first studied before more than 2500 years ago and Greeks adapted public speaking in their speaking to persuade because it was a major duty in their civic life especially in court and legislative assemblies.

In addition, Barnard (2018) mentioned that Aristotle and Quintilian who were well-known ancient scholars set key rules and fundamentals for public speaking. Aristotle saw public speaking in terms of persuasion means and he provided three main bases of

persuasion, which are: Ethos, logos and pathos, which still a central element in today's public speaking. Accordingly, he noted that ethos stands for credibility and authority of the speaker over the topic. Then, he acknowledged that logos is related to the use of logic and deduction to make the argument valid. Finally, pathos is building emotional connection between the speaker and the audience (Barnard, 2018).

Barnard (2018) also asserted that the modern age (20<sup>th</sup> century) has extensively witnessed a large focus on teaching communication skills in schools and in universities. In the 21<sup>st</sup> century, the exposure to mass media and mainly the internet eventually has led to raising the importance of speaking in public and considering it a significant pillar of success in most domains especially in business and in education.

To sum up, it can be said that public speaking is an old art with a rich history. Moreover, public speaking holds a great value which did not decrease through time.

## **1.5 Essential Elements of Public Speaking**

Joseph A. Devito (2008) and Sandy Ghaz (2019) are amongst the authors who have penned in the area of public speaking. Both of them have stated seven central elements of public speaking and they have seen these elements as an integrated part of the speech and the communication as well.

### **1.5.1 Devito's Elements of Public Speaking**

According to Devito (2008), there are seven main elements of public speaking as mentioned in his book "The Essential Elements of Public Speaking", which are as follows:

- **The speaker:** It is the main element in the transaction since s/he is the significant cause of the assembly.
- **The audience:** It resembles the persons who receive the message. However, the number of people is wide to the extent that it may exceed millions.
- **The message:** The speaker can express the meaning that s/he wants to transfer to listeners through using language in terms of linguistic and paralinguistic means such as facial expressions and movements.
- **The noise:** It refers to the difficulties that the speaker may face while presenting the speech because they lead to wrong understanding by the audience and the message may not be sent and comprehended just as the speaker aims to. These

difficulties may appear in different forms and these include even little details such as garbage in the computer screen.

- **The context:** It refers to the situation in which the speech occurred including the speaker and the audience.
- **The channel:** It indicates the means through which the speech is conveyed from the speaker to the listener. However, auditory channels and the visual ones that have to do with nonverbal communication such as eye contact, body language are the most important channels.
- **Ethics:** the speaker is compulsory to take into account the issue of ethics in terms of acceptance and morals while giving messages because the sent messages will impact the audience.

To put it briefly, Devito's elements of public speaking (2008) include seven elements. These elements are: the speaker, the audience, the message, the noise, the context, the channel and ethics.

### **1.5.2 Ghaz's Elements of Public Speaking**

From Ghaz's view (2019), public speaking has seven elements as well. However, she agreed on all Devito's (2008) previously mentioned elements except for the last element "Ethics" and she added another element called feedback. Accordingly, Ghaz (2019) defined feedback as the listeners' reaction towards the message and it can be verbal or nonverbal, which can be linguistic or nonlinguistic.

To conclude with both perspectives, it is shown that there are seven elements in public speaking. However, its main elements are: The speaker, the audience, the message, the noise, the context, and the channel.

## **1.6 The Process of Public Speaking**

Most people see speaking in public as a serious difficulty, which may be due to their fear of public speaking, speech anxiety or due to being lost and confused about what to speak. However, public speaking skill can be learnt and mastered as any other skill. For this reason, Green (2013) introduced seven steps to a successful public speaking. They are explained bellow:

- **Step one: Overcoming your fears and anxieties:** The speaker should not focus on how s/he will speak in front of audience, but s/he should focus on transmitting the message to audience in order to inspire and influence them rather than to increase the speaker's feel of self-importance.
- **Step two: How to write a speech:** The message needs to be clear and flow logically in order to be understood by the audience. In addition, the speaker has to determine his/her purpose, outline in the introduction the points that s/he will deal with, rate the main points that support the purpose and construct a conclusion that restates the major points and the message. Besides, s/he has to say to the audience what they are expected to do.
- **Step three: Making the speech interesting:** The speaker should tell stories instead of presenting a list of facts. Moreover, s/he should use metaphors to attract the audience.
- **Step four: How to deliver a speech:** While delivering the speech, the speaker has to speak slowly to make audience hear correctly and clearly his/her words. S/he has to use his/her tone of voice intelligently. Also, the speed is important to increase the audience's attention since speaking quickly makes the audience excited. However, to state a vital point, the speaker has to speak slowly to make that point memorable to the audience.
- **Step five: Mastering nonverbal communication:** The speaker's appearance reflects the speakers' self-confidence and passion about the speech. Moreover, the speaker can help his/her verbal words with his/her body language to make the talk clear. Although looking directly to the audience at the first time seems terrifying, but the speaker has to consider it as an everyday communication because s/he has to make an eye contact with listeners. Lastly, using hands and arms helps the speaker to transfer the message easily.
- **Step six: Using visual aids to help the audience:** it is not necessary for speakers to depend only on PowerPoint presentations because flip charts also can help people understand what speakers are talking about. Besides, holding up or handing out props will also help parts of the audience engage with the message. However, when using PowerPoint slides, the speaker is recommended to not write all words of the speech there.

- **Step seven: Nothing beats practice and preparation:** The speaker has to practice enough the speech and has to think of the problems that may come across when delivering the speech.

From the aforementioned steps, it can be deduced that public speaking process tackles different aspects. It involves conquering fears and anxieties, writing and making an interesting speech, delivering the speech, mastering nonverbal communication, using audiovisuals as well as practicing the speech and being well-prepared.

On the other hand, Smith and Busler (2015) outlined nine steps to an effective public speaking, which are as follows:

- **Step one:** The speaker should select a general topic based on his/her personal interest.
- **Step two:** The speaker should focus the topic by considering his/her own interests along with those of the audience and the event at which s/he will speak.
- **Step three:** The speaker should consider his/her specific purpose of being asked to present the speech.
- **Step four:** The speaker should organize his/her speech in order to save time when researching the topic.
- **Step five:** The speaker should research his/her topic in order to find information.
- **Step six:** The speaker should create presentation aids such as using charts, pictures or PowerPoints to make the audience see what s/he is describing.
- **Step seven:** The speaker should create speech notes, which means s/he has to write his/her thoughts in the form of bullet points. S/he needs these bullet points to practice the speech, or in case s/he forgets an idea while presenting the speech.
- **Step eight:** The speaker should practice to present an effective speech and to attain his/her goals.
- **Step nine:** The speaker should deliver the speech in front of the audience.

To deal with the above steps of an effective public speaking process, it can be summarized that the secret of a successful public speaking is applying different steps,

which are mostly related to the speech creation and the delivery. These steps spot light on the importance of choosing and narrowing an interesting topic, determining the purpose of the speech, organizing and rehearsing the speech, creating useful visual aids and speech notes as well as practicing and delivering the speech.

To sum up, a worthy public speaking can be a result of following different steps. Moreover, choosing the topic of the speech based on personal interests, using visual aids and practicing the speech are the steps that both perspective agreed on.

## 1.7 Components of Speech

Composing speeches is not done randomly; it is based on a certain organization like any other piece of writing such as essays. However, speeches are written to be heard by the audience not to be read. Franchetti (2015) provided three main components of the speech, which are as follows:

- **The introduction:** The speaker has to put in mind that the introduction is vital to appeal and to keep the attention of the audience in addition to making them trust his/her words too.
- **The main body:** It is the most important part of the presentation, where the speaker can inspire his/her audience. Moreover, the speaker has to be relevant to the central idea by adding supporting details and stories to give examples about the points s/he is explaining.
- **The conclusion:** Here, the speaker has to be compelling and s/he has to restate the core message. In addition, s/he has to be passionate and grateful for the audience's time and attention.

From Franchetti's (2015) perspective, one can say that the introduction, the main body and the conclusion are the three main components that create an effective speech.

In the same year, Verderber, Sellnow and Verderber (2015) provided three components of an effective speech as well. The first component is the content and they referred to it as the information and the thoughts presented by the speaker. They further emphasized that the content holds the essential points of the speech and its purpose along with the supporting materials, proof and reasoning used to develop the main ideas. Furthermore, they reported that the second component is the structure. In this respect, they

added that: “The structure is the framework which organizes the speech; clear structure helps listeners follow your ideas as they listen” (p. 13). To simplify, the speaker should carefully organize his/her speech in order to engage the audience and to make the information accessible for them. Finally, the last component stated by Verderber et al., (2015) is the delivery. According to them, the delivery is related to how the speaker uses his/her voice and body to transfer his/her message to the audience.

To conclude with the researchers’ point of view, one can say that speech is mainly composed of three components. More importantly, researchers agreed on the importance of the component which holds the main information of the speech (main body/ content).

## **1.8 Methods of Speech Delivery**

The delivery of speeches is essential in public speaking since competent public speakers are the ones who can give strong speeches and know how to choose the suitable method of speech delivery. There are four central methods of speech delivery including impromptu speaking, speaking from memory, extemporaneous speaking and speaking from a manuscript. However, Nikitina (2012) referred to them as styles of speech and she regarded only impromptu speech, manuscript speech and extemporaneous speech as the common methods of speech delivery.

### **1.8.1 Impromptu Speaking**

Nikitina (2012) asserted that: “Impromptu speech is prompted by the occasion rather than being planned in advance” (p. 13). Impromptu speeches often refer to the ones that speakers give in non-formal contexts like when they are demanded to say some words or to give toasts in certain events in which they produce a brief message, which is non-previously planned (Wrench, Goding, Johnson and Attias, 2012). Thus, according to the mentioned definitions of this speech style, it can be said that people may sometimes find themselves in some special situations where they present non pre-prepared speeches. These speeches are supposed to be not lengthy.

### **1.8.2 Speaking from Memory**

Memorized speaking is the rote recitation of a written message that the speaker has committed to memory (Wrench et al., 2012). Similarly, Capece (2017), declared that: “The memorized style of speaking is when the manuscript is committed to memory and recited

to the audience verbatim (word for word)” (p. 189). Therefore, the requirement that the memorized style should address is cautiously memorizing the written paper of the speech and delivering the original words without making any changes.

### **1.8.3 Extemporaneous Speaking**

Nikitina (2012) highlighted that the speaker constructs the speech relying on key points; however, s/he can present his/her material as s/he wants and can make modifications in the speech depending on the reaction of the audience. She added that this style is regarded as the most frequently used style since it allows the speaker to build emotional attachment with listeners. However, Wrench et al., (2012) pointed that extemporaneous speaking is the presentation of a carefully planned and rehearsed speech spoken in a conversational manner using brief notes. In addition, Capecce (2017) added the following:

Sandwiched between the memorized and impromptu delivery styles you find the extemporaneous speech style. For this style, the speech is completely written out. It is usually delivered with key notes for reference. Most public speaking courses and books describe extemporaneous speeches as carefully prepared and rehearsed, but delivered using notes of key words to support the speaker (p. 191).

In brief, the extemporaneous speech matches between the memorized and the impromptu styles of speech in terms of preparing, penning and retaining the speech in advance with shedding light on deep and crucial words and phrases. Accordingly, the delivery of speech within this type stresses the idea of preparing and revising the well-performed speech and addressing the audience via giving significant and essential notes.

### **1.8.4 Speaking from a Manuscript**

Nikitina (2012) pointed out that: “This type of speech is written like a manuscript and is meant to be delivered word for word. Manuscript speeches are used in many political occasions when every word carries a lot of weight and should not be misquoted” (p. 13). To put it differently, the speaker focuses on exactly reading and repeating the speech that has been prepared and penned in advance. This type is commonly used by political speakers since they are supposed to develop effective speeches. Moreover, they are supposed to be careful and cautious about each word they say because what they deliver is of a great importance and they may be judged based on it. In addition, Kelley and

Brennan (2014) assumed that this method is beneficial for speakers because the used words can be wisely chosen, the timing can be wisely managed as well as the content can be wisely revised.

In a nutshell, speech delivery enables the speaker to bring his/her thoughts to life for his/her audience. However, how to deliver the speech is not limited to one method. The choice of the suitable method may depend on the speaker him/herself, the purpose of the speech and the occasion.

## **1.9 The Three P's of Successful Public Speaking**

Many influential public speakers, researchers and successful entrepreneurs such as Anastasi (2006), Daniels (2009), Nikitina (2012), Jurd (2018) and Leslie (2020) assumed that the productivity of the talk does not rely only on public speaking skills. Additionally, they emphasized the necessity of the three P's in public speaking, which are presented as follows:

**1.9.1 Preparation:** The speaker has to spend enough time in speech preparation. Accordingly, the well-preparation increases his/her self-confidence and gives the audience an impression that this speaker has enough information and authority over the topic as well as his/her speech is credible.

**1.9.2 Practice:** Speaking in front of a group of people can be a reason of making the mind and the body more comfortable and secure while speaking. As well, self-confidence raises while delivering in front of an audience. As a result, continual training paves the way to progress in public speaking. Thus, the speaker is required to train him/herself on presenting in front of public to be familiar with being the matter of concern.

**1.9.3 Performance:** The speaker has to be confident and relaxed that s/he is going to give a successful presentation; however, s/he has to be ready to any obstacle that may appear on the day of his/her presentation. Moreover, the speaker should entertain the audience while performing because the use of humor makes the speeches more interesting and not boring. Thus, audience can be engaged and more interested in the speech.

To conclude, delivering a successful public speech is the result of high consideration to the importance of three basic terms that make all the difference. Particularly, these terms are: preparation, practice and performance.

## **1.10 Common Characteristics of a Good Public Speaker**

Valuable speech can mainly be the product of good public speakers. O’Hair, Rubenstein and Stewart (2010) said: “Whether in the classroom, work place, or community, the ability to speak confidently and convincingly before an audience is empowering” (p. 2). Thus, to become a good public speaker may not be easy and it requires having certain characteristics. Many researcher such as Springsteen (2014), Khoury (2015), Raton (2016) and Moore (2020) agreed on all or most of the following characteristics:

**1.10.1 Confidence:** The speaker has to trust him/her speech in order to captivate the audience’s attention and to make the message sounds credible, convincible and valuable.

**1.10.2 Authenticity:** The speaker has to be vulnerable and has to open about his/her life. This will give his/her audience permission to listen with their hearts as well as their ears.

**1.10.3 Passion:** It can be expressed in the honesty of the speaker while delivering the talk when the speaker him/herself is highly aware of the significance of the content of the speech.

**1.10.4 Connection with Audience:** The speaker is required to construct a connection with his/her listeners through engaging them in the presentation using questions to discover their needs.

**1.10.5 Storytelling:** The speaker has to integrate stories in his/her speeches because successful speeches are just stories told by speakers with interesting experiences.

In a nutshell, successful public speakers are confident, authentic, passionate, aware of how to create a connection with their audience, and good storytellers. Moreover, being aware of the major characteristics of successful public speakers contributes in guiding speakers to deliver interesting speeches.

## **1.11 Principles of Public Speaking**

Public speaking is regarded as a skill, which the speaker can train him/herself and work hard to improve and master it. Moreover, the course of public speaking is based on

some principles that the speaker has to put them in mind while presenting the talk to perform a successful speech that has an effect on the listeners.

Hawkins (2005) suggested three main principles of public speaking, namely, authenticity, audience and authority. Concerning the first principle “Authenticity”, he reported that: “There should be something about your speech or presentation that makes it impossible to be told by someone else” (para. 16). To simplify, the speaker should speak about something relevant and unique to him/her like telling a story that s/he had experienced it in the past. This leads the audience to understand that his/her words are coming from the heart.

In the matter of the second principle “Audience”, Hawkins (2005) noted that the speaker should know the audience and the reason behind their attendance in order to make his/her speech relevant and beneficial to them. In the last principle “Authority”, he acknowledged that authority is one of the most significant factors in overcoming the fear of public speaking. He added, “...is an act of leadership” (para. 27). Thus, the speaker is supposed to believe that s/he owns the stage and s/he does not doubt what s/he is saying in order to make an influence on the audience.

On the other hand, Zeoli (2008) proposed seven principles of effective public speaking as following:

- **Perception: Stop trying to be a great “public” speaker:** The speaker has to be him/herself and feel at ease and comfortable because s/he has to consider the talk as a daily conversation. Moreover, when being on stage, his/her concentration has to be oriented to the message that s/he is sending rather than the audience. These open the way to great speeches.
- **Perfection: When you make a mistake, no one cares but you:** The speaker needs to know that doing mistakes is normal, and the audience will not pay attention to every single mistake.
- **Visualization: If you can see it, you can speak it:** As a way to overcome speech anxiety, speakers have to practice the presentation in a place where nobody is there. Thus, when they become on stage, they have to imagine that they are in the same place where they were practicing and that they are alone. Besides, they have to imagine that they are succeeding in their presentation.

- **Discipline: Practice makes perfectly good:** The speaker has to seek to be an effective public speaker, but not an ideal one. This can be realized only through practicing more and more. In addition, s/he has to realize that even successful speakers and champion athletes devote time to practice in every single day.
- **Description: Make it personal and become a storyteller:** Listeners react positively to speakers who can make emotional connection with them by their hearts before addressing their minds. Most influential speakers gain success because they relate true and vivid stories, which they had experienced in reality or had being experienced by others to owe the attention of the audience and their support.
- **Inspiration: Speak to serve:** Public speakers should try to think about how to assist their audience to gain their purposes. They have to present with putting in their minds that they are here to help, teach, motivate and to entertain their audience.
- **Anticipation: Always leave the audience wanting more:** Audience probably prefer public speakers who speak less because lengthy speeches may make them bored. Thus, public speakers are required to give shorter presentations than it is expected by their audience in order to make them keen and motivated to listen more.

From Zeoli's principles (2019) of public speaking, it can be deduced that perception, perfection, visualization, discipline, description, inspiration and anticipation are the essential elements of public speaking. As a conclusion, there are various principles that open the way to great speeches. More importantly, both researchers agreed on the significance of not pretending to be someone else and addressing the needs of the audience along with making the speech more personal.

### **1.12 Problems Associated with Public Speaking**

Most studies stated that most people fear public speaking because they encounter different difficulties. Horwitz et al., (1986) mentioned three linguistic problems, which hamper students' public speaking performance. These problems are lack of vocabulary, pronunciation and grammar. Also, he highlighted some psychological problems, which are lack of self confidence and fear of making mistakes (as cited in Wahyuni and Endang, 2013). In the same path, Ryan (2014) claimed that there are six problems associated with

public speaking, which are fear, anxiety, panic attacks, insomnia, post traumatic stress and depression.

To clarify more, Ryan (2014) noted that both fear and anxiety are the most common problems and he added that fear involves neutral stress and nervousness, but anxiety is more severe. He explained also that panic attacks happen sometimes when individuals are feeling anxious. Moreover, he asserted that many people cannot sleep the night before they are required to deliver an oral presentation because they keep thinking about their speech; however, post traumatic stress happens when they have traumatic experience with speaking in public.

Additionally, Ryan (2014) assumed that the last problem “Depression” is not common because only some people when they need to make a presentation their high level of stress leads them to feel very down and they do not get out of the bed. Brown (2017) classified some other problems in addition to lack of self-confidence; namely, lack of attention to audience, lack of organization, lack of preparedness and lack of time management.

To sum up, speaking in public may be a challenging endeavor since the researchers mentioned various problems that are associated with public speaking. Yet, most of these problems are psychological. Thus, psychological barriers are the common problems that hinder people’s public speaking performance.

### **1.13 Overcoming Speech Anxiety**

Previous research in the area of public speaking confirmed that many people are terrified from speaking in public because they have speech anxiety or fear of public speaking (glossophobia). For this, Ros and Johnson (2016) asserted that: “The fear of public speaking is the number one phobia in America and is more common than the fear of heights or the fear of snakes, which rank two and three respectively” (para. 2). Moreover, Ayres and Hopf (1993) defined speech anxiety as those situations when an individual reports that s/he is afraid to deliver a speech. In addition, Ayres and Hopf (1993) used synonymously these terms: Speech anxiety, stage fright, public speaking anxiety and the fear of public speaking in their book “Coping with Speech Anxiety”.

Griffin (1984) suggested a variety of techniques to control and to minimize the impact of speech anxiety, these techniques are:

- **Think positive:** You should choose a topic you are interested in so your enthusiasm for it can come out naturally (p. 3).
- **Be prepared:** Being prepared entails the time required to create the speech as well as to practice the delivery of it (p. 3).
- **Be realistic about your expected performance:** As much as everyone wants to do well, you cannot expect to be an expert and always perfect when you are taking your first or even second speaking class (p. 3).
- **Familiarize yourself with the setting:** This implies to those speaking occurrences held away from your normal meeting place (p. 3).
- **Use relaxation techniques:** Take some calming breaths in your seat before you get up to speak. Once up in front, take a slow breath and provide a warm gaze around the room (p. 4).

Briefly, Griffin's techniques (1984) highlighted that overcoming speech anxiety can be achieved through specific techniques. These techniques involve relying on own interests in selecting the topic, preparing-well, avoiding high expectations about the performance since no one is an ideal speaker in addition to gaining familiarity with the setting and using relaxation techniques.

On the other hand, Redmond and Vrchota (2007) noted that in order to cope with speech anxiety the speaker has to apply some suggestions. Their first suggestion is that speaker has to be him/herself because s/he can make the audience more engaged via his/her nonverbal communication such as gestures and facial expressions, also via his/her voice and how s/he looks and dresses. The second suggestion mentioned by them is that the speaker has to breathe smartly in both before and during his/her presentation to raise his/her sense of confidence and to relax and calm him/herself to cope with any kind of emotions when being in front of the audience.

Redmond and Vrchota (2007) added that the last suggestion includes that the speaker should carefully encounter the following issues:

- **Be prepared:** The speaker is demanded to plan greatly the speech and build the sufficient and the rich knowledge of the subject matter.
- **Be committed:** The speaker should reflect his/her agreement and certainty about what s/he is performing to convince the people attending the speech.

- **Be comfortable:** The speaker should be familiar with the place in which s/he is going to deliver the speech.
- **Be interesting:** The speaker should deliver messages that can have an emotional impact on the audience and highly increase their desire to continue listening to speaker's words.

From the above-mentioned suggestions, it can be synthesized that coping with speech anxiety demands being authentic, breathing smartly, being prepared in addition to being comfortable with the setting and being interesting. As a conclusion, overcoming speech anxiety is not an impossible endeavor and it can be attained through the application of certain techniques.

## **1.14 Teaching Public Speaking**

Public speaking is an old art and science, which owes a crucial space in humans' life and in their success. It is a skill that is needed in many fields and domains especially in education for both teachers and students. Kirkham (2020) stated: "Speaking in public is an important skill throughout school and life; trying to master it can trigger fear and anxiety in many students" (para. 1). In this respect, devoting lessons and courses for public speaking can help in the progress of education.

### **1.14.1 The Role of the Teacher**

As a general fact, the teacher is an essential part of foreign language teaching and learning. Moreover, the teacher can be regarded as an inspiration for students when it is related to public speaking. As an argument, Mccann and Knapp (2019) stated that: "...in addition to the power of the teacher as a model public speaker, any teacher can access abundant contemporary examples of speeches that resonate with learners and serve as possibilities to emulate to some degree"( p. 105). In essence, the teacher may serve as an effective example of a public speaker based on his/her role in the classroom because in most situations the teacher finds him/herself acting as a public speaker while the students resemble the audience. The teacher also can be a knowledge provider, which is one of main roles of the successful public speaker.

In addition, according to Petek (2014), "The ability to communicate effectively is one of the teacher's basic competences; here, public speaking plays an important role"(p. 124). That is to say, the knowledge of public speaking guides the teacher to present the

content of the lesson in a beneficial and in a productive way because the awareness of public speaking importance helps the teacher in creating a successful classroom interaction with students. Petek (2014) further added that “Instructional speeches” delivered by the teacher in which students receive information, instruction and feedback are an example of the connection between the teacher and public speaking.

### **1.14.2 Techniques and Activities in Teaching Public Speaking**

Public speaking is not a gift but a skill that can be acquired, taught and learnt. According to Kirkham (2020), “There are a variety of creative techniques and approaches out there to help you teach your students how to speak effectively in public” (para. 1). Thus, teachers can help their learners to achieve public speaking skills via applying different techniques in the classroom that are designed to develop students’ public speaking. Thomas (2020) suggested some ways to teach public speaking, which are as follows:

#### **1.14.2.1 Showing Them TED Talks for Inspiration**

Thomas (2020) stated that: “Playing videos from TED talks is a fantastic way for your students to see people giving professional-quality presentations in English”(para. 16). In other words, TED talks videos are useful in teaching public speaking skills because they provide speeches from leaders and influential people.

#### **1.14.2.2 Teaching the Importance of Body Language**

Thomas (2020) said: “Good public speaking skills are not just about using clever words and speaking skills\_ body language is equally as important” (para. 19). For this reason, teachers need to show their students how to use their body language to make their presentations influential. In the same line of thought, she noted that showing TED talks videos to students aids them to know how to effectively use their body language in order to learn public speaking.

#### **1.14.2.3 Five Stress-Free Activities to Practice Public Speaking**

Thomas (2020) suggested some classroom exercises, which may help English language students to learn public speaking skills. These classroom exercises are as follows:

- **Reciting famous speeches:** Students are not expected to write useful speeches because it is very hard for them. Instead, they can deliver popular speeches; the teacher here assesses speaking skills of the learner rather than grammar and writing.
- **Giving presentations in small groups:** The teacher divides his/her students into small groups. Then, s/he provides learners with scoring sheets, which include standards about timing and voice for instance. Each group can provide an assessment about the other groups after listening and monitoring the work of the other groups.
- **Assigning solo presentations using PowerPoint:** The teacher can ask each student to give a presentation with PowerPoint; however, s/he can select the topics or can give the chance to students to choose topics they are interested in. Moreover, students should be given enough time to prepare the presentation in PowerPoint at home, but for students who do not have PowerPoint can use Google slides instead.
- **Doing improvised presentations on random topics:** The teacher can prepare a list of topics and ask his/her students to choose randomly. After that, s/he asks them to speak about their topics without any preparation in advance. Thus, students will be put in spot lightened.
- **Getting dramatic with your class:** The teacher can design drama activities, which may consist of role plays and reenactments of famous scenes. For this reason, student will practice public speaking skills such as the use of body language, voice projection, intonation and improvisation to give conversations that seem natural and persuasive.

#### 1.14.4 Passing the Microphone

Thomas (2020) assumed that hands-on experiences are effective to guide students in learning public speaking skills. Therefore, the teacher has to devote short time for his/her talk such as speaking only to formulate activities and to provide feedback. Hence, students use the remained time in doing the talk.

To conclude, teaching public speaking skills is not an easy task. Moreover, the success of this process relies on the important role of the teacher as a model of a public

speaker in addition to his/her careful selection of certain techniques and activities that target the aim of improving public speaking skills.

## 1.15 Ethical Public Speaking

Throughout history, the issue of ethics in public speaking has been attracting a great interest from many scholars. Among the important definitions of ethics, Lucas (2008) reported, “Ethics is a branch of philosophy that deals with issues of right and wrong in human affairs” (p. 30). Similarly, Millner, and Price (2013) stated that: “Ethics involves making decisions about right and wrong within a dilemma” (p. 2). Therefore, ethics debates the awareness and the distinction of what is in the benefits of humans. This means what is socially accepted and what is refused.

In the field of public speaking, Kudooski (2020) mentioned that: “Ethics in public speaking are guidelines, unwritten rules, or code of conduct every ambitious public speaker should master and observe” (para. 3). In this case, public speakers should consider the issue of ethics while planning and preparing their speeches to attain positive reaction from the audience in addition to influencing and having their attention. Moreover, Sellnow (2005) suggested some strategies to deliver an ethical public speaking, which are as follows:

- **Considering your topic and goals:** Ethical public speakers think carefully about their speech topic in relation to themselves and to their listeners (p. 23).
- **Acknowledging personal biases:** Ethical public speakers acknowledge their own motivations or biases (p. 24).
- **Choosing evidence:** Ethical public speakers select and present facts and opinions related to the topic fairly and accurately (p. 24).
- **Reporting sources of information:** Ethical public speakers reveal the sources of information or opinions drawn from others. Always avoid plagiarism (p. 25).
- **Conveying ideas orally:** Ethical public speakers demonstrate respect for their audience when presenting a message by rehearsing delivery, using inclusive and tactical language, and conveying ideas in ways that round the cycle of learning (p. 26).

Briefly, speakers have to search for topics that interest them and their audience as well. Moreover, they have to be honest with listeners and support their speeches with their

own experiences relevant to the topic. Listeners trust the talker's speech more when it includes evidences and arguments; the speaker should quote, paraphrase, and summarize other's works with correct citations. Additionally, speakers are required to consider the audience's time and to respect them through delivering well-prepared and useful speeches.

All in all, ethics is one of the significant issues in public speaking. For this reason, public speakers are expected to concentrate primarily on creating ethical speeches to reflect their credibility and trust worthiness to their audience.

## **1.16 Conclusion**

In this chapter, the researcher dealt with a general background of public speaking and she highlighted its major definitions and importance as well as its vital skills, history, central elements and process. In addition, she acknowledged readers about the main components of speech and its methods of delivery. Moreover, she introduced the three P's of effective public speaking and the essential characteristics of good public speakers. Then, she presented the main principles of public speaking along with the major problems associated with this skill and overcoming speech anxiety.

After that, the researcher dealt with teaching public speaking in terms of teacher's role, techniques and activities used in the class. At the end, she closed the chapter by talking about ethical public speaking as its final element. It is vital to mention that the following chapter will deal with TED talks videos as the second variable.

# **Chapter Two**

## **TED Talks**

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## **2.1 Introduction**

Researchers, course designers and teachers spoke about the importance of using videos in the classroom because they facilitate English language teaching and learning, and consider it as the major and the highly useful audiovisual material. However, the 21<sup>st</sup> century knows the popularity of a type of videos called TED talks videos. This kind of videos provides an interesting content performed by effective speakers. For this reason, TED talk's videos should be given a great value in the educational context.

This chapter deals with the main aspects that English language teachers have to consider, the use and types of videos in the classroom as well as the reasons of using videos in the class. After that, the researcher cast light on TED talks videos' definitions. Then, she provided the history of this type of videos and its advantages in the EFL classes along with its influential elements. Moreover, she highlighted the different steps of creating a TED talk and types of TED talks. Additionally, this chapter provides characteristics of both great TED talks and great TED talkers along with nonverbal patterns to a great TED talk. Finally, the last element in this chapter is the difference between the two terms TED and TEDx.

## **2.2 Aspects to Consider When Teaching English Language**

One of the main responsibilities of teachers is to make a successful teaching process and to promote learning. For this, EFL teachers should consider some aspects that help them in developing their students' abilities. These aspects are mentioned and explained in the following:

### **2.2.1 The Role of Exposure**

Exposure is the contact of the learner with the target language s/he is attempting to learn and it is a significant variable in English language learning. For Lubega (1979), exposure is important in English learning because learners who have more exposure to English language gain more familiarity with this language. Additionally, language exposure determines the type and the level of language proficiency that results from the process of language learning (as cited in Ravikumar, 2016). Thus, English can be better learned when learners are sufficiently exposed to it.

### **2.2.2 Learning Styles**

Previous studies had confirmed that people have distinctive learning styles. Allen, Scheve, and Nieter (2011) declared that: “A learning style is a preferred way of thinking, processing and understanding information” (p.9). To simplify, people are different in terms of how they think, process and understand information. According to Willing (1987), there are four learning styles. Firstly, converge learners who resemble the ones who prefer learning alone rather than in groups. Then, conformist learners, and they prefer knowing about language more than how to use it. The third style refers to concrete learners who focus on learning language use. Finally, communicative learners prefer social interaction with other language speakers and like communicating outside the class with their classmates because they are highly self-confident (as cited in Sárosdy, Bencze, Poór and Vadnay, 2006).

Furthermore, Boneva and Mihova (2012) mentioned three learning styles which are: Visual, auditory and kinesthetic. First, they noted that visual learners learn better with pictures, charts, maps and diagrams. Next, they asserted that auditory learners grasp information best by hearing it. Finally, they highlighted that kinaesthetic (tactical) learners learn best via touch, imitation and movement. Therefore, the suitable learning style can offer the best language learning.

### **2.2.3 Teaching Listening**

As reading, listening is a receptive skill and it is vital in learning any language. Besides, teachers need to take it into account when teaching the English language. For Harmer (2012), listening skill is crucial in the acquisition and the learning of languages because it teaches learners new vocabulary, language chunks, grammar, and pronunciation. Along with, Harmer (1998) noted that teachers have to expose their learners to spoken English in order to listen to distinct varieties and accents. Also, he pointed that learners who listen to spoken English acquire it unconsciously. He further added that using taped materials such as advertisements, songs with lyrics, news broadcasts, poetry readings, telephone conversations and speeches are essential methods of teaching listening.

Additionally, Rost (2001) declared that: “The term listening is used in language teaching to refer to a complex process that allows us to understand spoken language...is often used in conjunction with the other skills of speaking, reading and writing” (p. 7). To

explain this, listening is different from hearing because the listener constructs meaning by analyzing the data (language) s/he acquired from listening through using his/her prior knowledge and information. As well, listening skill can cooperate and work in parallel with the other three skills. Therefore, good listeners are likely to learn English faster because listening influences language learning.

#### **2.2.4 The Use of Audiovisuals**

Audiovisuals are from the equipments that can be used in both teaching and learning. According to Merriam-Webster online dictionary (2020), “Audiovisuals are instructional materials that make use of both hearing and sight” (para, 1). To illustrate more, audiovisuals are tools that consist of both sound and images such as videos. Besides, Daniel (2013) agreed on the significance of audiovisuals in teaching and she claimed that they help teachers of English language in avoiding senseless and needless verbalization, decreasing their talk, explaining the topic, saving time and efforts and giving students direct sense experience. Moreover, she asserted that they give diversity to teaching, interest and inspiration. Daniel (2013) further added that they help in creating language environment in addition to productive learning and teaching. Besides, he noted that they teach students how to produce clear and correct concepts in English. Therefore, audiovisuals can be a useful medium for enhancing both learning and teaching.

In a nutshell, effective teaching relies on successful teachers who care about the importance of language exposure and learners’ differences in terms of learning styles. Also, they devote the enough time to teach listening and they use audiovisual aids to simplify learning and to make it more entertaining for their learners.

### **2.3 The Use of Videos in the English Language Classroom**

Video is the common audiovisual equipment, and it is a basic tool used in integrating technology in the class and teaching listening. According to Oxford Advanced Learner’s Dictionary (1997), “Video is a type of magnetic tape used for recording moving pictures and sound” (p. 1657). That is to say, videos resemble sequences of pictures accompanied with recorded sound that are shown on a screen. Along with, using videotapes becomes a common characteristic in language teaching, and most publishers agreed on the necessity of producing video components to support their course book; as

well as, teachers have to use off-air materials and tapes about how to learn language as a way to create an engaging context (Harmer, 2001).

In addition, Bryne (1981) advised learners to watch videos because they aid learners in the prediction and the performance of segments in addition to the understanding of meaning (as cited in Shastri, 2010). More importantly, Oddone (2011) added, “Many educational websites also provide access to videos (MIT world, Research Channel, Teacher Tube, TED, videolectures.net, and the specific YouTube EDUth)” (p.106). Thus, learners can rely on websites as a beneficial resource for interesting and useful videos in language learning. Consequently, integration between videos and language teaching can lead to the construction of an effective learning process and can contribute in classroom engagement.

## **2.4 Types of Videos That Can Be Used in EFL Classrooms**

Recently, the audiovisual aid “Videos” covers a significant part in language teaching. However, the effective use of videos in the classroom demands from teachers being knowledgeable and being aware of different types of videos. Accordingly, Harmer (2001) suggested three vital types of videos, which are off-air programmes, real-world videos and language learning videos. In addition, he said, “Off-air programmes [are] programmes recorded from a television channel should be engaging for our students, and of a sensible length” (p.284). To illustrate more, they are television programmes that can be used in the class but should have a suitable length and an interesting content for learners.

Furthermore, real-world video is a videotape material, which is independently published videos like films, wildlife documentaries and videos of comedy (Harmer, 2001). Besides, concerning language learning videos, Harmer (2001) stated that: “Many publishers now produce free-standing language learning videos \_ or videos to accompany course books” (p.284). To simplify, language learning videos are educational videos, which deal with elements and activities that teach language because they contain lessons derived from course books such as grammar and phonetics. Therefore, distinguishing between types of videos can help teachers to design enjoyable and interesting lessons and classroom activities.

## **2.5 Reasons of Using Videos in the English Language Classroom**

Many researchers have called for the necessity of using videos inside the classroom such as Harmer and Oddone. In this respect, Harmer (2001) provided four main reasons that show the importance and the role of videos in the learning process. The first reason is that videos enable learners to see language-in-use, which means hearing and seeing language in the same time. Secondly, videos expose learners to the culture of native English speakers such as: their food and body language in special situations. This reveals the fact that videos can be a reason for learners' cross-cultural awareness.

Another reason provided by Harmer (2001) is the power of creation. He said that learners can produce something memorable and entertaining when learners make videos to themselves. Additionally, the final reason is that videos can raise learners' motivation since they make learners more interested and more engaged in the classroom. As a result, videos, as a language teaching material, can contribute in the success of the teaching process and in the creation of an engaging atmosphere inside the classroom.

## **2.6 Definitions of TED Talks Videos**

Several definitions have been yielded to TED talks videos. To start, TED is a non-profit and it is dedicated to spreading good ideas, which are generally expressed in short and powerful talks and these talks do not exceed eighteen minutes. It started in 1984 as a conference in which the three domains (technology, entertainment and design) were the main concern. However, today it deals nearly with all topics such as science, business and global issues in more than 100 languages ("TED's Organization", 2020, para. 1).

In the same path, Donovan (2012) defined TED talks videos as: "A nonprofit organization devoted to amplifying electrifying ideas from the domains of technology, entertainment and design" (p.7). That is to say, TED talks videos aim to spread and to inspire people with new and influential ideas related to the fields: Technology, entertainment and designed. In the same sense, Windingl and (2014) said that: "TED talks, although typically fewer than 18 minutes long, pack a punch: unique ideas presented with passion" (p.4). Thus, TED talks give people the chance to be exposed to valuable, interesting and exceptional knowledge, which may spark conversation and may be of a great impact on people's lives.

Mallinder (2016) viewed TED talks as “A series of public speeches made by both notable and not so famous people” (para. 2). That is to say, having a large number of fans and being too celebrated person is not a requirement to be a speaker in TED talks. Raut (2017) stated that: “TED talks are influential videos from expert speakers (on education, business, science, technology, creativity, etc)” (para.1). In essence, speakers in TED talks have to be knowledgeable and have experienced the topic which they are presenting. He also added that TED seeks for speakers who are engaging and charismatic and whose talks show modern ideas that are collaborated with substantial prove and that concern a large and an international audience.

To sum up, TED talks videos are a digital platform in which public speakers, thinkers, successful people in their domains and leaders present short speeches about useful topics. These speeches are in the advantage of the listeners as a way to make an impact in people’s minds and positively changing the world.

## **2.7 History of TED Talks Videos**

As a matter of fact, TED talks videos have an interesting history. To begin with, Lewis (2020) noted that TED emerged in 1984 as a conference in Monterrey, California because of the cooperation between Harry Marks, Richard Saul Wurman and Frank Stanton. He further added that the primordial aim of the conference was setting a forum in which creative individuals from the three fields of technology, entertainment and design had the chance to meet as a way to create inspiration and collaboration between them. Moreover, Roos (2020) asserted that although the speakers achieved a positive reaction from the audience, but this event was a financial flop.

In 1990, Wurman and Marks tried again, but this trial led only to set TED’s conference as a yearly event in Monterey, California along with expanding the list of presenters to comprise many interesting people such as scientists, business and religious leaders as well as philosophers and musicians. In 2001, Chris Anderson who is a media entrepreneur bought the rights to TED and he turned the conference to be nonprofit (“TED’s Organization”, 2020).

Anderson (n.d) preserved the bases of the conference, which included that the presentation should be delivered in 18 minutes, contain a content that holds interesting and inspiring ideas to many people and the presenters have to be influential, creative and

passionate (“TED’s Organization”, 2020). Furthermore, Lewis (2020) said that Anderson enlarged the audience and changed the setting from Monterey, California to Long Beach; this led to making the conference more widespread and gave intellectuals the opportunity to share their passion. Moreover, Lewis (2020) added that the year (2006) had known the creation of TED talks, which is a series of the majority of best TED presentations posted free online.

As a conclusion, Harry Marks, Richard Saul Wurman and Frank Stanton were the first founders of TED talks. However, Chris Anderson was the reason of their popularity and success in recent world.

## **2.8 The Advantages of Using TED Talks in the EFL Classes**

When it comes to the advantages of TED talks videos in EFL classes, Baeva (2017) asserted that the advantages of the use of TED presentations as study language material are the following:

### **2.8.1 Usability**

- Although the major application of TED talks is regarded to be oriented to listening activities, but the script and the subtitles in TED talks can be beneficial for students who aim to refine their comprehension skills. This is due to the fact that most of the talks are in English and the subtitles are optional in more than (40) languages in addition to the often use of interactive typescript.
- Online availability of TED recordings in the form of a video or an audio presentation and the possibility of downloading them to future offline watching. Additionally, the majority of Smartphone models contain an intelligible and user-friendly application. That is to say, the teacher does not need internet connection as special equipment in his/her classroom because s/he can rely on his/her laptop or his/her mobile phone concerning audio recordings. Moreover, learners’ autonomy in the acquisition of listening skills and learners’ motivation to work out of the class can be empowered by the mobile-friendly interface (as cited in Reinders and Cho, 2010).
- The Hashtags, subjects and key words of the webpage make it facile to navigate the possibility of searching for a given talk through using a key word or phrase related to different domains such as poetry, transport, politics and human rights

in addition to the possibility of setting the length of the talk, the used language and the date of recording.

### **2.8.2 Content**

- Students' awareness of distinct accents and English variations can be increased due to the number of conference participants. TED talks are done by both native speakers and non-native speakers who can use English in a fluent and a successful way.
- The variety of subjects and topics in TED talks lead to offering successful speeches, which can play an effective role in teaching English for professional or academic purposes such as: social and political studies, economy and market researching; also, for general cultural and social awareness. Moreover, discussions can be more interesting when TED talks are used as an inspiration.
- The existence of playlists catalogues, which concern special talks or speakers motivate additional exploration because autonomy of the student who is attentive in a specific idea may be raised. Besides, students have the opportunity to choose the mood they are looking for and this may boost their autonomy as well.
- Students can learn from TED talks presentation skills and strategies in addition to how to build successful and well-organized talks because TED talks are new and well-constructed speeches that are mostly supported by graphs, tables, pictures, and video-clips, which are different types of visual aids.

In the same line of thought, Kelly (2018) stated that TED talks can be beneficial for English language learners in different ways as it is mentioned bellow:

- Talks about language: Some TED talks are provided by linguists and teachers of English language. The content of these talks can aid English language learners to promote their knowledge of English in particular as well as their knowledge of linguistics in general.
- Simply listening: TED talks are presented by native speakers of English from different places of the world. Learners are not required to listen to TED talks that are only about English to learn it, instead they can see any TED talk that handles any topic which interests them. As a result, listening to native speakers of

English can widen the range of their vocabulary and enhance their comprehension and pronunciation skills.

- **TED transcripts:** The availability of the transcript of any TED talk gives learners the chance to read what the speaker is saying and this supply help to learners in developing their pronunciation skills and their comprehension.

To conclude, based on the previously mentioned advantages, it can be said that TED talks videos can be used by teachers as a useful English language teaching tool. This means that these videos can play a positive role in English language classrooms.

## 2.9 Elements of TED Talks

Delivering an inspiring TED talk, that holds ideas worth spreading, demands from TED talks' speakers considering certain elements that have to be present in their presentations. In this respect, Armillars (2016) and Forbes Agency Council (2016) agreed on the following elements of TED talks:

- **Universal theme:** The talk needs to be built upon an idea that holds a universal theme. This theme has to be characterized by simplicity, understandability and repeatability.
- **Catch phrases:** Speakers have to create and to use captivating and memorable phrases in their talk that will drive people to think.
- **Supporting evidence:** This element is a decisive one and it should be performed in rememberable and understandable manner because it emphasizes that presenters are required to not only use their passionate assertion, but to include also outside proves to support their ideas.
- **Memorable models:** This element concerns the idea that speakers have to give special and unforgettable names to systems and processes that they have mentioned in order to facilitate the understanding of their ideas. For instance, "Give love to get love" stands for reciprocal affinity rule in marketing.
- **The cool factor:** The speaker needs to add an impressive element to his/her talk, which means s/he has to bring an unexpected and a memorable addition. This addition should surprise the audience and make them say "Wow, that was cool".
- **Powerful visuals:** The speaker has to illustrate his/her idea through the use of graphics, videos, photos or physical visuals as a supporting tool in conveying

his/her idea and also to make it memorable for the audience. However, the speaker should avoid overuse of visuals.

- **Emotional connection:** This involves raising an emotion in the audience, which produces an interesting experience for them through using humor, drama and telling personal stories. This leads to the construction of an emotional connection with listeners.
- **Low point:** The presenter has to pull the audience to the low point of his/her story in order to be humanized and relatable in addition to raising the strength of his/her ideas.
- **Twist moment:** The speakers have to tell their audience about the moment that shifted their minds and inspired them. This means the moment when they have explored the idea they are presenting or when they have understood that there must be a change.
- **Authenticity and openness:** This element highlights being authentic and open-minded during speech delivery rather than being fake and imitating others because authenticity and openness will make the audience more engaged with the talk and more connected with speakers.

From what has been mentioned above, it can be concluded that TED talks include a collection of ten different elements. These elements are: universality of the theme, phrases' catchiness, evidence, memorability of models' names, surprising the audience, visuals as well as emotional connection with audience, low point, twist moment, authenticity and openness. As a consequence, public speakers have to keep in mind these elements in order to make inspiring and engaging talks.

## 2.10 Steps to Create a TED Talk

TED talks serve various aims because of their important content. However, creating a TED talk that comprises of a valuable knowledge relies on following and on applying certain steps. For this, Kaye (2017) and Payne (2020) advised to follow certain critical steps to produce a successful TED talk, which are the following:

**Step 1:** The TED talker forms an idea that s/he wants to share.

**Step 2:** The TED talker develops an unexpected and/or a catchy way to start his/her idea.

**Step 3:** The TED talker collects anything and everything that relates to his/her idea.

**Step 4:** The TED talker starts imagining how s/he might open and close his/her talk.

**Step 5:** The TED talker puts the rest of materials in a reasonable order.

**Step 6:** The TED talker talks his/her way to a rough draft of his/her script.

**Step 7:** The TED talker tries out his/her TED talk draft on a volunteer listener.

**Step 8:** The TED talker repeats the following steps as needed:

- Based on his/her listener's feedback, s/he makes changes that will improve his/her draft.
- Practices developing his/her new draft out loud.
- Tries out his/her new draft on a volunteer listener, gets their feedback, and repeats these steps as often as needed until his/her talk has taken a satisfying shape.

The aforementioned steps can be highly needed to create a worthy TED talk. They stress the cruciality of an attractive idea and how to start it. Along with, they stress making the idea vivid through supporting it with everything that it is connected to such as giving examples. Also, these steps present the necessity of considering the way of opening and closing the talk, the arrangement of materials, the talk's script and the volunteer listener. Additionally, the last step highlights listener's feedback, practicing the talk and the edited draft along with re-practicing the steps until the attainment of convincing results.

Kaye (2017) added that instead of hardly seeking for perfection, talkers at TED have to prepare carefully, do their best to show their skills and try to relax too. To simplify more, perfection is impossible to be achieved but working hard is demanded. As a result, there are different steps that should be carefully followed by public speakers to build worthy talks that can appeal people and capture their attention.

## **2.11 Types of TED Talks**

Many people are not knowledgeable of the truth that TED talks are not limited to a same type. In this respect, Reed (2016) pointed that through his analysis to recent TED

talks, he discovered that TED talks belong to one or more specific categories. He gave five categories, which are:

- **The biography:** The TED talk that falls into this category has to include a personal touch like narrating a story about how s/he (the speaker) becomes concerned with a specific topic or field.
- **The crystal ball:** Here, TED talks have inquisitive or questioning titles because they strive to make the audience highly curious. For this reason, the crystal ball's TED talks consist of predictions and speculations about the future effect of a certain new invention or breakthrough on the world, a nation, population or person.
- **The discovery:** This category holds intriguing TED talks because it conveys either thoughts expressed in a series of problems and solutions such as Adam Grant's TED talk titled "The surprising habits of original thinkers", or a hero's journey narrative like Danielle Feinberg's use of Casting Pixar story (as a hero) to deliver the story of "The magic ingredient that brings Pixar movies to life".
- **The explanation:** Here, the aim of the TED talker can be explaining and informing. Topics within this category can comprise an idea, a concept, a process, a service or a product.
- **The history lesson:** In this category, the TED talker explores studies or recognizes trends linked to the presenter's own industry. Here, the TED talker offers lessons that s/he has learnt in a form of an interesting conversational presentation.

From what has been synthesized from the above types, TED talks can take different types. These types can be distinguished through what they are mainly based on, which means dealing with personal stories, predictions and speculations, problems/solutions, hero's narrative journey, explaining and informing, or exploration of studies and recognition of trends. Consequently, TED talks can be classified into varied types. This means TED talkers have to select and consider the type that is more suitable and fits their ideas.

## 2.12 Characteristics of a Good TED Talk

Many people from distinctive fields and countries have gained the opportunity to stand at TED's platform and most of them have succeeded in presenting captivating and useful talks. However, most great and special TED talks have common characteristics. For

this reason, Waknell (2012) proposed five characteristics which he thought that best TED talks all share. These characteristics are:

- **Simple:** Since TED talkers have to deliver talks in only 18 minutes, they are advised to provide simple messages because complex ones may not be accessible and comprehensible to their audience. For this, the talker should determine clearly his/her objectives which he/she wants to attain by the end of the talk. Another vital point connected to simplicity is the number three like giving three examples, three keys and three steps due to the fact that people mostly remember three points.
- **Clear:** As simplicity, clarity of the message to audience is important as well. In a slide, clarity involves the ad of text in each used image to make its context and its meaning clear. In addition, the talk needs to have a clear structure; however, key messages should be repeated three times in order to make them memorable for audience.
- **Original:** It is a critical characteristic because it shows the difference between TED talk speakers. It is about the way speakers present their messages. In other words, originality can be seen in the used strategies to convey messages in a memorable way in addition to the messages themselves.
- **Relevant:** TED's audiences opt for ideas worth spreading, which means new and engaging ideas. TED talkers are required to deliver messages that are relevant to their audience in order to satisfy their expectations. Thus, audience need to be inspired and influenced by the end of the talk.
- **Enjoyable:** It is likely the most difficult and significant characteristic because here TED talkers need to entertain their audience. TED talkers can captivate the attention of the audience through being passionate and being interesting. Additionally, they have to communicate the talk in a clear and in a memorable manner. Moreover, using humor and slides are also important in keeping the audience interested in what talkers are saying.

From what has been mentioned previously, it can be synthesized that successful TED talks are simple, clear, original, relevant and enjoyable. This means, TED talkers can rely on these characteristics as a guide when aiming to create memorable talks.

On the other hand, Kaye (2017) reported that Chris Anderson (n.d) mentioned three characteristics of successful TED talks in his TED talk "TED's secret to great public

speaking”. Anderson noted that the first characteristic is focusing on one major idea. To explain this characteristic, he said that the TED’s speaker should concentrate on one idea that s/he highly interested about and should try to explain it accurately in a manner that makes it comprehensible. Moreover, giving people a reason to care is the second characteristic stated by him and he said that it implies that the TED’s speaker should give intriguing and provocative questions to thrill the audience’s curiosity. Moreover, Anderson’s the third characteristic of a great TED talk is building the idea with familiar concepts. Accordingly, he acknowledged that the TED’s speaker should build his/her idea based on known concepts that the audience already comprehend. To conclude, being aware of the different characteristics of great TED talks contributes in the construction of effective TED talks.

## **2.13 The Characteristics of a Good TED Talker**

Efficient TED talkers are the ones who are capable of creating productive TED talks that have a valuable influence on people. Those talkers have certain qualities which distinguish them from other TED talkers. Based on research under this title, Chris Baily was probably the only valid source that can be relied on. Chris Baily is a writer who has written many articles about productivity. He wrote also the books (Hyper focus and The Productivity Project). Baily (2013) listed seven characteristics of highly effective people who gave TED talks, which are:

### **2.13.1 They See Limits Differently**

Speaker who eyed limits in an unusual way had preformed the most meaningful and popular TED talks. Some of the main examples include a professional percussionist named Evelyn Glennie, who lost the ability to hear at an early age (13 years old). Therefore, effective TED speakers are the ones who do not know surrender to limits because they try to find manners, which blow the constrains that they face in the path of what they seek to reach.

### **2.13.2 They Care an Inordinate Amount about Just One Thing**

The majority of TED talkers are passionate about one major thing, which they master and have valuable knowledge about. They can likely speak for days about what they are presenting in the TED talk, but fortunately TED talks should not exceed 18 minutes.

### **2.13.3 They See How Their Work Fits into the Bigger Picture**

Despite the especial passion of TED talkers on one specific thing, most of them were conscious about how their work can serve and benefit the globe. This means that they can imagine the productivity of their work at a ground level.

### **2.13.4 They Are Insanely Curious**

The majority of speakers at TED are pioneers in the domain of technology, entertainment, and design (TED) and that is why they are curious. However, some of them are incredibly curious till the degree of being insanely obsessed with curiosity. For instance, James Cameron was the first human in the entire world who dived lonely into the bottom of the Mariana Trench. Besides, he is the creator and the director of blockbuster movies such as Avatar and the Titanic. Additionally, he advised NASA to take future missions to Mars. Therefore, TED talk's speakers are guided by curiosity and this is what makes them a part of TED.

### **2.13.5 They Care about, Create, and Invest in 'Tribes'**

TED talkers often talk about their tribes, which are the individuals that they pass most of their time with and share with them same ideas, principles and passion. Most of TED talkers asserted that their tribes inspired and encouraged them to become more productive. However, some TED talkers' speeches were about the conception of tribes themselves and their great power.

### **2.13.6 They Are Just a Bit Crazy**

Each TED speaker sounds somehow crazy, but Clifford Stoll was the craziest TED talk speaker. As a case in point, Seth Shostak promised that if people do not discover outer space life in the coming (23) years, he will buy them a cup of coffee. In essence, effective TED talkers are those who seem crazy because they assume that they can change the world and they are probably able to do it.

### **2.13.7 They Work Unbelievably Hard**

Efficient talkers at TED made large efforts to spread their ideas, influence and inspire people to follow them. Effective TED talkers do their best to fight illness in addition to negative and unhealthy habits that can hurt humans. Furthermore, they seek to

raise people's awareness about what may benefit them and what may not because most of their talks have universal messages.

To deal with the above characteristics of a good TED talker, it can be summarized that TED talkers' limits, their major interest, benefiting the globe, insanelly curiosity, tribes, craziness and hard work are the reason of their success on TED's stage and their influence on audience. Therefore, these characteristics can pave the way to the creation of successful talkers.

## **2.14 Nonverbal Patterns to a Great TED Talk**

Most TED talks that achieved a large number of views on YouTube share compelling, special and charisma of their speakers, which is reflected in their body language especially the presence of their hand gestures. In 2015, the behavioral investigator Vanessa Van Edwards who is the leader of science of people "Human behavior research lab" and her team discovered five nonverbal patterns shared between the best TED talks and distinguished them from the less popular ones. Additionally, Colowich (2015) agreed on the patterns stated by Vanissa Van Edwards and her team (2015), which are mentioned as follows:

### **2.14.1 It Is Not What to Say, It Is How to Say It**

According to Edwards and her team (2015), "People liked the speakers just as much with sound as on mute. This means we rate someone's charisma, credibility and intelligence based on nonverbal signals" (para.16). In other words, performing a great talk demands speakers' care on their body language as much as on what they are saying.

### **2.14.2 Jazz Hands Rock**

Edwards and her team (2015) said that: "The more hand gestures, the more successful the talk. There was a direct correlation between the number of views on a TED talk and the number of hand gestures" (para.18). To express it differently, speakers need to overuse their hands while talking as a tool to captivate the audience attention. Likewise, speakers' hands are a paralinguistic means to display and to create trust because when a person uses his/her hands while talking, s/he will seem more trust worthy. In addition, the use of hands to describe a concept gives the audience easier time to receive the message.

Thus, speakers who perform their speech and use their hand gestures address their audience verbally and nonverbally (Edwards et. al, 2015).

### **2.14.3 Scripts Kill Speaker's Charisma**

Vocal cues are a form of body language. Moreover, depending on the science of people study, which showed that there is a relation between the sum of the fluctuation of TED talk speakers' voice tone, volume, pitch and the amount of views on TED talks, it can be said that charisma and credibility ratings of the speaker can be boosted by vocal variety. This means that the speaker can rely on telling stories as a way to capture the imagination and the attention of the audience. Thus, the speaker has to stress different words, slow and faster his/her pace and vary his/her volume on critical points (Edwards et.al, 2015).

### **2.14.4 Smiling Makes the Speaker Looks Greater**

The research of Edward and her team found a result that opposes researches on smiling, which show that leaders mostly smile less. Accordingly, the more TED talkers smile the more they seemed intelligent. This means, making the intelligence ratings higher demands from speakers smiling even if they are presenting serious issues (Edwards et.al, 2015).

### **2.14.5 The Speaker Has Seven Seconds**

For Edwards et.al (2015), the first seven minutes of the talk are crucial as they resemble the time during which the audience build their first impression and their judgment about the whole talk. According to Ambady (n.d), "For efficiency purposes, the brain makes very quick judgments of people within the first few seconds of meeting them. Typically, this happens before any words exchange" (as cited in Edwards et.al, 2015, para. 24). Based on this, TED speakers can attract their audience when they think, select and plan carefully their first words of the talk and how they are going to deliver them in an interesting manner.

In brief, nonverbal communication is an integrated part of fruitful TED talks. Accordingly, body language, hand gestures, voice tone, volume, pitch, and smiling in addition to speaker's first words that draw the first impression of audience support TED talkers in capturing their audience. Thus, nonverbal language is as important as verbal language in TED talks.

## 2.15 TED Vs TEDx

As an idea, TEDx is an organization that offers a stage to individuals as an opportunity for them to share what they are convinced in. Besides, its talks are free online as videos. For Austin college (2020), “In the spirit of ideas worth spreading, TEDx is a program of local, self-organized events that bring people together to share a TED-like experience” (para.1). To illustrate more, TEDx gives individuals a chance to inspire people by their ideas in which they present in their local community talks that sound like TED talks.

Both TED and TEDx are beneficial in many life aspects, but many people around the world do not distinguish between TED and TEDx, and most of them believe that they are exactly the same. Due to this, Fidelman (2012) pointed that the ‘x’ in TEDx reflects certain persons that do not appear on camera or in the auditorium and they are the organizers, but organizers at TED are Anderson and his team. He added (2012), “The difference between TED and TEDx events is that the former takes more of a global approach while the later typically focuses on a local community that concentrates on local voices” (para.3). To simplify, TED is mainly a global event whereas TEDx is a local one in which its speakers and its audience belong to the same locale where it takes place.

Similarly, Kungu (2020) agreed on Fidelman perspective and he added precisely the main differences between TED and TEDx and he explained them as the following:

- **Approach:** TED talks take a global approach while TEDx focuses on the local community. Therefore, TED events are more about what affects the world and their solutions. TEDx focuses on the voices of the local community and their problems and solutions (para.12).
- **Licensing:** TED is entirely independent organization, and they do not need a license from any organization except the ones the media requires. TEDx, on the other hand, are independent but they are TED organized events thus they require a license from TED before hosting an event (para.13).
- **Production:** TED talks are produced from performers during official TED events, TEDx events, on the other hand, are independently produced TED-like events. The style has to be like that of TED shows, but organizers will select their speakers (para.14).

- **Speakers:** TED talks involve prolific speakers in their shows. The speakers are often experts in their fields. TEDx speakers, on the other hand, must not be leaders or experts in their fields. Anyone can host the show (para.15).
- **Publicity:** TEDx events are mostly privately arranged, and it involves a smaller crowd. TED shows are more prominent, and they include a more significant crowd of prominent individuals being featured in them as compared to TEDx (para.16).

From what has been mentioned above table, it can be said that TED talks care and focus on universal problems and subjects while TEDx talks deal with local issues. Moreover, TEDx is not independent from TED and it is connected with it because TED's license is what allows to TEDx events. Besides, TED events and TEDx events production is independent from TED events, but TEDx ones imitate the show style of TED events. Another significant point is the condition of expert speakers in TED unlike the ones in TEDx. As well, TED's audience is larger and it contains outstanding and noted people in comparison to TEDx audience.

On the other hand, despite the previous differences, Kungu (2020) noted that both TED and TEDx talks belong to three fields, which are technology, entertainment and design. Furthermore, he asserted that they share a central purpose. This purpose is spreading ideas to all people around the world in order to better the world and to post their talks online. He added that most talks in both TED and TEDx are related to either science or global business. Moreover, Kungu (2020) highlighted that they provide individuals with a platform to deliver their ideas, believes and passion. Finally, they expose people to appealing information that can aid them in bettering their lives (Kungu, 2020).

To sum up, it can be said that that TED and TEDx differ in approach, license, production, speakers and audience. However, as a first impression, TED and TEDx apparently look the same in front of camera. Thus, TED may be seen as the mother of TEDx.

## **2.16 Conclusion**

Videos recently dominate English language teaching and learning because they can enliven the classroom leading to entertaining and appealing learners more and more. Moreover, the special kind of videos named TED talks can also positively form a unique and a highly effective support and source for English language learners. In this chapter, the researcher presented the major aspects that teachers should pay attention to when teaching English language, the use of videos, types of videos that can be used inside the class in addition to the main reasons that push teachers to associate videos with teaching. Besides, she dealt with specific points concerning TED talks videos such as their definitions, importance, history, elements. Furthermore, she provided the steps of how to create an efficient TED talk, types and characteristics of TED talks. As well as, she presented TED talkers characteristics, nonverbal patterns to create a great TED talk and TED Vs TEDx. It is worthy to mention that the following chapter will deal with field work and data analysis.

**Chapter Three**

**Fieldwork and Data**

**Analysis**

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### **3.1 Introduction**

The current chapter is devoted to the field work of this research. It provides a detailed analysis of the gathered information; following this, an overall discussion of the obtained findings in order to examine the research hypothesis, which states that the TED talks videos in the classroom may help EFL learners develop their public speaking skills. For the purpose of achieving a valuable data, the researcher used one data collection tool. Precisely, she addressed a questionnaire to both third-year EFL students and EFL teachers who teach or have experienced teaching oral expression module.

### **3.2 Students' Questionnaire**

#### **3.2.1 Administration and Aim of the Students' Questionnaire**

The present questionnaire was printed and then distributed hand to hand to (70)EFL students of third-year at Biskra University. It is worthy to mention that these students were selected randomly. This questionnaire was administrated on the 11<sup>th</sup> and 12<sup>th</sup> of March, 2020. Precisely, the researcher handed (50) printed copies in the first day, then (20) in the next day. Consequently, only (46) students answered the questionnaire. This questionnaire is intended to reveal the problems which third-year students encounter in public speaking, especially when they perform in front of their teachers and classmates. It also aims to know whether they are aware of the importance of TED talks videos in improving their public speaking skills or not.

#### **3.2.2 Description of the Students' Questionnaire**

The present questionnaire consists of (21) questions and most of them are followed by sub-questions. This questionnaire is a semi-structured questionnaire because it is composed of different types of questions. Precisely, it includes closed questions (yes/no), multiple choice questions, or ticking up the most appropriate response from a set of options. Besides, it includes the following up questions, which can give the chance to gain many clear and insightful answers. The following up questions are either multiple choice questions or open ended ones in which students are asked to justify their choices or to specify other answers in addition to the listed ones.

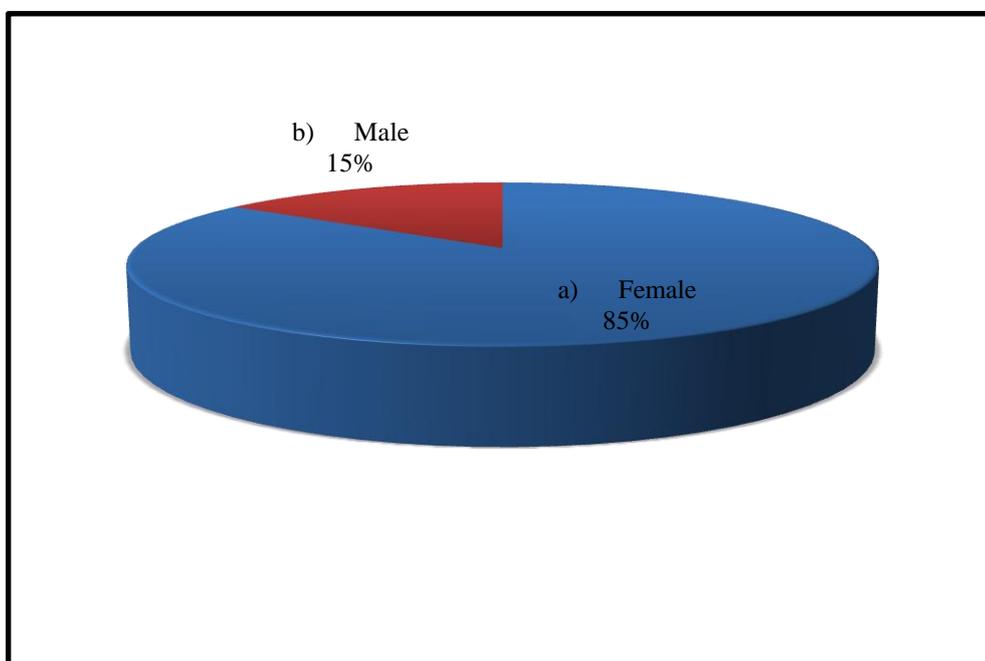
The students' questionnaire is divided into three sections; each one of them is devoted to a particular aspect related to the research. Section one contains four items and it

targets students' gender, the main skill needed to be improved, importance of speaking skill compared to the other skills and students' preferable speaking activity. Section two is comprised of ten items and it is designed to explore issues in the skill of public speaking among third-year EFL students. The last section includes five items and most of its questions deal mainly with students' perceptions and attitudes towards TED talks videos and their benefits.

### 3.2.3 Analysis of Students' Questionnaire

#### Section One: Personal/General Information about Speaking Skill

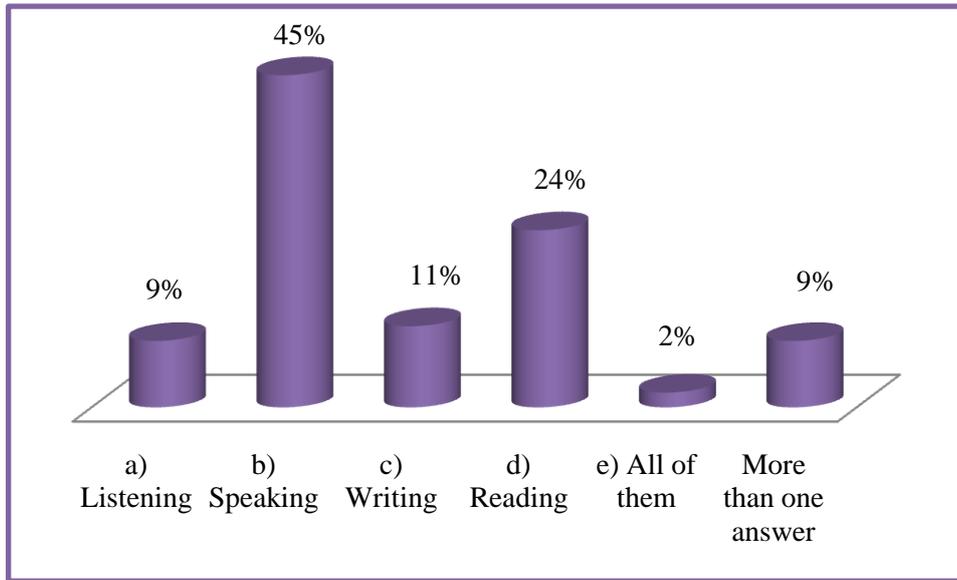
**Item 01.** Would you specify your gender?



**Figure 01:** Gender distribution

This question aims at revealing students' gender. As illustrated in the figure above, (46) students contributed in this questionnaire. However, it is shown that female students dominated the sample under investigation since they present the higher estimated percentage which is (85%), unlike male students who present only (15%) of the sample. This reveals that girls are more interested in learning English language as a branch in Biskra University compared to boys.

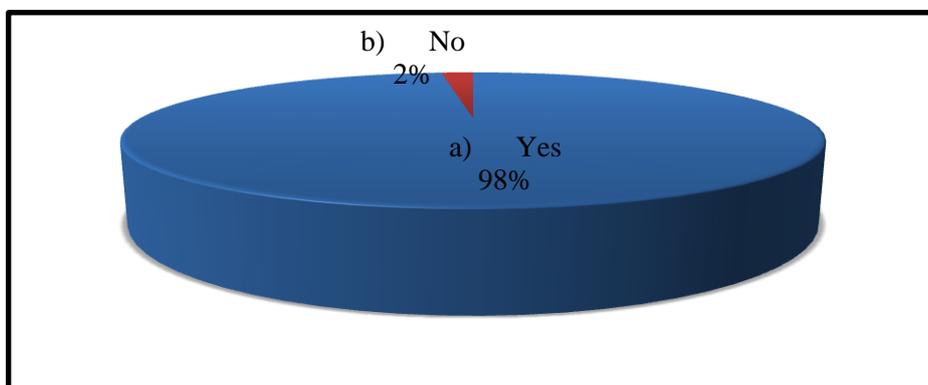
**Item 02.** Which skill do you want to improve the most?



**Figure 02:** Skills students would like to improve

This question is asked to discover which of the four skills is more important for third-year EFL respondents. Along with, this question helps in detecting whether third-year EFL students see that the four skills have an equal importance or only some of them. Based on the figure above, nearly half of students (45%) assumed that speaking skill is the most important one in third-year learning while (24%) of students chose reading skill, then writing with (11%). Finally, only (9%) of respondents selected listening. Therefore, most third-year EFL students care mainly in developing and in ameliorating their speaking performance, since the productive skill ‘speaking’ gained the highest percentage (45%).

**Item 03.** Is it important for you to develop your speaking skills compared to the other skills?



**Figure 03:** The importance of developing speaking skill

The figure (03) reveals that only (2%) of respondents did not agree on the idea that speaking skill is the most important skill in comparison to the other skills whereas the majority of them (98%) affirmed that they did. These results correspond with the ones obtained in the previous question in terms of the importance of speaking skill for third-year EFL students. However, nearly half of them said that they would like to improve mainly their speaking skill in (Q2), which may reflect that most students are aware of the significance and the necessity to develop this skill even though it is likely not the first and major interest for some of them.

**If yes, this is because (you may choose more than one answer)**

**Table 01:** Students' reasons behind developing their speaking skill

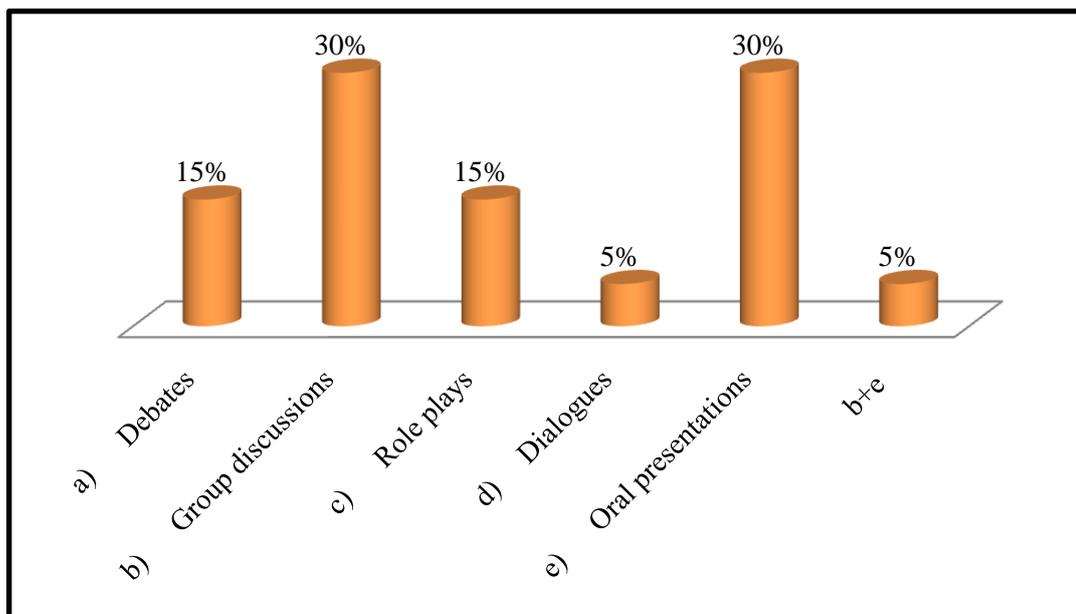
<b>Element</b>	<b>Number</b>	<b>Percentage</b>
a) You want to achieve better results in speaking assignments	5	12%
b) Your job role requires it	2	4%
c) You need it for traveling purposes	1	2%
d) You need it for online communication purposes	2	4%
e) You want to be an English language teacher	9	20%
f) All of them	2	4%
g) More than one choice	24	54%
<b>Total</b>	<b>45</b>	<b>100%</b>

The displayed results in the table above identify the major reasons that motivate the (46) respondents who said 'Yes' to develop their speaking skill. As it is shown, more than the half of respondents (54%) chose more than one reason to improve their speaking skill while (20%) limited their choice to their desire of being an English language teacher. In addition, a percentage of (12%) refers to those who selected the reason that they want to achieve better results. However, three equal percentage (4%) of the sample represent the respondents who opted for developing their speaking skill due to all of the given reasons, their job role (this one reflects mainly students who work) and online communication purposes.

Moreover, traveling purposes is given the lowest importance because it is selected by only one respondent (2%) of the sample. In addition, one of the respondents added the opportunity to better communication skills as another reason out of the given ones.

Consequently, learning speaking skills is beneficial for students from different sides because it serves various purposes related to their life at the university, as well as, their daily life.

**Item 04.** Which of the following speaking activities you prefer most? Choose just one option.



**Figure 04:** The speaking activities students prefer most

This question is designed to detect the most preferable speaking activities that encourage third-year EFL students to speak in the classroom. The above figure illustrates that a similar considerable percentage of the sample (30%) prefers group discussions and oral presentations. On the other hand, (15%) of the respondents selected debates as their favorite speaking activity. This is an equal percentage to those who chose role plays. However, a percentage of (5%) asserted that dialogues are what they like the most and the rest (5%) highlighted that they prefer both group discussions and oral presentations. These results exhibit the variety of students' preferences and the tendency of most of them towards group discussions and oral presentations.

#### **Students' Justifications of Their Answers**

##### **a) Debates**

In this category, most of those who prefer debates emphasized that debates are the best speaking activity, where they can express their opinions, thoughts and beliefs freely.

Additionally, two students noted that debates are what reflect students' real level and competence in the speaking skill as one of them declared: "Debates are the highly performance in speaking skill". Only one student highlighted the importance of debates in developing communicative skills while another student believed in the usefulness of debates in improving arguments and opinions.

### **b) Group Discussions**

The majority of respondents who chose group discussions mentioned their role in improving their English language, acquiring new vocabulary, information and exchanging ideas. In addition, one student viewed group discussion as an entertaining activity because he reported, "It is funny to learn like that». Moreover, three students denoted that group discussion offers them the opportunity to be corrected by their classmates and learn from them as well.

### **c) Role Plays**

The majority of respondents who selected role plays claimed that role plays give them more freedom on how and what to say; for instance, one of them asserted that: "I feel free in how to speak and what to do; I may help myself by body language to make the audience understand what I mean". Therefore, most of third-year EFL students realize the role of nonverbal language in facilitating the meaning of what is transferred verbally. However, for one of the students, role plays make him less anxious and they are not limited because they can encompass all of the given speaking activities.

### **d) Dialogues**

As it is mentioned before in item (4), dialogues are chosen by only two students (5%) and just one of them provided a justification. This student stated a confusing justification which is: "In dialogues, we can speak in more than one topic, so it gives us the chance to improve our speaking skills more". The idea of speaking in more than one topic in a single dialogue may reveal the student's misunderstanding of the meaning of dialogues or she may want to say that dialogues can hold more than one opinion, but she expressed her idea wrongly due to lack of concentration.

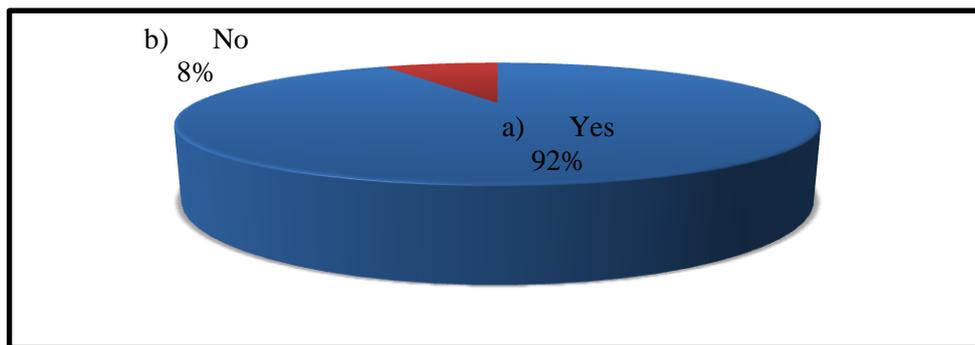
### e) Oral Presentations

Under this category, the most common justification that respondents emphasized is that oral presentations make them feel more comfortable in comparison to the other given activities because they have enough time to prepare what they are going to say in advance. Thus, being well-prepared and ready to present is what attracts and motivates most of them. Moreover, a considerable number of the respondents stressed the factor “Working alone”, as one of them declared: “I feel more comfortable doing oral presentations by myself because no one is distracting me”, which may reflect that introvert learners (who prefer working individually) likely regard oral presentation as the most suitable and comfortable speaking activity for them.

Consequently, from what has been said above about the four speaking activities, the researcher can deduce that although group discussions and oral presentations motivate most of third-year EFL students. Yet, teachers should not neglect other students’ preferences and vary in the use of all the given activities depending on their students’ needs and what will suit their speaking lecture to raise students’ interaction and enthusiasm inside the classroom.

### Section Two: Students’ Public Speaking Skills and Their Difficulties

**Item 05.** Have you ever experienced speaking in front of a large number of people?

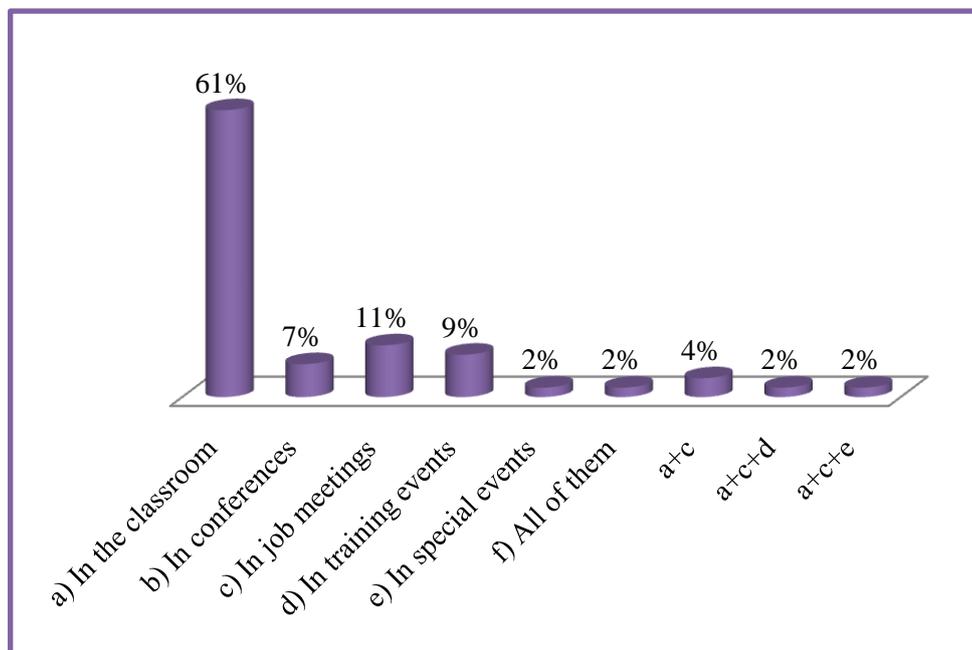


**Figure 05:** Students’ experience of speaking in front of a large number of people

The rationale behind this question is to know whether students have experienced speaking in front of a large number of people or not. According to the displayed results, an important number of respondents (92%) claimed that they spoke in front of a large number of people. However, four respondents (8%) chose to answer with no. Therefore, the vast

majority of third-year EFL students have an experience in terms of speaking in front of a large number of individuals, which means they are familiar with public speaking.

**If yes, would you specify where exactly?**

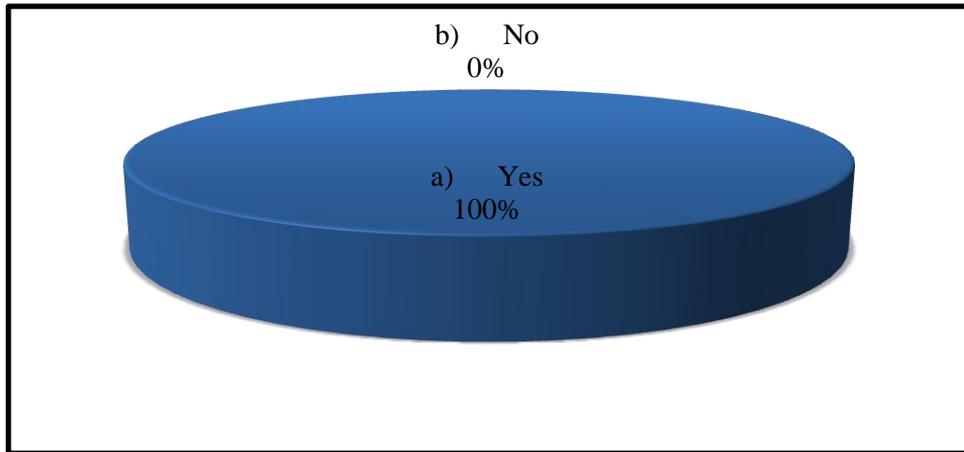


**Figure 06:** Settings where students experienced speaking in front of a large number of people

The above figure determines the places in which the respondents who chose ‘Yes’ spoke in front of a large number of people. It is clearly observed above that (89%) of respondents experienced talking in the classroom in front of their teachers and classmates while three respondents (7%) selected two of the provided settings which are “The classroom” and “Some events”. Then, a rate of (2%) refers to those who tried speaking in some events. Yet, an equal percentage (2%) refers to those who experienced speaking in all the given settings. However, none of the respondents pointed that s/he experienced speaking only in conferences and seminars. Finally, a respondent noted that he always attends English clubs and speaks in front of a large number of students from different branches.

To sum up, the majority of students asserted that classroom is the common place for them where they tried speaking in front of a large number of people.

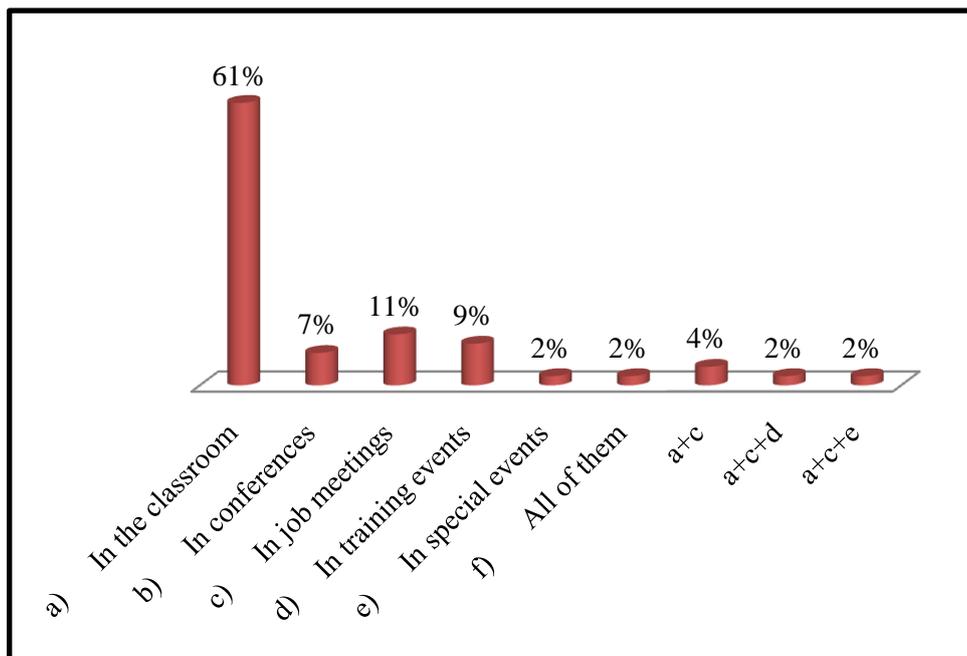
**Item 06.**As a student, is it necessary to develop your public speaking skills?



**Figure 07:** Students' necessity to develop their public speaking skills

This item aims to explore third-year EFL students' awareness about the role of developing public speaking skills in EFL learning. As it is shown in the above figure, all the respondents (100%) agreed on the necessity to develop their public speaking skills. Thus, third-year EFL students are familiar with public speaking as a concept and their consciousness about the significance of developing their public speaking skills has been validated.

**If yes, where do you need to speak in public? Choose just one option.**

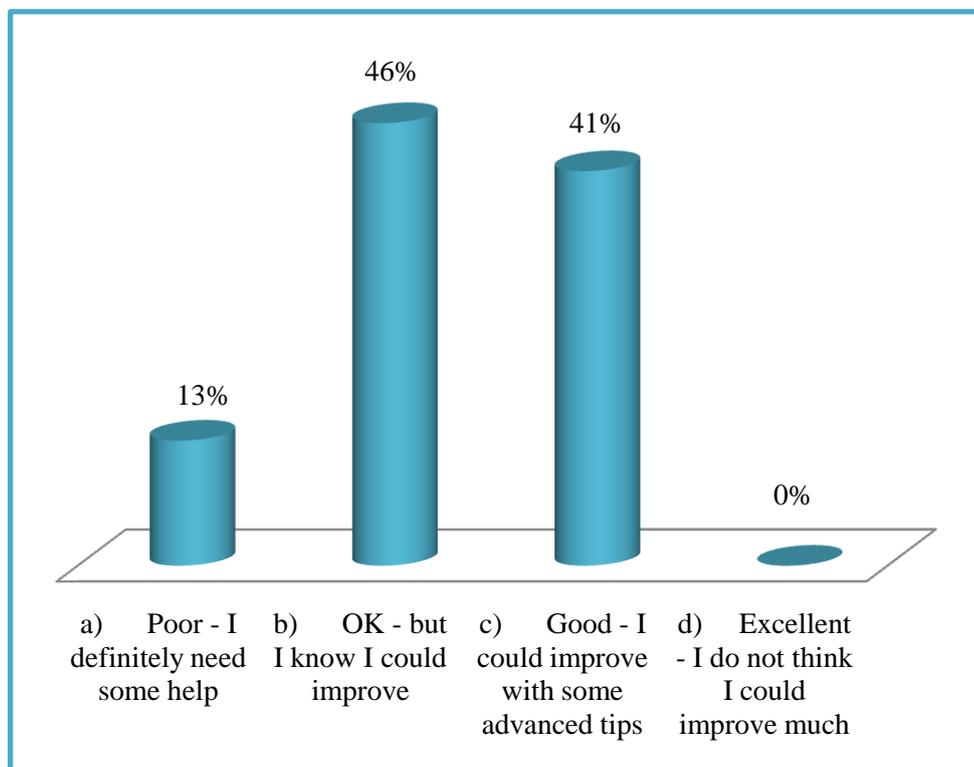


**Figure 08:** Settings where students need to speak in public

The figure (08) identifies the settings where the respondents think that they need to speak publically. As it appears in the results, the biggest percentage of the sample (61%) affirmed that classroom is the context in which they need to speak in public. This may be due to speaking assignments given by EFL teachers, especially oral presentations. Whilst, job meetings represent (11%) of the sample. This may demonstrate the role of ameliorating public speaking skills in gaining jobs and career success. The respondents also gave (9%) to training events, (7%) to conferences and (4%) to the classroom and job meetings whereas (2%) for special events, all of the provided settings, classroom and job meetings. Similarly, the same rate (2%) represents those who selected “classroom, job meetings and training events” and those who answered with “Classroom, job meetings and special events”.

Accordingly, although the majority of respondents asserted again (as in item 5) that classroom is the main place where they speak in public. Yet the divergence in students’ responses sheds light on the students’ awareness of the need of public speaking skills inside and outside the classroom walls, and explains the importance of devoting enough time to teach public speaking skills.

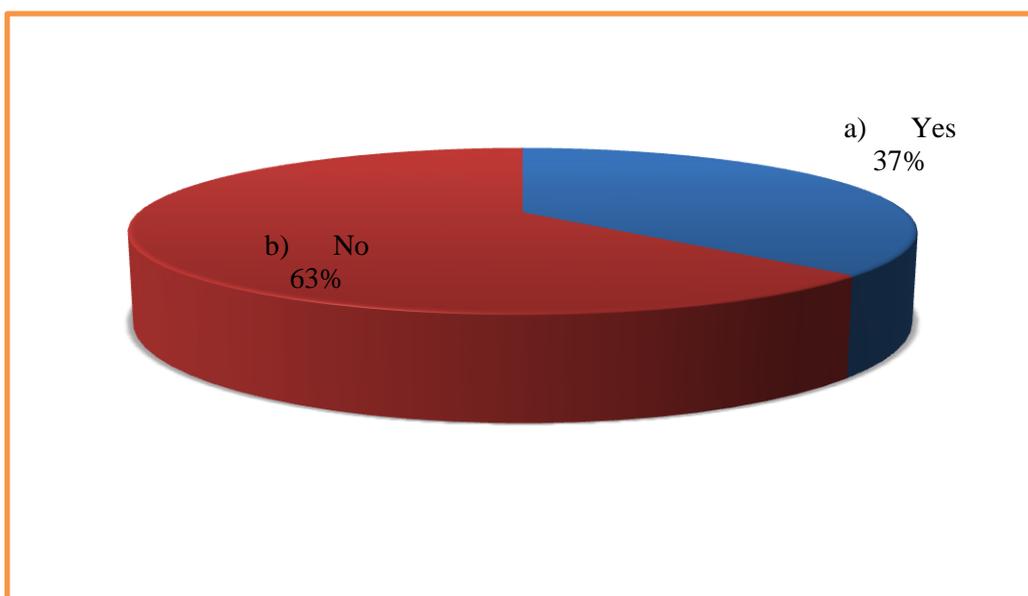
**Item 07.**How can you evaluate your public speaking proficiency?



**Figure 09:** Students’ evaluation of their public speaking proficiency

To sum up the yielded data in the figure (09), a considerable percentage (46%) refers to respondents who confirmed that their public speaking proficiency is somehow acceptable; yet, they could improve it. This is followed by (41%) to those who agreed that they have a good public speaking proficiency and they are able to enhance it more, even with high-level tips. (13%) represents those who have poor public speaking skills and who definitely need some help. That is to say, those respondents are not satisfied about their proficiency in public speaking and need teachers' support and intervention. However, no one of the respondents noted that s/he proficiency level in public speaking reached excellence. Thus, the researcher can deduce that all the respondents are interested in learning public speaking and improving their competence in this skill.

**Item 08.** Do you think that linguistic competence is enough for learners to deliver a good speech?



**Figure 10:** Students' perceptions whether linguistic competence is enough for them to deliver a good speech

This question objective is to unveil third-year EFL students' views on the role of linguistic competence alone in the delivery of an effective speech. The majority of respondents (63%) said that the delivery of good speeches do not rely only on linguistic competence. On the other hand, the rest of the respondents (37%) believed that linguistic competence is sufficient to deliver an interesting speech. As a result, most of third-year EFL students at Biskra University confirmed that someone who is linguistically competent

does not necessarily mean s/he can be a good speech deliverer. This reveals that they are comfortably aware of the impact of body language on good speech delivery.

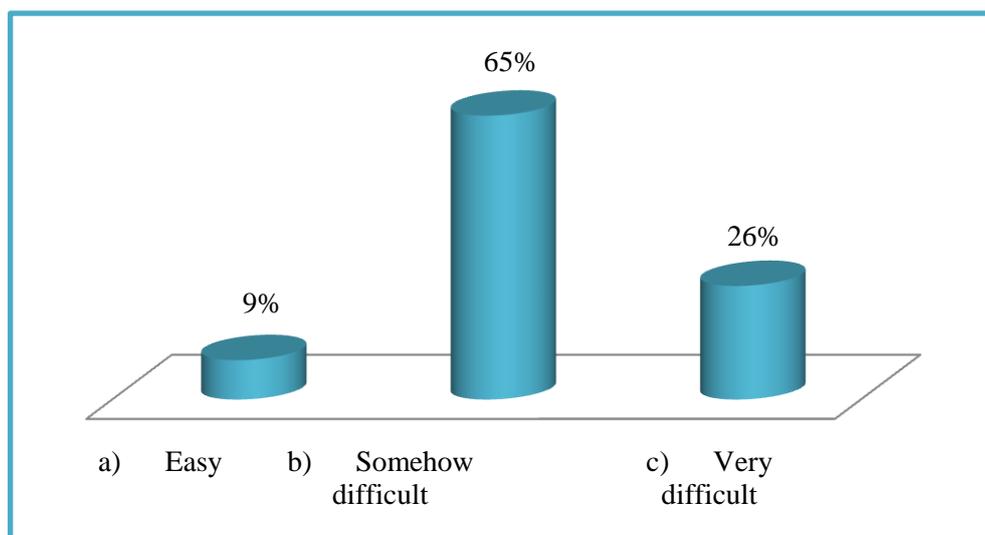
### **Students' Justifications of Their Answers**

Concerning respondents' justifications of their answers, most of those who answered "Yes", said that mastering grammar, having a wide range of vocabulary and pronouncing appropriately are what they only need to deliver valuable speeches, as one of them noted, "Correct grammar and vocabulary with a good pronunciation will definitely help learners to deliver a good speech". Besides, one of the respondents asserted that people can transmit information successfully without the need of body language. In contrast, those who answered "No" mentioned other factors that impact negatively the delivery of a speech such as: stress, shyness, lack of self-confidence and courage to speak in front of an audience. Accordingly, psychological factors have an influence on the success of speech delivery.

Moreover, two respondents denoted that the way of delivering the speech including body movements and gestures has a vital role in performing successful speeches. Along with, three respondents stressed the need to be cultivated in order to construct convinced arguments; for example, one of them said: "Sometimes I cannot produce a good speech with good arguments; I need to be cultivated". In other words, lack of information is one of the constraints that can impede students from delivering good speeches. A respondent referred to being knowledgeable about the culture of audience to construct a socially acceptable speech, which gives a sign that good speech deliverer takes ethics into consideration (respecting the audience values).

From what is mentioned above, one can deduce that most third-year EFL students asserted that the delivery of good speeches relies not only on how the speaker is linguistically competent, but also on body language, being self-confident, courageous and cultivated in addition to the significance of overcoming stress and shyness as well as respecting ethics. Thus, those students are well-accustomed with public speaking skills.

**Item 09.**How do you find speaking in front of a large number of people?



**Figure 11:** The degree of speaking difficulty in front of a large number of people

The results exhibited in the above figure present to what extent the activity of speaking in front of a large number of people formulates a difficulty to third-year EFL students. The majority of respondents (65%) find speaking in front of a wide audience quite difficult. Twelve respondents (26%) asserted that they face serious difficulties in speaking in front of a wide number of individuals. However, only few respondents (9%) said that they do not find any difficulties when speaking in public. Therefore, speaking in front of a large number of people is not easy to the most of third-year EFL students at Biskra University.

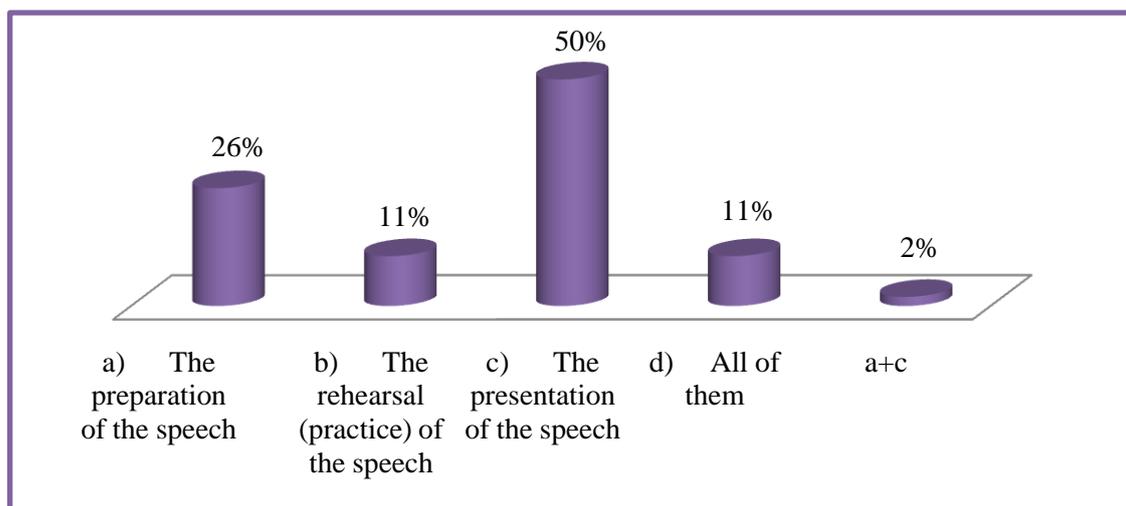
### **Respondents' Justifications of Their Answers**

In this question, the respondents were asked to justify their responses. They provided varied justifications. Initially, the minority of respondents who find speaking in public easy did not justify except one who said, "As a student of third year, somehow I got used to using English and I do not feel it something stressful as it was in first year". This means that the more students practice English language, the more they develop their speaking abilities and overcome their speaking difficulties. However, the majority of those who answered choosing "Somehow difficult" listed some reasons that led them to view the act of speaking in front of a large group of people somehow challenging, these reasons are: "Shyness", and "Anxiety". They pointed also that these reasons sometimes make them forget what they are going to say.

In the same path, two respondents claimed that they do not like being observed by others, which implies that they dislike being in the spotlight or center of attention. Additionally, one of the respondents added, “It can be very stressful especially when you have to make an eye contact with them”, which is likely due to the fear from audience reaction towards what s/he is saying. Another respondent noted that some settings affect his/her speaking performance. In other words, the external factor “Environment” may cause an obstacle for some as well. On the other hand, those who chose another level of difficulty and ticked the option “Very difficult” acknowledged that the following factors, which are: “Anxiety”, “Poor knowledge”, “Inadequate vocabulary”, “Shyness”, “Fear of making mistakes”, “Lack of self-confidence”, “Low self-esteem”, “Poor linguistic competence”, and “Reaction of audience” impose serious difficulties on their behalf when speaking in front of a large group of individuals.

As a consequence, the majority of respondents admitted that they encounter different challenges when speaking in front of a large number of people, which are mostly related to psychological factors. In addition, most of these difficulties are not very sophisticated and they can be surmounted by the students themselves in addition to their teachers’ support.

**Item 10.** Which public speaking stage(s) do you find more difficult?



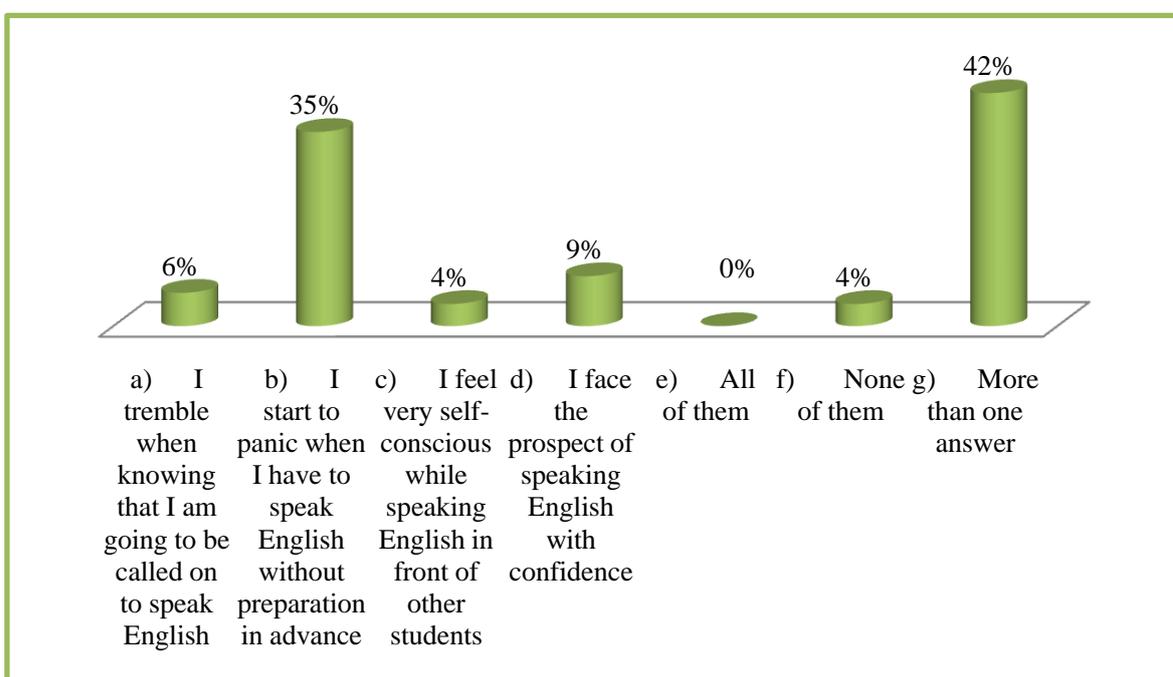
**Figure 12:** Public speaking stages that students find more difficult than the others

Since most of students face difficulties in public speaking, this question was asked to reveal the hardest public speaking stage for third-year EFL learners. As it is shown in the figure (12), half of the respondents (50%) voted for the third option (presentation of the

speech), which is probably due to low self-confidence in their abilities, shyness and anxiety and these have been taken from their justifications in the previous question (Q9). Yet, poor nonverbal aspects of the delivery, disability to manage time properly and to organize materials while presenting are possible reasons too.

Meanwhile, (26%) of respondents face difficulties with the first stage (preparation of the speech). This is likely due to poor linguistic competence and knowledge (from students' justification in previous question) while others (11%) noted that rehearsal of the speech is the most difficult stage. This may reflect that they do not know how to rehearse the speech efficiently or how to prepare the materials that are going to be used during speech delivery. Similarly, (11%) of respondents stated that all the stages are not easy; then, only one student (2%) claimed that both preparation of the speech and presenting it are difficult. Hence, it can be deduced that none of the stages is easy for EFL students, but presenting the speech is what most students fear.

**Item 11.**How do you feel when asked to perform an individual task in front of your teacher and classmates? You may choose more than one option.



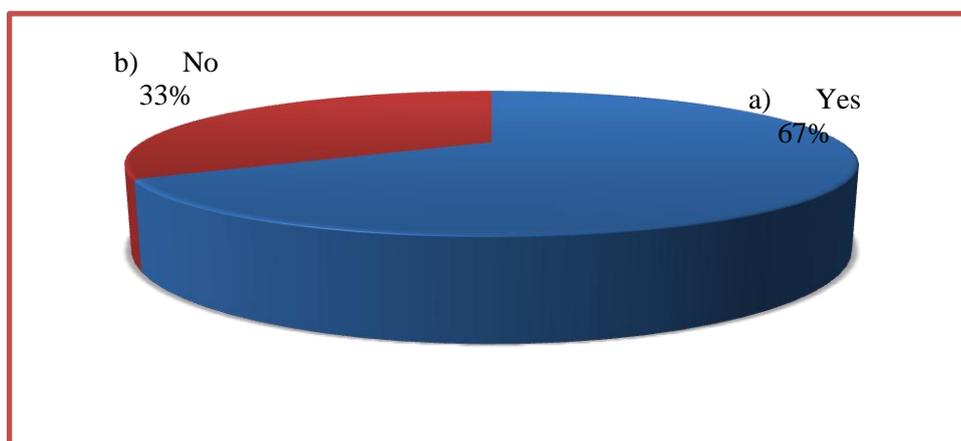
**Figure 13:** Students' feelings when asked to perform an individual task in front of their teacher and classmates

Through this question, the researcher attempts at discovering students' feelings when they are demanded to perform an individual task in front of their teachers and

classmates. (42%) of respondents selected more than one answer while (35%) of the sample start to panic when they are asked to speak English and they have not prepared in advance; this may be because they do not know what to say. Moreover, four respondents (9%) confirmed that they have confidence in their abilities when they are asked to speak English.

(6%) answered choosing the first option, which states that trembling is what they suffer from when they know that their teacher is going to ask them to speak English. Additionally, an equal percentage of (4%) outcomes those who feel very self-conscious while speaking English in front of other students, and those who denoted that they do not experience any of the previously listed feelings when they are given an individual speaking task in the classroom. Finally, the option “All of them” got (0%). Therefore, most of third-year EFL students experience different feelings when they are asked to speak English in front of their teacher and classmates, but the uncomfortable feeling “Panic” is the most experienced one. This indicates that individual speaking tasks in the classroom are seen stressful and difficult tasks to undertake for most of EFL students and they do not stimulate their entertainment.

**Item 12.** Do you find any difficulties when speaking in front of your class mates?

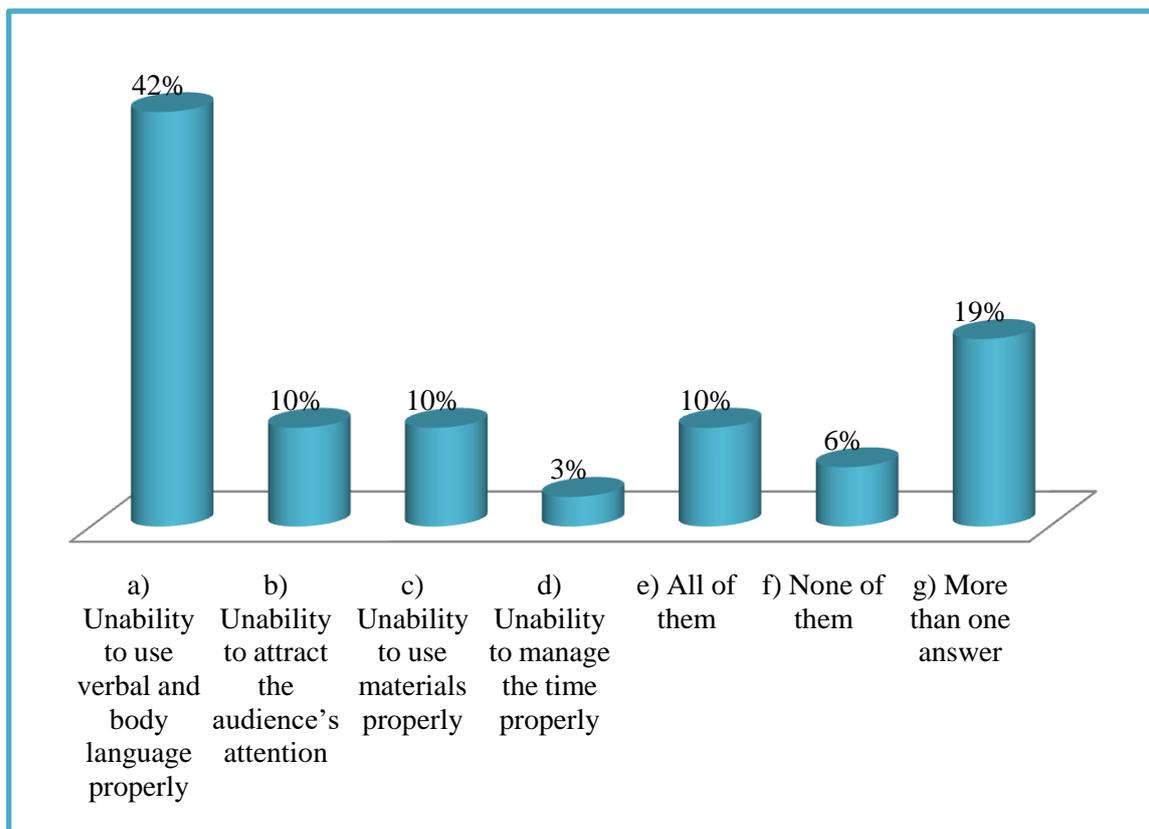


**Figure 14:** Students’ answers whether they find any difficulties when speaking in front of their classmates or not

This question is designed to determine whether or not EFL students encounter difficulties when they speak in front of their classmates. The rates show that (67%) of respondents find difficulties when speaking in front of their classmates. However, (33%) of them claimed the opposite. Accordingly, these results affirm that most respondents hurdle

when speaking in front of their classmates; this supports and confirms what is concluded in the item (11).

**If yes, what kind of difficulties do you face? You may choose more than one option.**



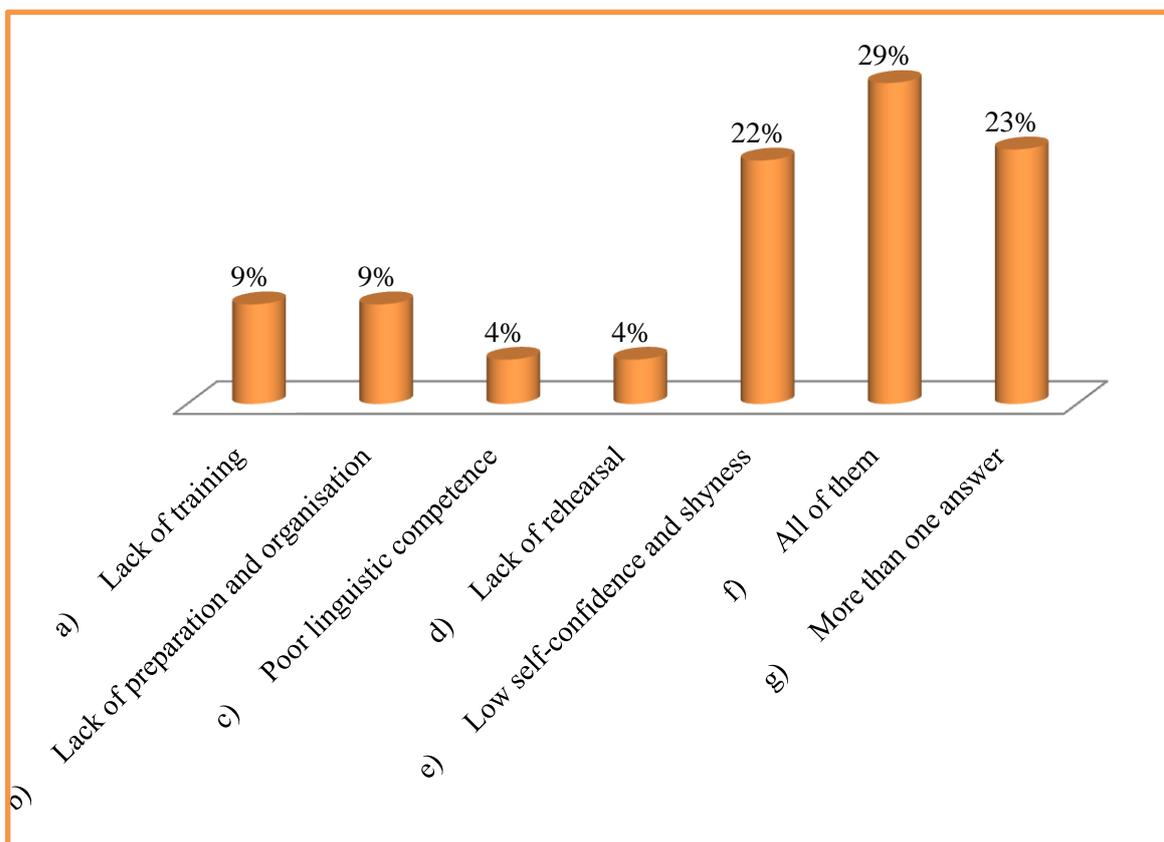
**Figure 15:** Kinds of students' difficulties when speaking in front of their classmates

The results exhibited in the above figure display the barriers that hamper EFL students when speaking in front of their classmates. A total number of thirteen respondents (42%) revealed their inability to use verbal and body language properly when they speak in front of their classmates, and (19%) chose more than one answer. Moreover, (10%) of the sample reported that they do not know how to attract the audience's attention; in contrast, an equal percentage (10%) reflects those who are unable to use materials properly.

Additionally, another (10%) of respondents claimed that they face all of the mentioned difficulties. Others (6%) said that they do not encounter any kind of the stated difficulties, while the last percentage (3%) represents the respondents who are unable to manage time properly. Besides, a respondent added the inability to organize the speech. As a result, most of third-year EFL students are unable of using their verbal and nonverbal

language properly when they speak in front of their classmates, which shows their need for their teachers' guidance to overcome this frequent difficulty.

**Item 13.** According to you, what are the main reasons behind public speaking difficulties? Choose just one option.



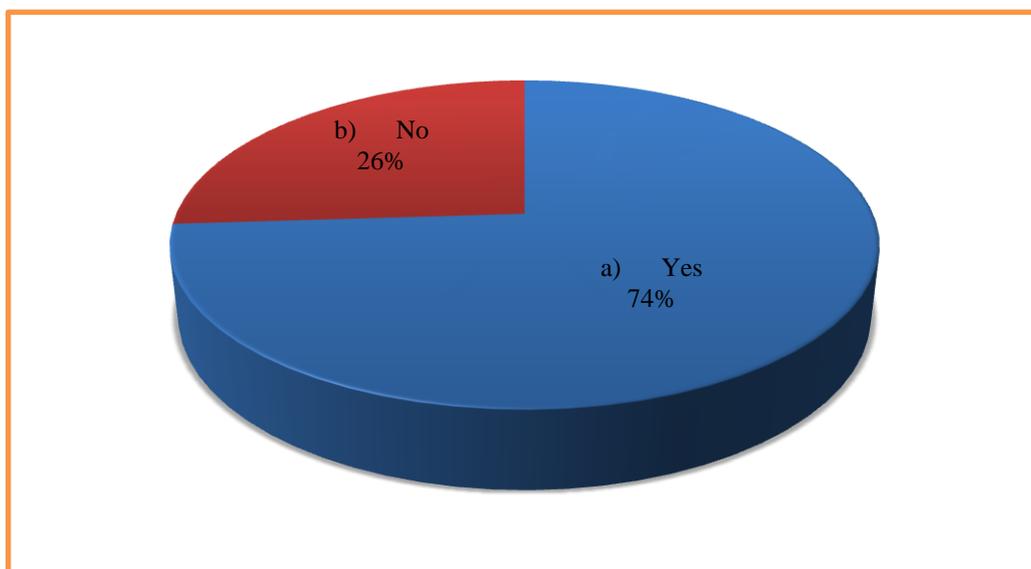
**Figure 16:** The main reasons behind public speaking difficulties

This item targets the main reasons that hurdle public speaking for third-year EFL students. According to the given answers, it can be noticed that out of (46) respondents, (29%) agreed on all of the given reasons. Then, the ones who responded with more than one answer constitute (23%) of the sample. This is followed by an approximate percentage (22%) to low self-confidence and shyness.

Furthermore, (9%) of the respondents selected the first option which is lack of training whereas another (9%) answered with lack of preparation and organization. Finally, half of the rest responses (4%) highlighted poor linguistic competence, unlike the other half which highlighted lack of rehearsal. Thus, most of respondents confirmed that all of the listed reasons lie behind public speaking difficulties. Yet, low self-confidence and

shyness are regarded as the main cause for public speaking difficulty; this would, in turn support the respondents' justifications in question nine.

**Item14.** Do you feel anxious when performing an oral presentation in front of your classmates?

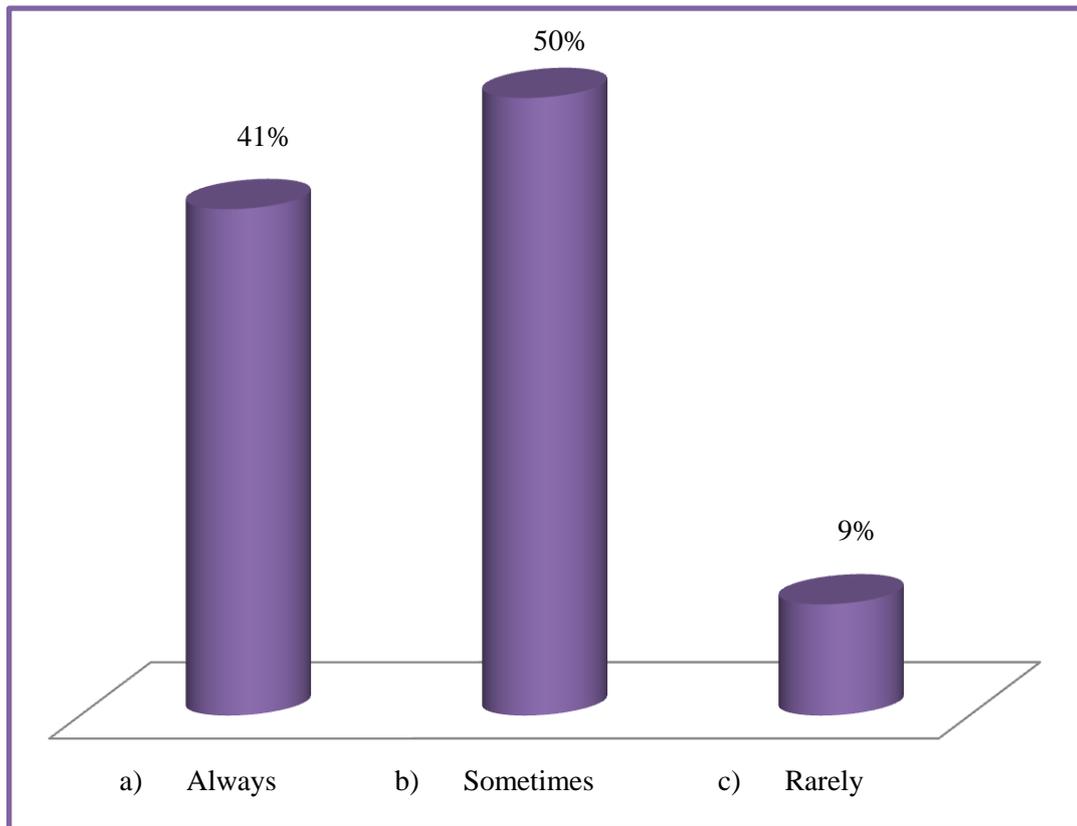


**Figure 17:** The existence of students' feeling of anxiety

This question seeks to discover if third-year EFL students are anxious when they perform an oral presentation in the classroom. As the results show, a noticeable raise for the first choice (74%) dominates the total rate. This indicates that a considerable number of respondents feel anxious when performing an oral presentation, which is probably related to their learning styles or to the presented difficulties and reasons in (Q12 and Q13) since public speaking is mainly an oral presentation. Conversely, (26%) chose the second possibility, which states that they do not feel anxious when giving oral presentations. This means that they find this activity as an easy task, which is likely due to their motivation and willingness to speak.

Consequently, most of third-year EFL students struggle with the psychological hindering element "Anxiety" when performing an oral presentation in front of their classmates. This means that oral presentation is a challenging task for most of EFL learners.

### If yes, how often



**Figure 18:** The frequency of students' feeling of anxiety

Concerning those who answered “Yes”, the results presented in the above figure exhibit how they feel anxious when giving an oral presentation. Statistically speaking, half of the respondents (50%) responses were “Sometimes”. This is probably because of certain reasons such as being unprepared, or because of unexpected factors. This is followed by an approximate percentage (41%) represents those who chose the first option “Always”, which means that they encounter psychological obstacles like shyness and fear of negative judgments of their classmates. Whereas, three respondents (9%) reported that they rarely struggle with anxiety when doing an oral presentation. Thus, although oral presentations are not always stressful for half of third-year EFL students, it is seen as a difficult task to certain number of students.

**Item15.**Would you choose the statement that really reflects your situation?

**Table 02: Situations Where Students Feel Anxious**

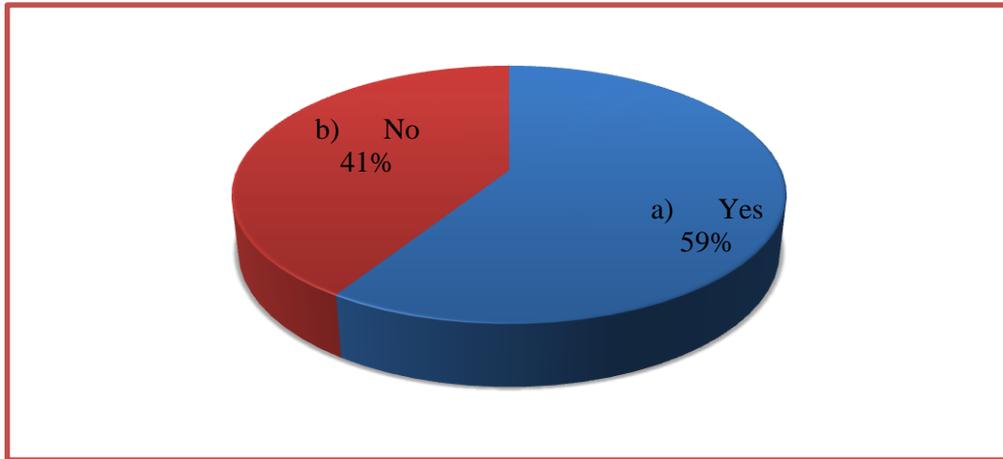
Element	Number	Percentage
a) I can feel my heart pounding when I am going to be called on to speak English.	13	29%
b) Even if I am well prepared, I feel anxious about speaking English.	13	29%
c) I keep thinking that other students are better at speaking English than I.	5	10%
d) I am afraid that other students will laugh at me while I am speaking English.	1	2%
e) I want to speak less because I feel shy while speaking English.	3	7%
f) All of them	0	0%
g) None of them	6	13%
h) More than one answer	5	10%
<b>Total</b>	<b>46</b>	<b>100%</b>

This question is in accordance with the previous question, it is intended to specify situations where students feel anxious. Looking at the results, no one of the respondents chose all of the listed situations. A respondent (2%) denoted that s/he feels anxious because s/he is afraid that other students will laugh at him/her while speaking English, then (7%) said that they want to speak less because they feel shy while speaking English. Additionally, five respondents (10%) claimed that they keep thinking that other students are better at speaking English than them while another five students (10%) selected more than one answer.

Another percentage (13%) is assigned to those who reported that none of the listed options reflects their situation. At the end, a similar percentage of (29%) indicates those who feel their heart pounding when they are going to be called on to speak English, and those who stated that even if they are well-prepared, they feel anxious about speaking English. Consequently, students' anxiety is reflected in different situations.

### Section Three: Exposure to TED Talks Videos

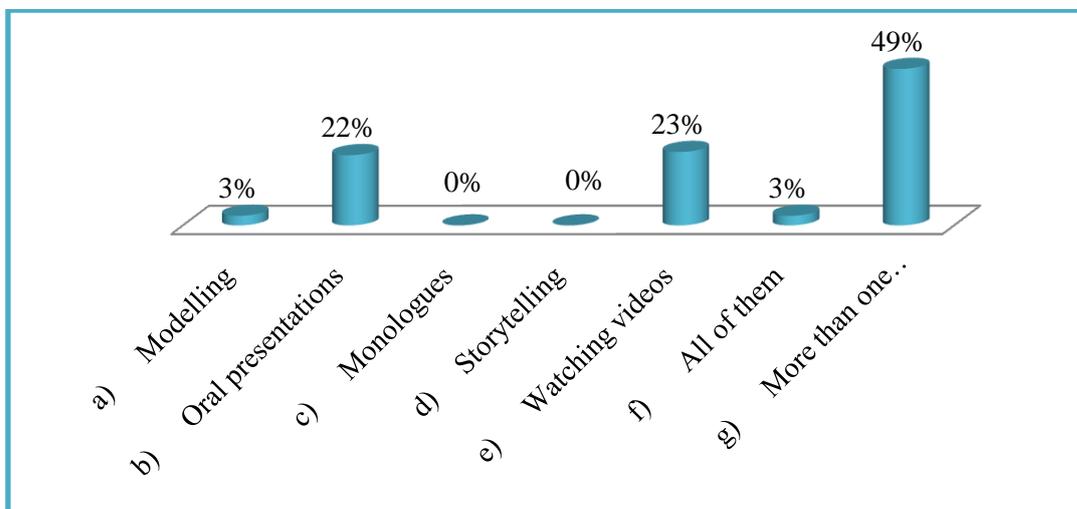
**Item16.**Have you ever been taught how to develop your public speaking skills?



**Figure 19:** Teaching public speaking

As far as this question is concerned, third-year EFL students are demanded to show whether they have been taught how to develop their public speaking skills or not. In this regard, more than the half of respondents asserted that they have been taught public speaking skills. This elucidated their teachers' awareness about the importance of teaching public speaking. However, those who said the converse represent (41%) of the whole sample. This shows their teachers' disinterestedness in ameliorating their students' public speaking skills. Thus, a considerable number of EFL teachers at Biskra University are aware about the importance of teaching public speaking skills.

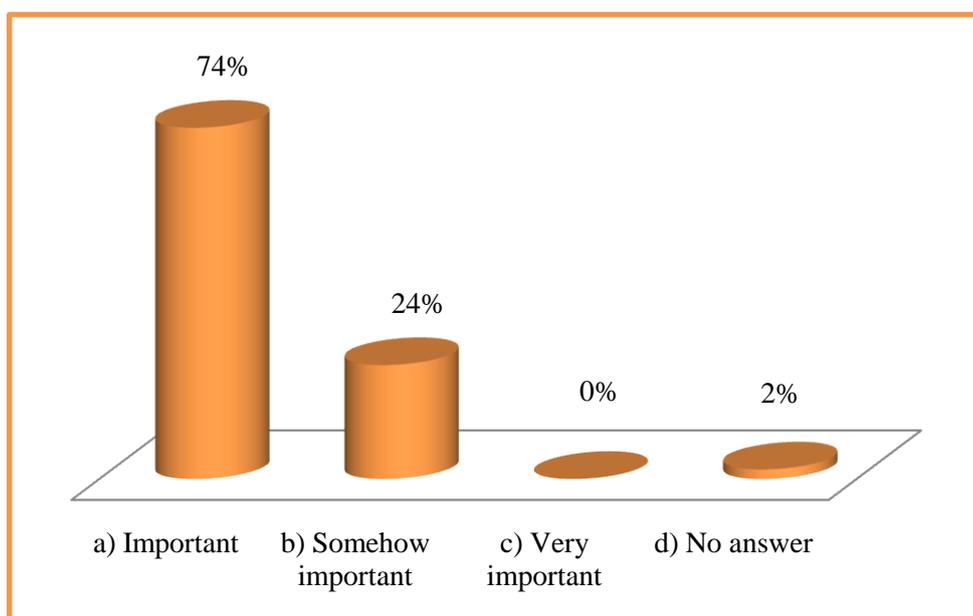
**If yes, is this through:**



**Figure 20:** Strategies teachers use to teach public speaking

Based on respondents who answered “Yes”, figure (20) reveals what teachers use as strategies in teaching public speaking skills. According to the current data, almost half of respondents (49%) selected more than one answer. In addition to this percentage, watching videos and oral presentations were given (23%) and (22%) out of the sample. While, those who chose modeling along with those who chose all of the listed strategies, they are few and their percentage is equivalent to (3%). No one of the respondents opted for the options “Monologues” and “Storytelling”. The conclusion that can be drawn here is that EFL teachers vary in the use of the strategies that teach public speaking; however, watching videos and oral presentations are more used compared with the other mentioned strategies.

**Item17.**How do you consider the exposure to the native English?



**Figure 21:** Students’ opinions about the importance of exposure to the native English

The purpose of this question is to obtain certain data about students’ awareness towards the importance of exposure to native English. The results gathered show that (74%) of the sample answered with “Important”. Others (24%) declared that exposure to native English is somehow important. While, one student (2%) did not answer and this likely due to lack of concentration or interest towards exposure to native English. None of the respondents assumed that exposure to native English is very important. Taking these results into consideration, the majority of third-year EFL students are interested and aware about the effectiveness of exposure to native English in EFL learning.

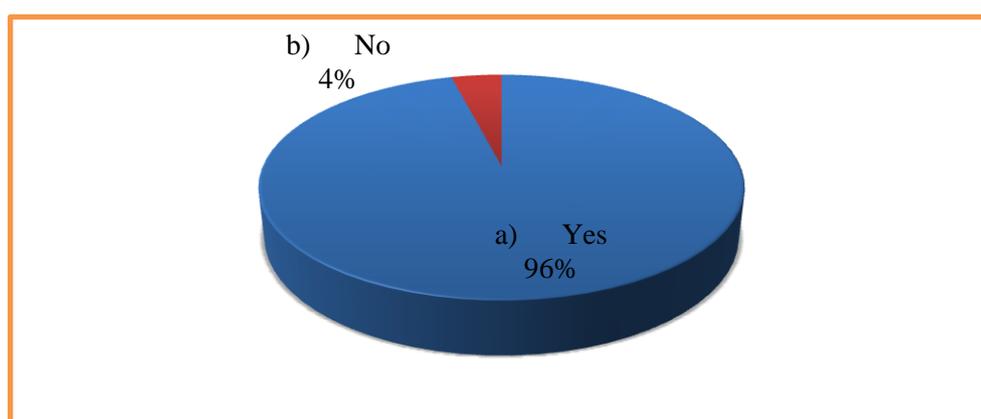
## Students' Justifications of Their Answers

When we asked the respondents to justify their choice, they gave interesting justifications that ensure the importance of exposure to native English. As for those who answered with “Important”, most of them said that exposure to native English improves their speaking skill along with their listening skill. They highlighted its role in correcting their pronunciation and acquiring the accent of English native speakers. Others claimed that it helps them in learning new vocabulary.

Additionally, a respondent indicated its importance in receiving knowledge about the culture of native English-speaking countries, which is a crucial element in EFL learning. Another respondent said that it is useful for students in examining their competence and knowledge about EFL. However, those who answered with “Somehow important” asserted that it develops their language proficiency; yet one of them insisted on its role in improving both speaking and listening.

From the aforementioned justifications, it can be deduced that third-year EFL students at Biskra University have a good knowledge about the benefits and the importance of exposure to native English in facilitating their learning and in improving their performance.

**Item18.**Are you with using videos inside the classroom for educational purposes?



**Figure 22:** Students attitudes towards the use of videos inside the classroom for educational purposes

This item is meant to elicit third-year EFL students' perceptions towards the use of videos inside the classroom for educational purposes. The analysis of the results above shows that a great number of respondents (96%) gave a positive attitude towards exposing

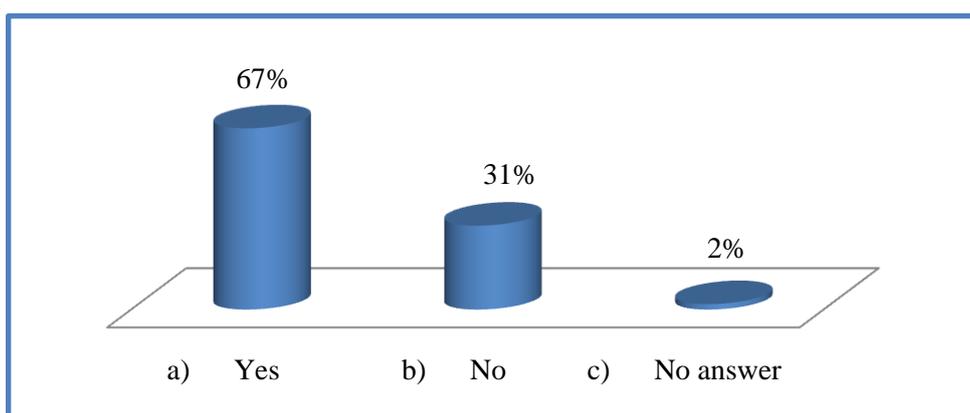
them to videos in the classroom. This implies respondents' awareness of the efficient role of audiovisual aids in the learning process. On the contrary, only two respondents (4%) disagreed with this idea. Therefore, almost all of third-year EFL students enjoy using videos in the classroom and recognize its importance in EFL learning.

### Students' Justifications of Their Answers

Based on respondents' justifications, most of the respondents whose responses were "Yes" claimed that the use of videos is a highly useful strategy that improves their skills mainly their listening and speaking. Others mentioned their importance in capturing their attention and facilitating lessons' comprehension because videos simplify the teacher's message that s/he wants to convey to his/her students. Besides, one of the respondents noted that the messages received from audiovisuals are memorable.

Another one claimed that most of the students are audiovisual learners. Therefore, using videos is the best teaching strategy that most students prefer. However, those who said "No" did not provide justifications. This may be due to their lack of interest towards the use of videos inside the classroom, which is probably related to their learning styles (not audiovisual learners). Hence, most of the respondents proved the effectiveness of using videos inside the classroom as a teaching strategy because they regard it as an engaging strategy which stimulates students' motivation inside the classroom.

**Item19.**Are you familiar with the acronym "TED" talks videos?



**Figure 23:** Students familiarity with the acronym "TED" talks videos

This ultimate aim behind this question is to explore third-year EFL students' familiarity with the acronym "TED" talks videos. The rates display that (67%) of the respondents are familiar with the acronym "TED" talk videos. While, (31%) said the

opposite; yet one of the respondents (2%) did not answer, which is one of the respondents who answered “No” in the previous question number eighteen. Thus, the majority of third-year EFL respondents are familiar with the acronym “TED” talks videos. This proves their popularity.

**Item20.** ‘TED talks are influential videos, which are prepared and presented by expert speakers from different domains (education, business, science, technology, etc) created from a presentation at the main TED Conference’ (Raut, 2017). Do you think that using them can help you: (Choose just one option).

**Table 03:** The benefits of using TED talks videos from students’ perspective

Element	Number	Percentage
a) Improve your verbal and nonverbal communication skills	6	13%
b) Develop your linguistic competence (vocabulary, pronunciation, etc)	5	11%
c) Develop your listening and speaking skills	9	20%
d) Increase your self confidence	4	9%
e) Improve your presentation skills	1	2%
f) Increase your convincing skills	0	0%
g) All of them	11	23%
More than one answer	9	20%
No answer	1	2%
<b>Total</b>	<b>46</b>	<b>100%</b>

The ultimate goal of this item is to shed light on the benefits of using TED talks videos from third-year EFL students’ perspective. As the rates above show, (23%) of the sample refers to those who chose all of the benefits. (20%) of respondents reported that TED talks videos helps in developing their listening and speaking skills; yet another (20%) reflects those who selected more than one benefit. Moreover, (13%) claimed that TED talks videos improve their verbal and nonverbal communication skills. Then, (11%) stated that TED talks videos develop their linguistic competence.

Few respondents (9%) chose the fourth option. Besides, a respondent said that TED talks videos improves presentation skills while one of the respondents did not answer (the same respondent who showed no interest towards the TED talks videos in question nineteen). Lastly, none of the respondents noted that TED talks videos increase students’ convincing skills. As a result, TED talks videos have different and valuable benefits which

are helpful in EFL learning; however, the development of speaking and listening skills appears in the first place compared to the other benefits.

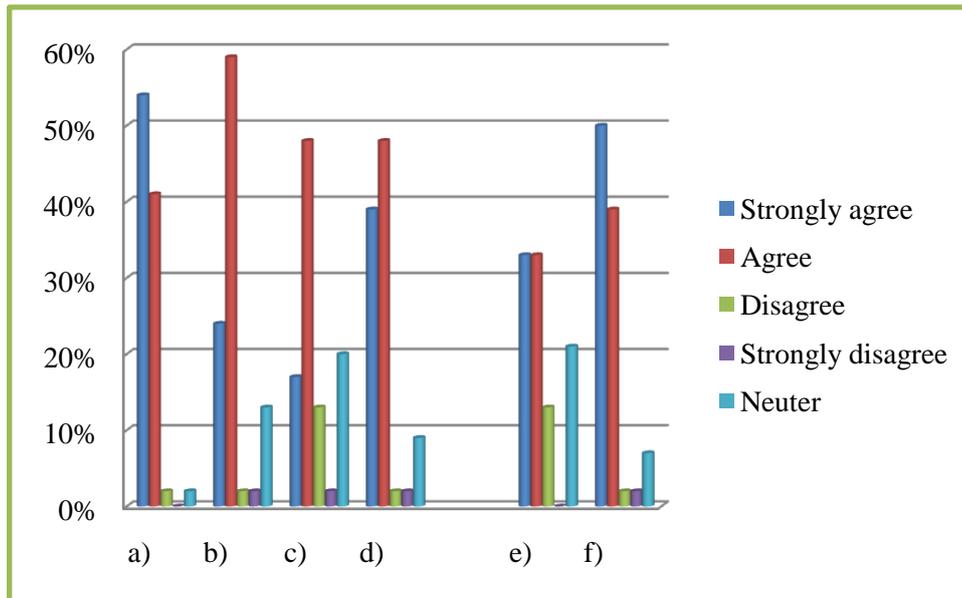
**Item 21.** Would you specify the degree of your agreement or disagreement with the following statements:

By this item, respondents are asked to reveal their degree of agreement and disagreement with the listed statement in the above table.

**SA:** Strongly agree **SD:** Strongly disagree **A:** Agree **D:** Disagree **N:** Neutral

**Table 04:** Students' degree of agreement and disagreement about the following statements

Statements	SA		A		D		SD		N	
	N	%	N	%	N	%	N	%	N	%
a) The use of TED Talks videos may make studying more exciting and enjoyable.	25	54%	19	41%	1	2%	0	0%	1	2%
b) Through TED Talks videos, I can improve my public speaking skills.	11	24%	27	59%	1	2%	1	2%	6	13%
c) Through TED Talks videos, I can improve my body language skills during public speaking.	8	17%	22	48%	6	13%	1	2%	9	20%
d) Through TED Talks videos, I can learn how to present a well-organized, dynamic speech.	18	39%	22	48%	1	2%	1	2%	4	9%
e) Through TED Talks, I can improve my confidence and overcome my public speaking anxiety.	15	33%	15	33%	6	13%	0	0%	10	21%
f) Through TED Talks videos, I can enhance my pronunciation skills, and I can learn new vocabulary.	23	50%	18	39%	1	2%	1	2%	3	7%



**Figure 24:** Students’ degree of agreement and disagreement about the following statements

First, statement (a) hypothesized that the use of TED talks videos may make studying more exciting and enjoyable. The rates show that more than the half of respondents (54%) selected “Strongly agree” while (41%) selected “Agree”. Only one student (2%) answered with “Disagree” and another one (2%) was neutral about the statement (a); yet, no one of them strongly disagreed. As a result, a significant number of respondents regard TED talks videos as an engaging tool which trigger their motivation to learn.

Second, statement (b) claimed that through TED talks videos, students can improve their public speaking skills. The rates display that the majority of respondents (59%) agreed about the statement, and (24%) strongly agreed. On the other hand, the same rate of respondents (2%) selected “Disagree” and “Strongly disagree”. Besides, six respondents (13%) were neutral. Consequently, the majority of respondents are aware of TED talks videos role in improving public speaking skills.

Third, statement (c) reported that through TED talks videos, students can improve their body language skills during public speaking. It is shown in the results that a considerable rate (48%) agreed with the statement. Additionally, respondents’ responses were (17%) to “Strongly agree”, (20%) to “Neutral”, (13%) to “Disagree” and (2%) to “Strongly disagree”. To conclude, the majority of respondents confirmed that TED Talks

videos can influence them in how to use their body language effectively during public speaking.

Fourth, statement (d) demonstrated that through TED talks videos, students can learn how to present a well-organized and dynamic speech. It is remarkable in the results that (48%) agreed with this idea. Then, (39%) was given to the option “Strongly agree”. Additionally, the rate (9%) was given to “Neutral”; yet an equal rate (2%) to “Disagree” and “Strongly disagree”. Therefore, the majority of respondents asserted that TED talks videos are useful in learning how to perform great speeches which are well-organized and dynamic.

Fifth, statement (e) assumed that through TED talks videos, students can improve their confidence and overcome their public speaking anxiety. As it is noticeable, there is an equal selection (33%) about the options “Strongly agree” and “Agree”. Besides, (21%) answered with “Neutral” while (13%) said that they “Disagree” with the statement. Yet, the option “Strongly disagree” was ignored. Thus, the majority of third-year EFL students believe that TED talks videos contribute in boosting their self-confidence and in inspiring them how to defeat public speaking anxiety.

The final statement declared that through TED talks videos, students can enhance their pronunciation skills, and can learn new vocabulary. It is clear that half of respondents (50%) chose “Strongly agree”. Additionally, (39%) agreed on the statement but not excessively, and (7%) showed no agreement or disagreement with the given statement. However, the left options “Disagree” and “Strongly disagree” took the same percentage (2%). Hence, the majority of respondents strongly agreed with the effectiveness of TED talks videos in improving their pronunciation and in widening their range of vocabulary.

In brief, these results prove that TED talks videos have overall benefits and they are helpful for EFL learners because they develop their skills and mainly the ones related to public speaking. This sheds light on their great influence on the EFL learning process and on the importance of exposing students to these videos inside the classroom.

### 3.2.4 Discussion of the Findings

The analysis of students' questionnaire provided us with different and precious responses that answered some of the research questions. Regarding students' responses, it can be concluded that all students know the requirement of developing their public speaking skills since they highly need them in different settings, mainly inside the classroom.

Another critical point concerning public speaking, most students confirmed their awareness of the need for linguistic competence along with some other factors such as body language for effective speech delivery. This reflects their interest in both public speaking skills including linguistic (grammar, pronunciation and vocabulary) and nonlinguistic (body language, gestures and facial expressions). This supports what Gareis (2006) stressed when she said: "all nonverbal support, can bring a speech to life, take care to stay natural and authentic" (p. 23). Thus, linguistic competence may not be sufficient to deliver good speeches.

In the same path, the majority of students find the act of public speaking somehow difficult; they also affirmed that they struggle when they present the speech. They claimed that they face different feelings; "Panic" is at the heart of these feelings when the teacher asks them to perform an individual task in front of their classmates. According to Valencia and Nader (2008), feeling panic when speaking in public is a proof of high fear from being judged or insulted by the audience (as cited in Nino, 2009).

In addition, students confirmed that they hurdle with different kinds of difficulties; yet they emphasized the inability to use verbal and body language properly as the head of these difficulties. Besides, they highlighted distinctive reasons, which rised these hindrances. According to their responses, low self-confidence and shyness were the major reasons compared to the other reasons. This is clearly illustrated by Ariyanti (2016), who noted that psychological factors can have a great influence on EFL students' speaking performance. That is to say, psychological factors are a core reason which hampers EFL students' speaking performance.

In the same line of thought, a great number of respondents agreed upon the existence of anxiety when they perform an oral presentation in front of their classmates. This is confirmed by Nino (2009) when she noted that the majority of EFL learners

become highly anxious when they are asked to present in front of their class. She added that anxiety often affects negatively their oral performance leading to catastrophic outcomes. However, Brown (2002) claimed that EFL students' anxiety can be handled either positively or negatively. He said that the student can profit from his/her anxiety to speak quickly in order to reflect dynamic attitude and to be a risk-taker rather than seeming nervous.

Another interesting information that can be drawn from their responses is that (59%) of them have been taught how to improve their public speaking through different strategies; however, they stressed more two strategies which are watching videos and oral presentations. This highlights that public speaking is not ignored by EFL teachers at Biskra University.

Students have a good attitude towards the exposure to the native language. To a considerable degree, they are aware of the importance of its contribution in the success of the learning process. Moreover, the vast majority of students agreed on the use of videos inside the classroom as a teaching strategy because of different reasons such as the role of videos in raising students' engagement in the classroom and in simplifying teacher's intended message. Along with, they showed their familiarity with the acronym "TED" talks videos.

Finally, responses of last question confirmed the effectiveness of TED talks videos in making students enjoy studying and in improving their public speaking skills. Responses also showed the possibility to learn how to use body language effectively during public speaking and how to present a well-organized and dynamic speech through this type of videos. Besides, respondents highlighted that TED talks videos contribute in increasing self-confidence, overcoming public speaking anxiety, enhancing pronunciation skills, and learning new vocabulary. Therefore, these results affirmed that TED talks videos can be a highly beneficial tool that can solve students' public speaking difficulties.

The importance of TED talks video is also emphasized by Li (2015) when he claimed that TED talks videos formulate a highly influential media that can be used in teaching public speaking because they offer a great number of public speaking reliable samples. He added that exposing learners to this type of videos will raise their autonomy, linguistic competence and strategic competence, which means learning how to perform a powerful speech (as cited in Arifin, Mursalim and Sahlan, 2020). Similarly, Arifin,

Mursalim and Sahlan (2020) mentioned that TED talks are a critical and a suitable technological application, which can enhance the learning of how to speak publically.

As a result, this questionnaire was an advantageous tool of collecting significant data from third-year EFL students. It gave the researcher a chance to find crucial responses to the research questions. Moreover, through this questionnaire s/he discovered students' consciousness of public speaking importance in EFL learning along with the barriers which hurdle their performance when speaking in public. In addition, the results of this questionnaire confirmed that TED talks videos are considered to be a logical and a suitable therapy to students' public speaking difficulties, which leads to the improvement of their public speaking skills; this supports the research hypothesis.

## **3.2 Teachers' Questionnaire**

### **3.2.1 Administration and Aim of the Teachers' Questionnaire**

This questionnaire was designed purposely for EFL teachers who teach or have experienced teaching oral expression module at Biskra University because oral expression module is the main context in which public speaking skills are most used. Additionally, in this module, teachers can easily realize students' constrains in public speaking. The questionnaire was directly administrated to (15) EFL teachers on 11<sup>th</sup> and 12<sup>th</sup> of March, 2020. However, all teachers preferred to take the questionnaire with them.

Unfortunately, as a result of the current COVID-19 crisis which causes a global challenge, it was impossible to receive back teachers' responses. Consequently, the researcher was obliged to send it online through email or facebook. It took three weeks to be answered; finally, only four teachers answered the questionnaire. The ultimate goal behind this questionnaire is to determine the main problems that EFL students encounter in public speaking from teachers' perspectives. It aims also to capture teachers' perceptions towards the use of TED talks inside the classroom to help students conquer their public speaking difficulties.

### **3.2.2 Description of the Teachers' Questionnaire**

This questionnaire was designed mainly depending on the questions included in the students' questionnaire. This data gathering tool contains (18) varied questions namely close-ended questions and open-ended questions. In closed-ended questions, teachers were

required to give “Yes” or “No” answers, or to pick up the appropriate answer from predetermined answers. However, in open-ended questions teachers are supposed to provide developed answer.

The questions in this questionnaire are distributed over three sections. The first section is entitled “Personal Information”. It is made up of four questions that are three multiple choice ones and one open-ended question. It includes only one follow up open-ended. This section aims to identify teachers’ educational degree, their experience concerning teaching English and speaking skill at Biskra University along with the main activities they use to teach this skill. Besides, the second section is about “Public Speaking Skills”. It is composed of eight questions, involving seven multiple choice questions and one open-ended question. Half of the questions have following up questions which are mostly open-ended ones.

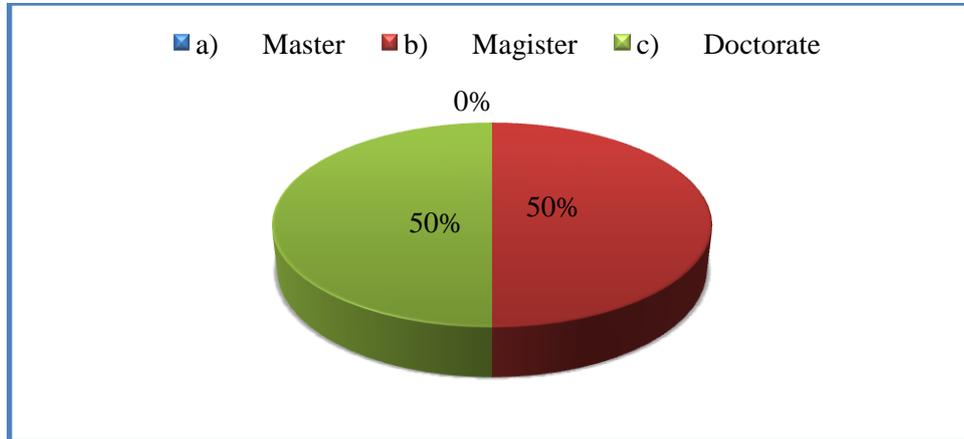
This section is one of the most significant sections, and it sheds light on the frequency of teachers’ use of oral presentations and the main factors which influence speech delivery. It also highlights the importance of teaching public speaking skills and teachers’ perceptions about their students’ proficiency when speaking publicly as well as students’ public speaking difficulties that teachers have observed and the essential reasons behind these difficulties. The end of this section attempts to reveal the existence of speech anxiety among EFL learners and the most effective strategy from teachers’ perspective that is applied in order to help students overcome the reasons behind their public speaking deficiency.

Furthermore, the last section is about “The Role of Exposure to TED Talks Videos”. It consists of seven questions, including five close-ended questions and two open-ended ones; yet, it entails just one follow up question. It is also considered highly important and it intends to report teachers’ perceptions towards the importance of TED talks videos in EFL learning and mainly in improving EFL students public speaking performance. Finally, at the end of this questionnaire teachers are requested to add comments or suggestions.

### 3.2.3 Analysis of the Teachers' Questionnaire

#### Section One: Personal Information

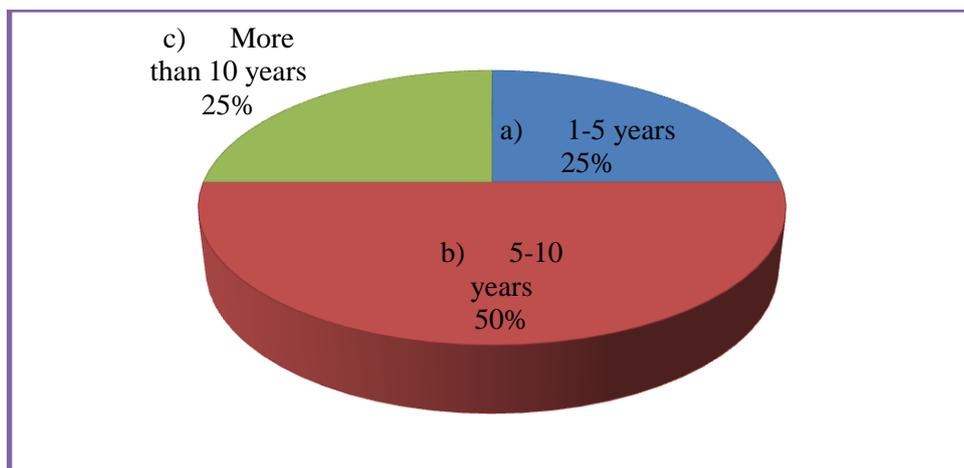
**Item 01.** Would you specify your educational degree?



**Figure 25:** Teachers' educational degree

The results in the above figure show that teaching oral expression at university level is restricted only to two degrees (Doctorate or Magister). The results also indicate that half of oral expression teachers which represents two teachers have a Magister degree while the other half of teachers ( $n=2$ ) have a Doctorate degree.

**Item 02.** How long have you been teaching English at university?



**Figure 26:** Teachers' years of experience

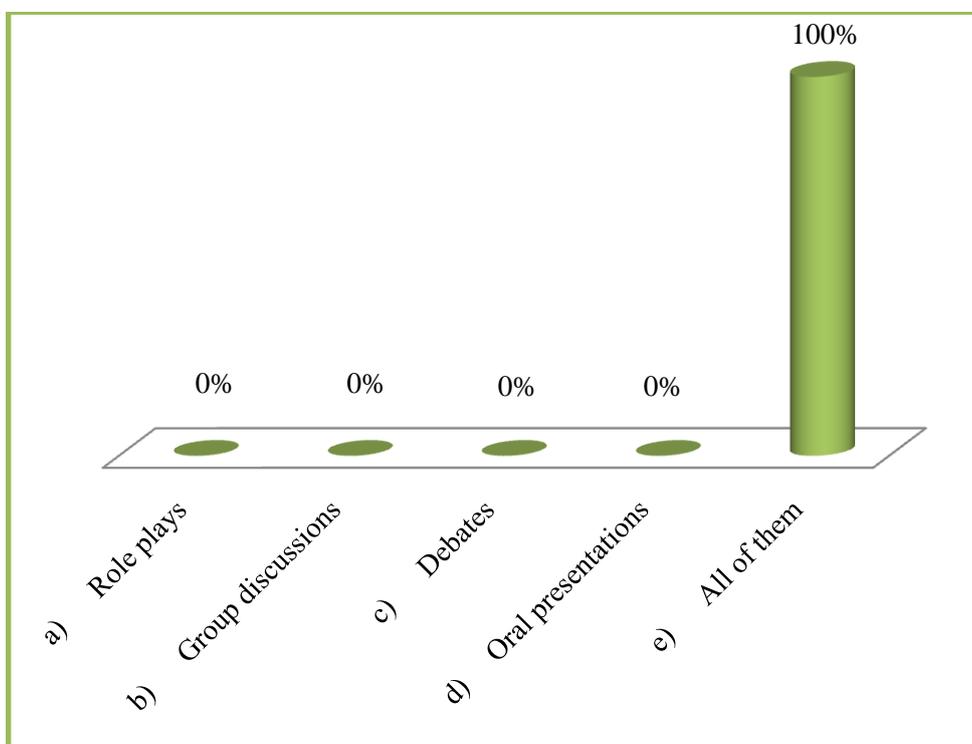
Through this item, the researcher seeks information about teachers' years of experience. As it appears in the above figure, (50%) of teachers have a teaching experience of five to ten years. One of the two remaining teachers (25%) taught EFL from one to five years while the last teacher (25%) taught EFL from more than ten years. As a result, it can

be concluded that the majority of teachers have some experience in teaching EFL which is adequate to give the researcher valuable data.

**Item 03.**How long have you been teaching speaking?

This question intends to enquire about how long they have been teaching speaking. The four teachers' responses were as follows: The first teacher taught speaking for six years, second teacher for two years, third teacher for three years and the last teacher for eight years. Thus, teachers' experience of teaching speaking is varied. This benefits the researcher because it ensures that the coming answers will be obtained from teachers with different experiences in teaching speaking.

**Item 04.**What are the main activities that you use to teach speaking skill?



**Figure 27:** Activities teachers use to teach speaking skill

This question is asked to determine the main activity that teachers use to teach speaking. According to the gathered data, all the teachers (100%) confirmed that all the listed activities are important in teaching speaking. In addition, one of the teachers provided other four activities, which are communicative games, story completion, listening to songs and watching videos. Each of the left three teachers added another activity as follows: The first teacher “Dialogues”, the second teacher “Educational games”, and the last teacher “Video-based discussion”. Therefore, the four teachers vary in the use of

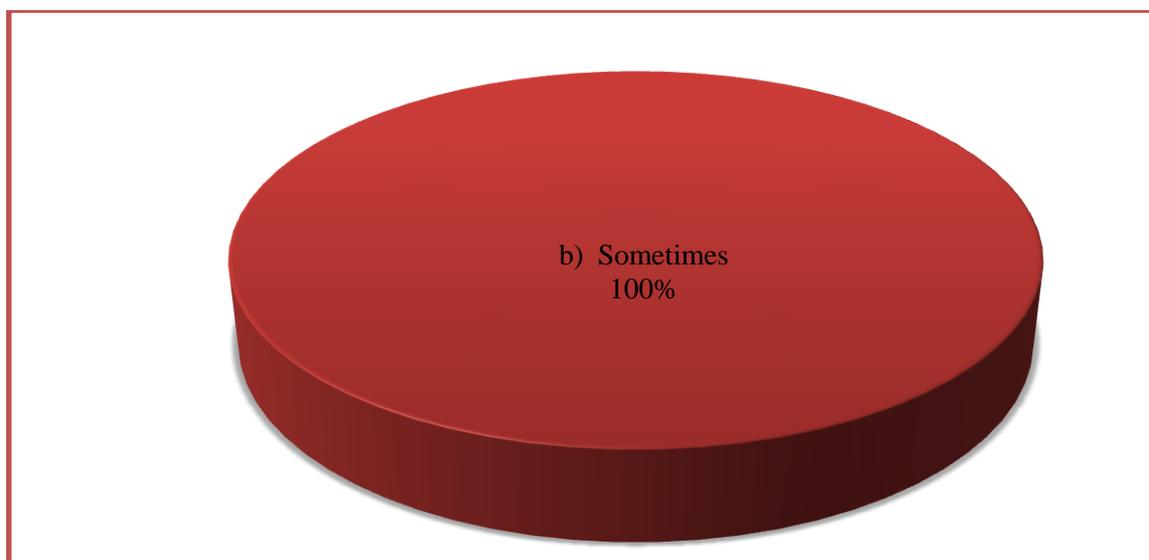
speaking activities. This reflects their consideration to their students' individual differences in terms of their preferences and needs and learning styles in order to satisfy them and raise their motivation inside the classroom.

## Section Two: Public Speaking Skills

**Item 05.**How often do you assign oral presentation tasks?

**Table 05:** Frequency of teachers' use of oral presentations

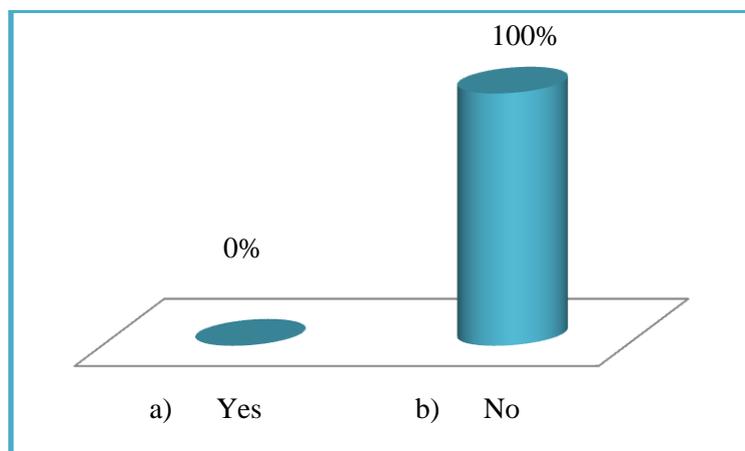
Statement	Number	Percentage
a) Always	0	0%
b) Sometimes	4	100%
c) Rarely	0	0%
d) Never	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>



**Figure 28:** Frequency of teachers' use of oral presentations

The ultimate goal behind this question is to see the extent to which teachers assign oral presentations. As it is noticed above, all teachers reported that they use sometimes oral presentations. Therefore, this may indicate that they focus more on using communicative and interactive activities that take the form of cooperative or peer work.

**Item 06.** Do you think that linguistic competence is enough for delivering successful presentation/speech?



**Figure 29:** Teachers' opinions about whether linguistic competence is enough for delivering successful presentation/speech

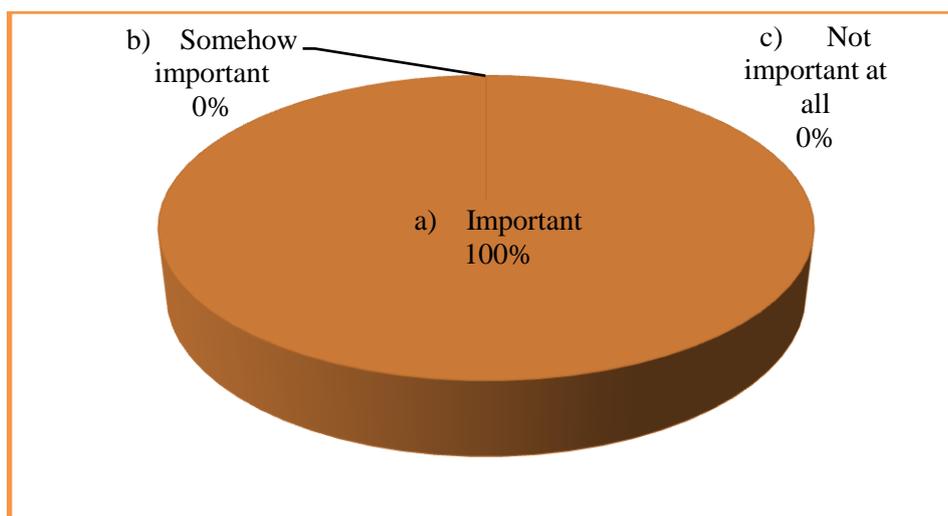
The rationale behind this item is to explore teachers' views about whether linguistic competence is enough for delivering successful presentation/speech. The displayed data show that all the teachers (100%) disagreed with the previous statement. This indicates their belief in the incorporation of other factors with the linguistic competence to perform a successful speech or presentation.

#### **Teachers' Justifications of Their Answers**

Later in this question, teachers were requested to justify their answers. Two teachers highlighted the influence of psychological factors, as one of them said that a successful presentation delivery needs a certain degree of self-confidence and s/he noted that students have to overcome their anxiety, shyness and reveal their self-confidence and self-esteem "Moral strength". S/he added that the even those who master language may encounter difficulties when delivering the speech.

Another teacher reported that linguistic competence is primarily important and it can be sufficient but socio-cultural competence is important as well. The last teacher affirmed that paralinguistic competence like gestures, body language, tone of voice and self-confidence is needed also when performing an oral presentation. As a result, we can deduce that psychological factors, socio-cultural competence and paralinguistic competence along with linguistic competence are the key to effective speech delivery.

**Item 07.** How do you consider teaching public speaking skills?



**Figure 30:** Teachers' consideration about teaching public speaking

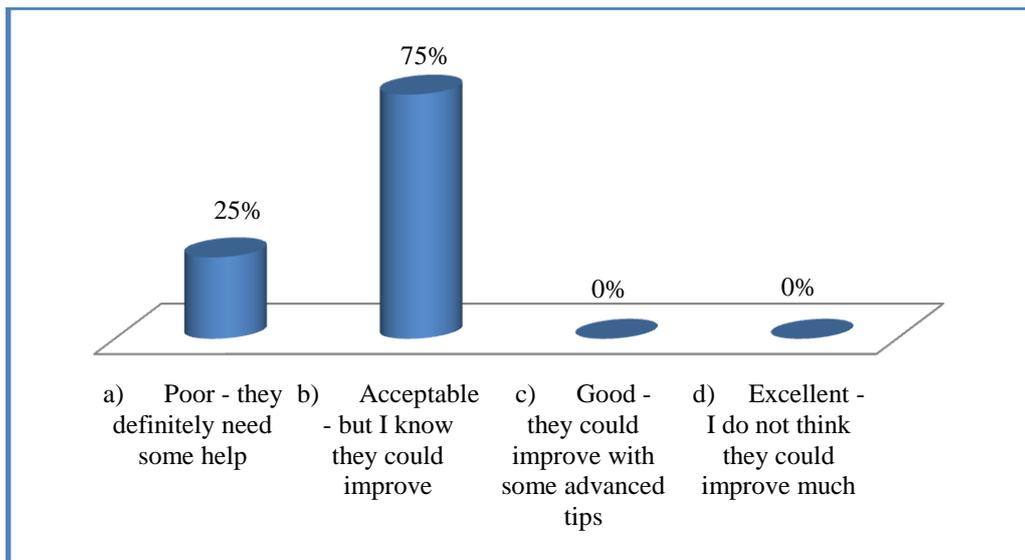
This question attempts to elicit teachers' attitudes towards teaching public speaking. The results show that all the teachers (100%) consider teaching public speaking skills important. This reflects their awareness of the significance of developing this art among their students.

### **Teachers' Justifications of Their Answers**

Concerning teachers' justifications of their choice, only three teachers provided justifications. One of the teachers asserted that students face many situations during their educational careers in which they have to speak in public, including various oral presentations in oral expression and other different modules. Besides, master students have to perform their viva in front of a jury and an audience. S/he added that these situations emphasize the necessity of teaching students certain strategies and making them adopt a certain learning style or a strategy in order to overcome the external or internal (i.e., psychological) factors which may hamper their oral performance.

Another teacher said that public speaking is a part of our communication with others. A third teacher stated that teaching public speaking skills allows students to practice more their language and it increases their self-confidence. Also, it empowers them to make an impact on others. As a result, EFL teachers are highly conscious about the real value of teaching public speaking skills in the improvement of their students' learning and oral performance.

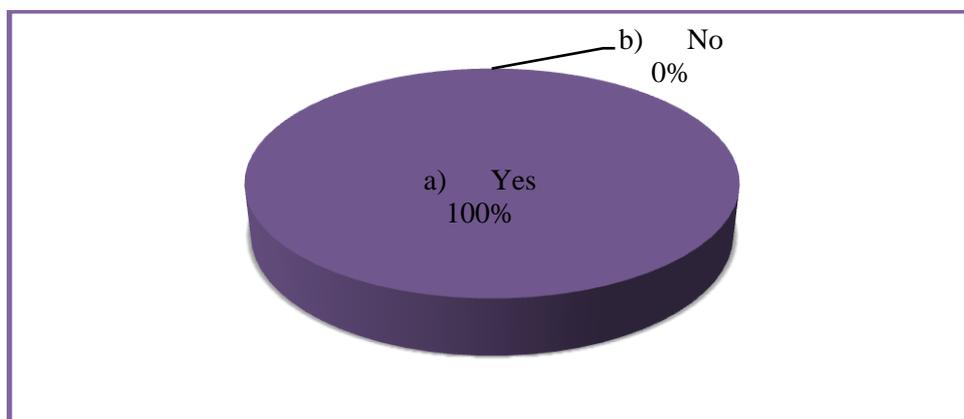
**Item 08.**How can you evaluate your students' public speaking skills?



**Figure 31:** Teachers' evaluation of their students' public speaking skills

This question is asked to know teachers' evaluation of their students' public speaking skills. As it is observed, the majority (75%) of teachers assumed that their students' public speaking skills are acceptable and they could improve. Only one teacher (25%) claimed that his/her students have poor public speaking proficiency and they definitely need some help. However, no one of the teachers selected the third option or the fourth one. Thus, the majority of teachers revealed that their students have an average public speaking performance, and they believed in their ability to promote it more.

**Item 09.**Do your students have any difficulties when delivering a speech in front of their classmates?



**Figure 32:** Teachers' attitudes about whether their students have speaking difficulties or not

This item demonstrates teachers' opinions about whether their students have speaking difficulties or not. Based on the results shown in figure (32), the four teachers agreed that their students have difficulties when they speak. Therefore, all teachers have surely noticed different students' difficulties when they present orally in front of them and their classmates.

**If yes, what kind of difficulties do your students face? You may choose more than one option.**

**Table 06:** Students' speaking difficulties from their teachers' perspectives

Statement	Number	Percentage
a) Inability to use verbal and body language properly	0	0%
b) Inability to attract the audience's attention	0	0%
c) Inability to use materials properly	0	0%
d) Inability to manage the time properly	0	0%
e) All of them	2	50%
b+d	1	25%
a+c+d	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>

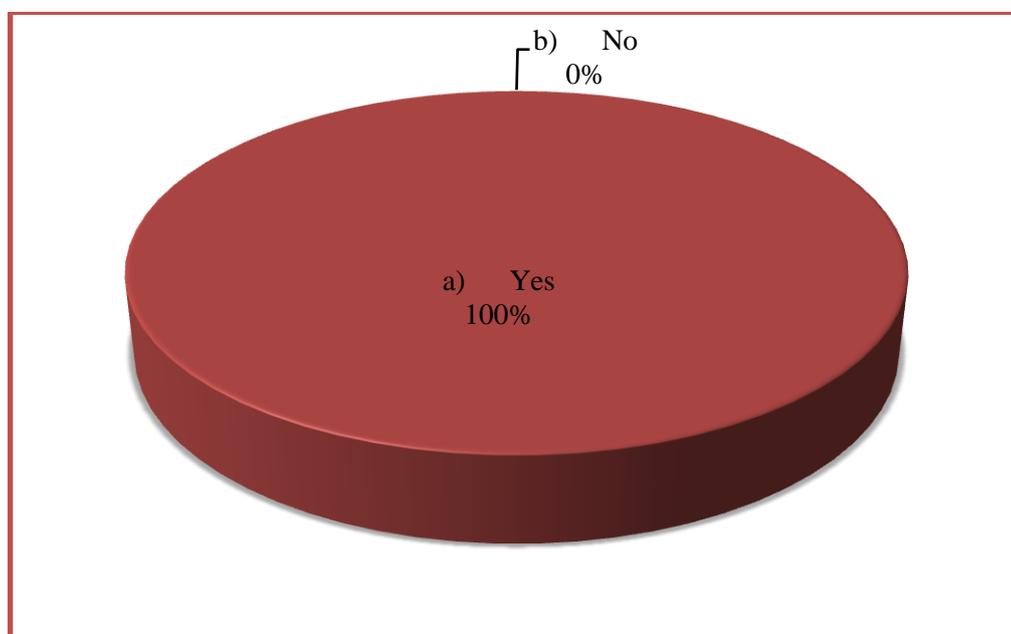
The above table discerns the different constrains that hinder students when they speak in front of their classmates from their teachers' perspectives. As the rates above show, half of the teachers (50%) affirmed that their students face all the given difficulties. While, one teacher (25%) noted that his/her students lack both the ability to attract the audience's attention and the ability to manage time properly. Yet, another teacher (25%) claimed that his/her students selected three options which are: The inability to use verbal and body language properly; the inability to use materials properly and the inability to manage time properly. Moreover, teachers presented other distractions, which are fear of making mistakes, anxiety, hesitation, shyness and lack of competence. Therefore, teachers are aware of the different difficulties that hinder students from performing well in speech delivery.

**Item 10.**According to you, what are the reasons behind public speaking difficulties?

This open-ended question aims to unveil the reasons which lie behind students' public speaking difficulties according to their teachers' views. One teacher highlighted the absence of teaching public speaking from their syllabi, lack of self-confidence and fear as the major reasons. Another teacher responded writing three reasons. First, lack of competence at a certain degree; for instance, lack of vocabulary, poor mastery of grammar or redundancy.

The second reason is interference of the mother tongue while the third reason is psychological factors such as anxiety/stress, inhibition, fear to make mistakes, shyness to speak in front of others and lack of motivation. Moreover, another teacher mentioned that lack of practice is what impedes their students' public speaking while the last teacher assumed that students do not perform well due to their poor linguistic skills as well as their powerless presentation skills. Therefore, students' public speaking difficulties are related to various problems, but linguistic barriers and psychological factors are in the first degree.

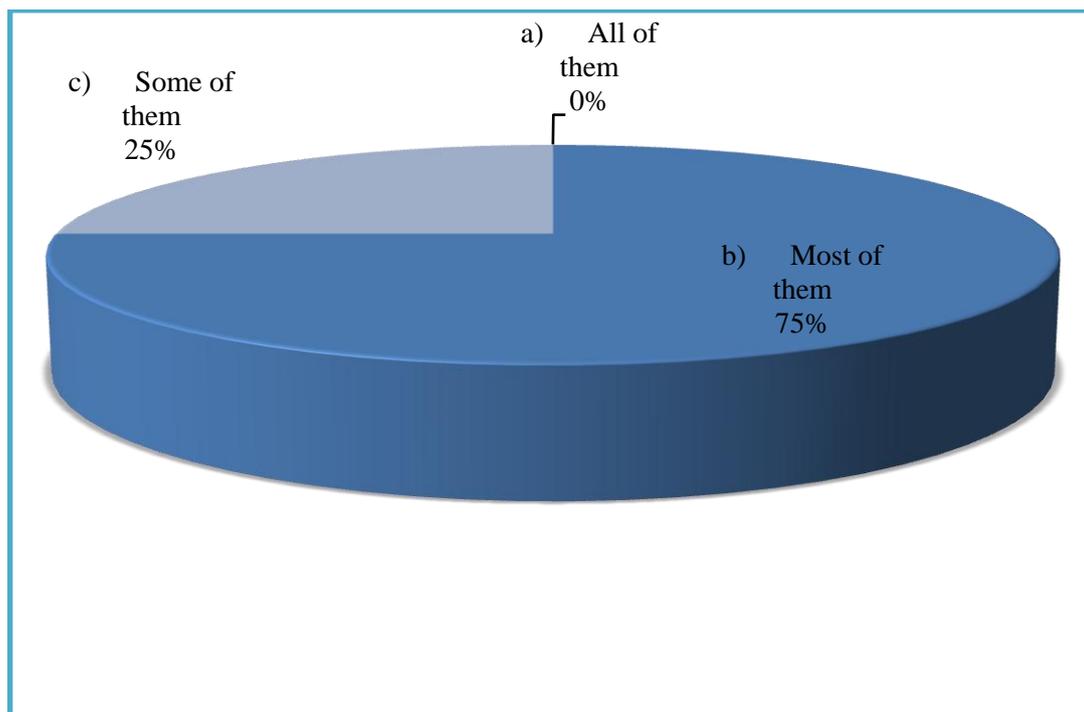
**Item 11.**Are there any students who feel anxious when performing an oral presentation in front of their classmates?



**Figure 33:** Teachers' attitudes about whether any of their students feel anxious when performing an oral presentation in front of their classmates

This question is raised to show teachers' attitudes about whether their students struggle with anxiety when performing an oral presentation in front of their classmates or not. It is clear that the whole sample affirmed that their students feel anxious when they undertake an oral presentation. This likely related to the mentioned difficulties and reasons in both items number nine and ten.

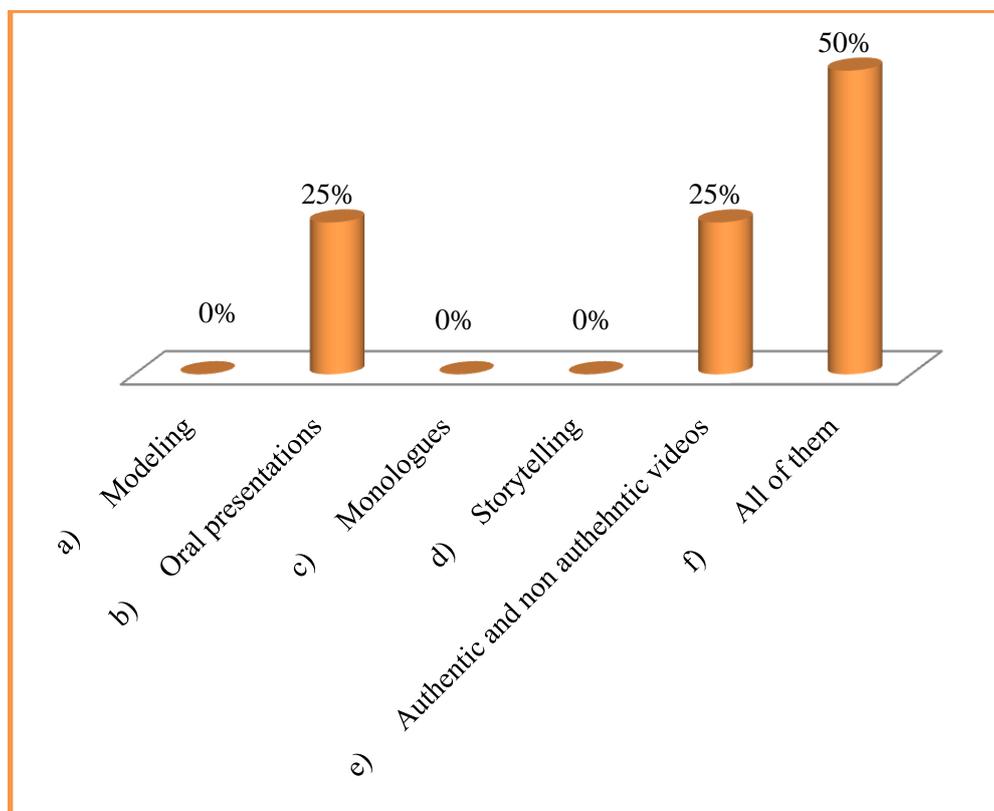
**If yes, how many?**



**Figure 34:** The number of students who feel anxious when performing an oral presentation in front of their classmates from their teachers' perspectives

As it is shown in the results above, the majority of teachers (75%) reported that most of their students experience anxiety when they perform oral presentations. This result corresponds with students' answers when they were asked about the same question (14). Whilst, the left teacher (25%) confessed that only some of the students become anxious when undertaking this task. However, none of the teacher opted for the choice "All of them". Taking these results into consideration, it can be deduced that anxiety formulates a serious psychological issue for most EFL students.

**Item 12.**What strategy do you use to help your students develop their public speaking skills?



**Figure 35:** Teachers' strategy that they use to help your students develop their public speaking skills

As far as this question is concerned, teachers are requested to disclose which of the strategies they adopt to develop their students' public speaking skills. In this regard, the half of teachers (50%) admitted that they implement all the proposed strategies. However, (25%) of the sample, which represents one teacher declared that s/he use oral presentations. A similar percentage of (25%) indicates the teacher who uses authentic and non-authentic videos. Consequently, the majority of teachers do not limit themselves to only one strategy to develop their students' public speaking performance.

#### **Teachers' Justifications of Their Answers**

When teachers were requested to justify their responses, only those who affirmed that they use all the listed strategies provided justifications. The first teacher said that all the proposed tasks oblige the students to perform orally in front of their teacher and their classmates. Moreover, they need a good amount of self-confidence and motivation to

reveal oral competences and they engage students in the activity and push them to produce a speech in front of their classmates. S/he added that they urge students to overcome shyness and anxiety to produce orally in public. This indicates that this teacher is highly conscious about the common benefits of these strategies, which serve in ameliorating students' public speaking skills. However, the other teacher justified by reporting that the teacher varies strategies to meet different styles of learning. Therefore, this teacher recognizes the necessity of using various strategies which concern teaching public speaking because s/he pays attention to the fact that students are not the same.

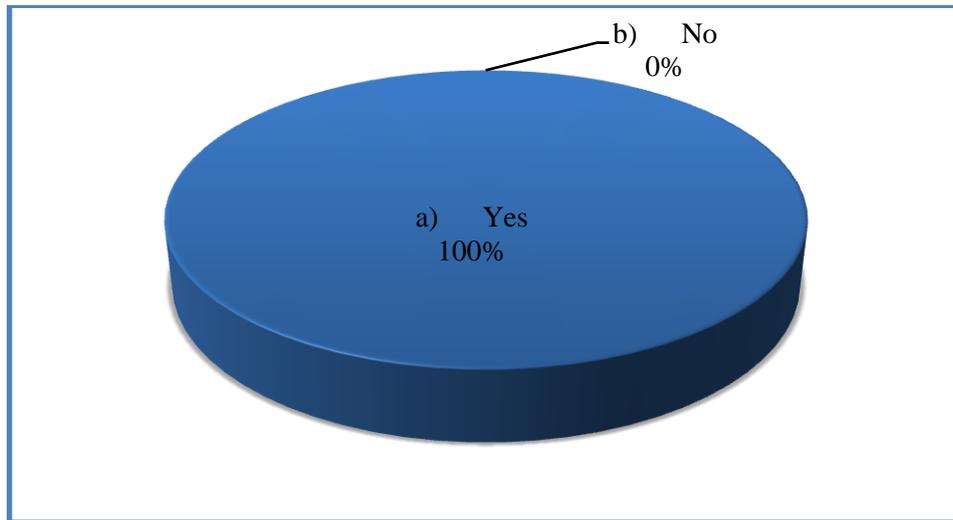
### **Section Three: The Role of Exposure to TED Talks Videos**

**Item 13.**What can you say about the role of exposure to the target language in teaching EFL?

The purpose of this open-ended question is to gather teachers' opinions about the role of exposure to the target language in teaching EFL. The first teacher answer was that exposing students to public speeches in the target language is beneficial in teaching them how to speak publically. Moreover, another teacher insisted on the great importance of exposure to EFL because students have to be surrounded by English language all the time for the sake of developing their competency and proficiency in this language. S/he also believed that students' exposure to the EFL occurs either inside the class or outside it. The former is when the teacher delivers the lesson or uses audiovisuals, etc. The latter maybe at home when the learner him/herself autonomously expose him/herself to English through using internet to read books, watching educational movies, being part of educational blogs as well as using YouTube for listening to songs, or watching movies/documentaries/news.

The third teacher claimed that exposure to the foreign language is very important and should be frequently used. Then, s/he stated that the administration should provide equipments for this sake. The last one mentioned that it is extremely significant and underestimated. Thus, all teachers stressed the importance of students' exposure to the target language because it opens doors to language proficiency. It is worthy to mention also that half of the teachers revealed their frustration from the administration ignorance to its vital role in helping EFL students achieving their goals in EFL learning.

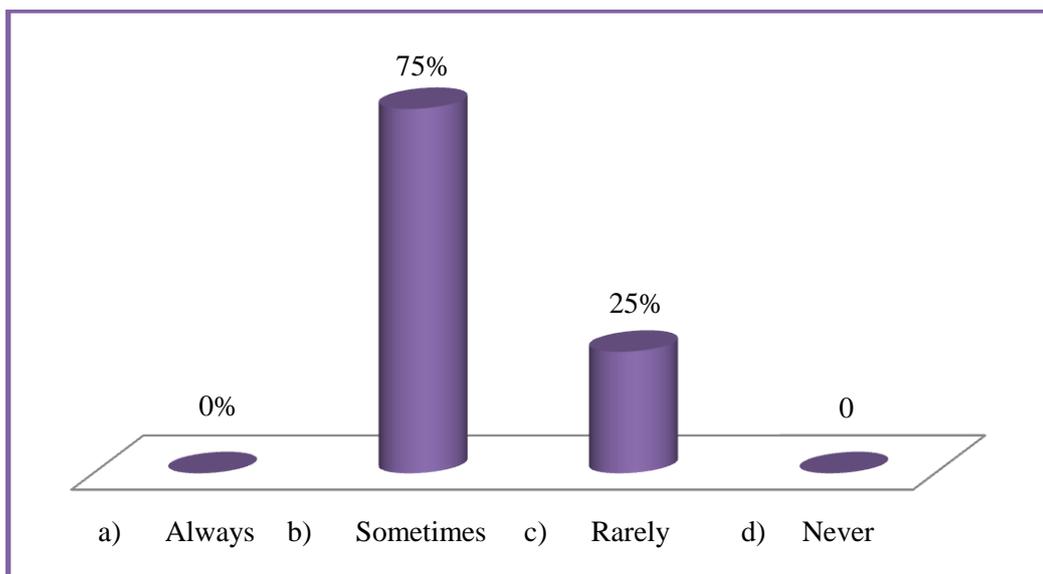
**Item 14.**Do you think that watching videos can improve your students’ public speaking skills?



**Figure 36:** Teachers’ attitudes about whether watching videos can improve their students’ public speaking skills or not

When we asked teachers if they think that watching videos can improve their students’ public speaking skills, all of them stood for the first choice “Yes”. This implies that watching videos can be effective in improving students’ public speaking production.

**Item 15.**How often do you use videos in your sessions?

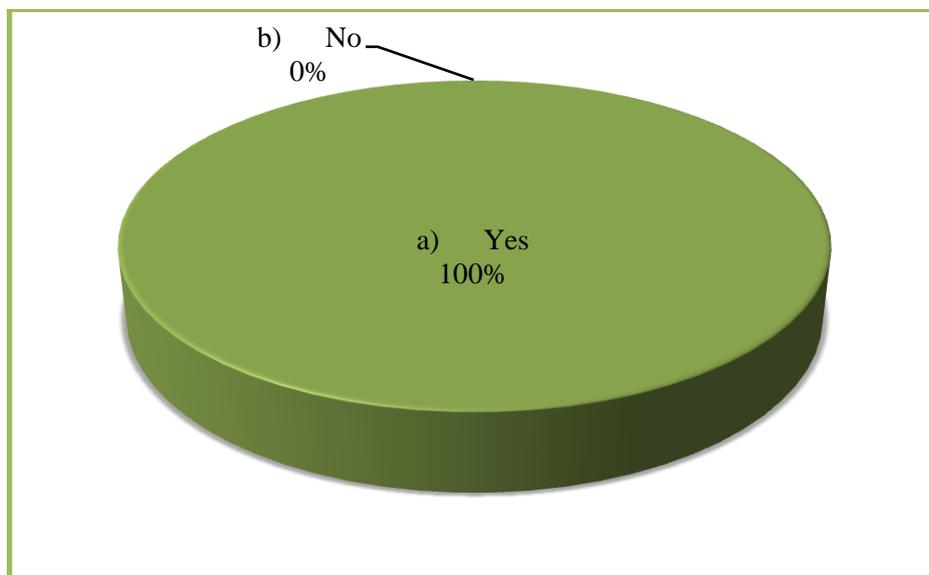


**Figure 37:** Frequency of teachers’ use of videos in their sessions

This question is designed to determine to what extent teachers use videos in their sessions. The rates show that (75%) of teachers answered with “Sometime”. Differently,

(25%) opted for “Rarely”; yet, no one selected the first and last options which are “Always” and “Never”. These results reflect that most teachers use videos from time to time. This is simply because they vary in the use of different strategies as it is concluded from their answers in question (12).

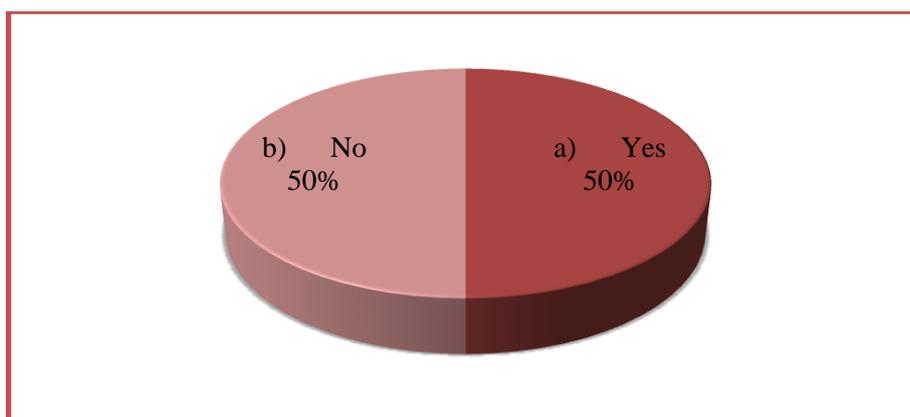
**Item 16.** ‘TED talks are influential videos, which are prepared and presented by expert speakers from different domains (education, business, science, technology, etc) created from a presentation at the main TED Conference’ (Raut, 2017). Do you think that watching TED Talks videos inside and/or outside classrooms can help students improve their public speaking skills?



**Figure 38:** Teachers’ attitudes about whether watching TED talks videos inside and/or outside classrooms can help students improve their public speaking skills

The present question seeks to identify teachers’ perspectives about if exposure to TED talks videos either inside or outside classrooms can be helpful for students in improving their public speaking skills. Apparently, the whole sample (100%) agreed on the previous idea. This elucidated that teachers are familiar with TED talks videos, and they affirmed that they can contribute positively in enhancing students public speaking skills.

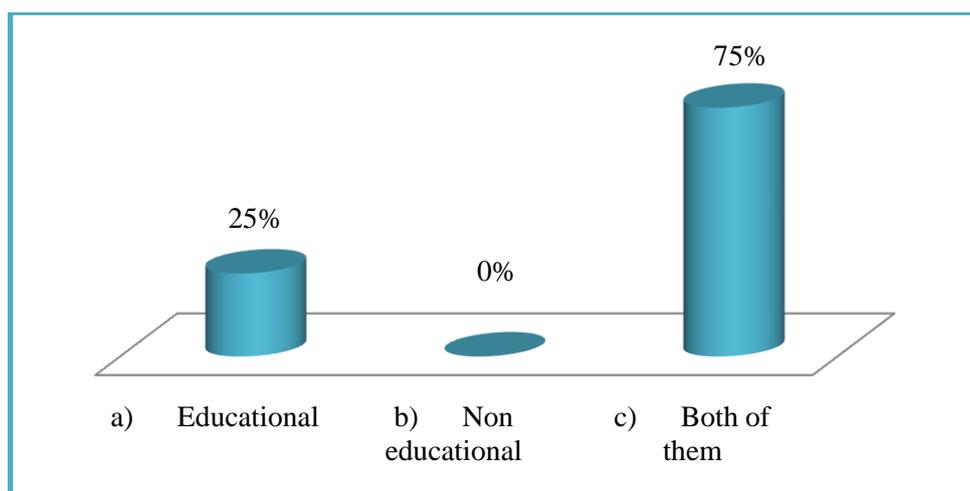
**Item 17.** Do you use TED talks videos in your oral expression sessions?



**Figure 39:** Teachers' answers about whether they use TED talks videos in their oral expression sessions or not

This question attempts to spotlight on whether teachers use TED talks videos in their oral expression sessions or not. It is clearly observed above that (50%) of the teachers use TED talks videos while (50%) do not use them. As a result, half of teachers have experienced using TED talks videos as a teaching instrument in oral expression in order to improve students' speaking skill. This means that they have witnessed its influence in students' oral performance, which gives more reliability to their answers in the following questions.

**Item 18.** What types of TED talks videos do you think can be more beneficial for EFL students?



**Figure 40:** Types of TED talks videos teachers think can be more beneficial for EFL students

This item seeks to determine which types of TED talks videos can be more beneficial for EFL students from their teachers' perspectives. As it appears on the figure (40), three teachers (75%) affirmed that both educational and non-educational TED talks videos are useful. However, only one teacher (25%) emphasized on educational TED talks videos. However, none of them chose only non-educational videos.

### **Teachers' Justifications of Their Answers**

In this question, only two teachers justified their responses; they are among those who believed in the utility of both educational and non-educational TED talks videos. One of them said that all TED talks videos are speeches, which means even TED talks that contains a content that it is not related to education can serve EFL students learning as they are delivered in English language.

Another teacher noted that educational videos are directly related to what the students learn in the class because they can deal with different linguistic barriers like grammar, pronunciation or learning new vocabulary. S/he added that these aspects are efficient, but they can be regarded as highly formal by students; however, many students desire to escape slightly from what they consider "Boring courses". That is why non-educational videos can be efficient as well.

Another reason is that non-educational TED talks videos engage students more because they are the type of videos which they watch the most in their free time. Besides, they are highly attractive and motivational. Moreover, they teach indirectly some aspects of language such as the culture of the target language (English) and all what it implies such as the use of idioms, slangs, body language, specific expression in specific contexts, fluency and accent.

Accordingly, TED talks videos can serve a significant role in engaging students and in increasing their motivation in addition to developing and refining EFL students' different competences. These benefits reflect their great impact in the success of EFL learning process.

**Item 19.** According to you to what extent can watching TED talks videos be beneficial for EFL students?

The last question is an open-ended question, it reveals teachers' opinions about the extent of TED talks effectiveness for EFL students. The first teacher stated that they are very useful. Then, the second one asserted that watching these videos is beneficial for EFL students to a quite good extent; they allow students to view how natives use the language either formally or less formally in different situations about different topics. This entails, for instance, learning pronunciation in terms of intonation and word stress, checking grammar and acquiring new vocabulary.

Another teacher said that TED talks videos are very beneficial, but s/he emphasized that there should be a good choice of the videos and a relevant pedagogy to use it in the class. S/he clarified that watching videos alone does not benefit students; in account of this, TED talks videos should be used as a content to practice other skills. The fourth teacher said that the extent of these videos' efficiency depends on the chosen material, bearing in mind its difficulty and the objective behind using it. Thereby, these answers emphasize even more the view that these videos have a positive effect on EFL students' performances and educational success. Nevertheless, widening the extent of their effectiveness in EFL learning lies on teachers' appropriate eclecticism in the use of these videos.

### **Teachers' Comments and Suggestions**

In this item, the researcher asked the four teachers to give comments or to add suggestions; yet, only three of them did. One of them described TED talks as attractive and motivating free materials that can be used anytime and everywhere. S/he noted that s/he wants to concentrate on learners' autonomy and how these videos can be easily used by all kinds of learners. In addition, this teacher asserted that these videos do not only ameliorate learners' public speaking but also ameliorate a good deal of other skills. Then, the teacher summarized his/her words by saying that TED talks videos are very efficient in enhancing learners' autonomy to perform plenty of tasks for their studies or for their entertainment.

The other teacher claimed that exposure to English in different forms must be enhanced especially through audiovisual aids. Whereas, the third teacher revealed his/her inclination to the use of other types of videos; in particular, BBC learning videos, National Geographic learning and motivation speeches instead of TED talks videos. From teachers'

thoughts, it can be deduced that videos are seen as a critical instrument and one of the pillars in EFL teaching process and in EFL learners' learning improvement. Furthermore, two teachers out of three teachers revealed their support and strong agreement on the importance of students' exposure to TED talks videos.

### **3.3.4 Discussion of the Findings**

The analysis of the data gained from the teachers' questionnaire yielded answers to some of the essential research questions. First of all, all the teachers who participated in this questionnaire asserted that they use different activities in teaching the speaking skill such as role plays, oral presentations and debates. Accordingly, Rao (2019) highlighted that when teachers use a variety of strategies and techniques of teaching speaking, learners will be active in these activities and practice speaking skills inside and outside the classroom.

In addition, all teachers unsurprisingly stated that they sometimes use oral presentations. This is mainly due to the fact that they use a variety of activities in the classroom. On the flip of this, their use of this task ensures that they consider it as one of the highly beneficial tasks in improving their students' performance in English language; as stressed by Al-Issa (2010), "An important feature of the EFL classroom in different parts of the world today is oral presentations" (p. 227). He also (2010) believed that this task is a fruitful way to motivate the presenting students to practice valuable oral English and the remaining students to practice listening.

Moreover, the findings showed that there is a total agreement between the four teachers on the idea that the linguistic competence is insufficient in the good speech delivery. They assumed that successful speech delivery is the result of linguistic competence in collaboration with psychological factors as self-confidence, overcoming shyness and anxiety in addition to socio-cultural competence, and paralinguistic competence.

Furthermore, all teachers regard teaching public speaking skills important due to its critical impact on EFL students' oral performance. This view is in line with the argument provided by Yee and Zainol Abidin (2014) who claimed that teaching public speaking skills to foreign language students is beneficial for their academic improvement, bettering their personal and social interaction. They noted also that it benefits students' profession in

the future given that practicing public speaking able students to construct confidence on convincing others more efficiently on the thoughts and the opinions that they want to share.

More importantly, all teachers reported that their students encounter difficulties when delivering a speech in front of their classmates. To name a few, inability to attract the audience's attention and inability to manage time properly. In the same line of thought, all teachers mentioned diverse reasons, which lead to the existence of the difficulties that affect EFL students' performance in public speaking.

Besides, the majority of the teachers said that linguistic barriers such as inadequate vocabulary and poor mastery of grammar in addition to psychological factors like lack of self-confidence are the common reasons. However, one of the teachers raised a main issue which is that teaching public speaking is neglected from the syllabus. This reflects that teaching this skill is not incorporated within teaching programs provided by the administration.

It is worthy to mention that Yee and Zainol Abidin (2014) said that Fulton (2011) stressed the need to construct a standard set of courses of public speaking in colleges for undergraduates and post-graduates. Therefore, teaching public speaking is needed in various branches not only in our branch.

Another main point, all teachers affirmed that their students suffer from anxiety when they perform an oral presentation in front of their classmates. More precisely, most teachers noted that this feeling is experienced by a great number of their students. This indicates the difficulty of oral presentations for most of EFL students, which is probably related to their public speaking difficulties.

Additionally, all the teachers asserted that exposure to the target language is highly recommended in EFL learning, but half of teachers complained from the administration's neglectation of the role of this key element. This frustration is probably caused by the non-availability of the needed teaching materials in the teaching setting, which allow EFL learners exposure to the target language.

Furthermore, this study shows a total agreement between teachers on the usefulness of exposing students to the type of videos called "TED talks" in order to progress their students' public speaking performance. This is clearly proved by Nurmukhamedov (2017),

“Using TED Talks as a model can help students in oral presentations in front of the general public and reflect the presentation by Western style” as cited in Kusumastuty, Mulyono and Ekawati (2019, p.4). Thus, TED talks are considered as a worthy tool for promoting students public speaking.

Interestingly, only half of the teachers confirmed that they use this type of videos inside the classroom. This reveals that they have experienced its influence on their students’ leaning improvement. Equally important, most teachers assumed that even non-educational type of TED talks videos are helpful for EFL learners as long as they contribute in engaging students and boosting their motivation along with developing their skills. Accordingly, the International Teacher Training Organization (2001) pointed that EFL learners learn more successfully when they can listen to and be involved with a diversity of speakers and subjects not included in textbooks.

According to teachers’ detailed explanation, TED talks videos expose EFL students to native language, how it used by the natives and their culture. Also, these videos aid students in improving their verbal and nonverbal communication skills and make the learning process more motivating and engaging.

Additionally, some of the teachers argued that the extent of these videos effectiveness on students learning has relevance to right selection of certain TED talks which address students’ specific needs and weaknesses. In this respect, it is vital to mention that Arntsen (2016) claimed that choosing a suitable TED talk from a tremendous library is the primary challenge, and what the teachers essentially select will be based a lot on their students and objectives.

All in all, teachers’ questionnaire shows that students face a plethora of challenges, which hinder them when they speak publically. In the same time, it confirms that incorporating TED talks videos into the EFL classrooms has an effective contribution to the improvement of EFL learners’ different skills and mainly their public speaking skills. This proves the current study hypothesis.

### 3.4 Conclusion

Through this chapter, the information gathered were analyzed and discussed. Basically, one data gathering tool was used to investigate the validity of the research hypothesis. In particular, the researcher employed students' questionnaire and teachers' questionnaire in order to highlight the main challenges, which hurdle EFL students' oral performance along with checking the value and the usefulness of TED talks videos in handling these challenges and in improving EFL learners' public speaking skills. The former was administrated to (46) third-year EFL students at Biskra University. However, the latter was administrated to four EFL teachers who teach or have experienced teaching oral expression at Biskra University. Moreover, at the end of the data analysis of each questionnaire, a throughout discussion of the findings was provided.

On the whole, the analysis of both questionnaires' results revealed some interesting findings that confirmed the research hypothesis, which highlighted that the use of TED talks videos in the classroom may help EFL learners develop their public speaking skills. The findings showed that there are different difficulties which hinder students' public speaking performance mainly their inability to use their verbal and body language properly. Moreover, most of these difficulties are due to linguistic and psychological obstacles. More importantly, the obtained results displayed that anxiety is the serious psychological obstacle since the majority of students feel anxious when speaking in public. In addition, both teachers and students are familiar with TED talks videos and they asserted that the use of these videos as a teaching material can help in minimizing students' public speaking difficulties.

# **General Conclusion**

## General Conclusion

To conclude, the current conducted research has transacted the strong relationship between TED talks videos and public speaking. Thus, the ultimate aim of this study is to attempt to answer all the research questions along with confirming the research hypothesis, which emphasized that the use of TED talks videos in the classroom may help EFL learners develop their public speaking skills. The present research investigation is constituted of three different, but interrelated chapters. The two initial chapters are concerned with the theoretical background of the research study; however, the last chapter represents the study fieldwork.

To be precise, the first chapter dealt with the most important elements related to public speaking. Initially, the researcher provided an overview about public speaking including its definitions, importance, skills and history. Later in this chapter, she attempted to highlight speech components, speech delivery methods and the three P's of successful public speaking. Then, the focus was shifted to the common characteristics of public speakers in addition to the main principles of public speaking. Moreover, this chapter presented the problems associated with public speaking and the different strategies of overcoming speech anxiety. Additionally, it provided the importance of teaching public speaking including teacher's role and the distinct techniques and activities in teaching this skill. At the end, it dealt with ethical public speaking.

As for the second chapter, it is designed to obtain deep insights into the notion of TED talks videos. Firstly, this chapter highlighted the main aspects that should be considered by English language teachers, which are the role of exposure, learning styles, teaching listening and the use of audiovisuals. Besides, it dealt with the use of videos in English language classroom, and types of videos in the classroom as well as the reasons which lie behind using videos in the classroom. Then, it spot light on main theoretical issues related to TED talks videos, more specifically, their definitions, history, advantages in EFL classrooms, elements of TED talks in addition to creating a TED talk steps and TED talks types. Furthermore, it covered great TED talks' characteristics, great TED talkers' characteristics, the nonverbal patterns to a great TED talk as well as TED vs TEDx.

As far as the third chapter is concerned, it dealt with the practical part of this study in which the researcher endeavored to analyze, interpret and discuss the data gathered. For

the purpose of achieving the current study aims and checking the validity of the raised hypothesis, the researcher dealt with a mixed-method approach for which she based this research on one data collection tool, a questionnaire for both forty-six (46) third-year EFL students and four (4) EFL teachers who teach or have experienced teaching oral expression.

Accordingly, the findings from both questionnaires proved that public speaking is not easy for most of EFL students due to the various difficulties that make them unable to perform effectively. However, inability to use verbal and nonverbal language properly is the common difficulty. In addition, both teachers and students asserted that the linguistic and the psychological constrains are the main reasons that lead to the existence of these difficulties. More vitally, they revealed that anxiety is the main psychological constrain among students. Besides, the obtained results showed that both teachers and students are aware of the requirement of teaching public speaking skills. Also, they are well-accustomed with TED talks videos and their importance in EFL learning. Along with, they have a positive attitude towards exposing students to this kind of videos inside the classroom to improve their skills in public speaking.

To sum up, through the analysis, interpretation and discussion of the data gathered, the findings answered the research questions and proved the research hypothesis. This hypothesis highlighted that the use of TED talks videos in the classroom may help EFL learners develop their public speaking skills.

## **General Recommendations**

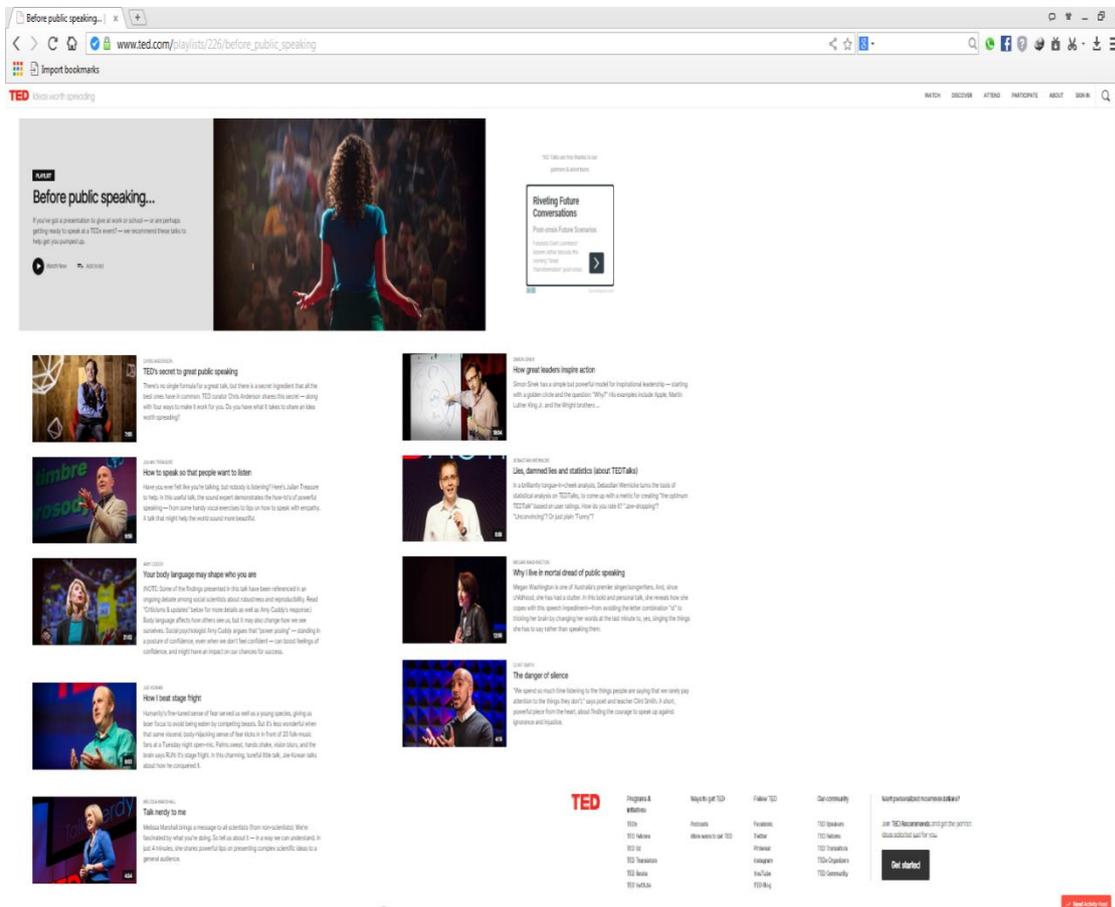
In the light of the analysis and discussion of the current research findings which confirmed that students' public speaking skills can be improved through the implementation of TED talks videos in the classroom, a number of recommendations can be set:

### **For teachers**

- Oral expression teachers are highly recommended to provide their students with maximum opportunities in the class to speak the foreign language and put emphasize on the use of oral presentations to carry out lessons.
- Teachers are highly recommended to concentrate more on how to deal with students' public speaking difficulties mainly their psychological factors and linguistic barriers.
- Teachers are highly recommended to create a friendly and supportive environment in the classroom in order to help students overcome their public speaking anxiety.
- Teachers are highly recommended to reinforce the use of TED talks videos in the classroom specially in oral expression module as a technique of teaching the art of public speaking.
- Teachers are highly recommended to search deeply about how to implement TED talks videos efficiently in the classroom and the different obstacles they may encounter and the solutions to overcome them.
- Teachers are highly recommended to urge students to watch TED talks videos by raising their awareness about the various advantages of exposure to these videos at home in enhancing their weaknesses in public speaking.
- Teachers are highly recommended to rely on TED talks in providing their students with useful instruction on the steps and tricks in great speeches delivery for the sake of helping them understand precisely how to deliver a speech, since TED talks involve all aspects of public speaking.
- Teachers are highly recommended to make activities concerning TED talks videos and verify students' engagement and understanding of their content.

- Teachers are highly recommended to explain to students what is expected from their oral performance and provide them with sufficient information and adequate feedback about the basic problems in their public speaking performance.
- Teachers are highly recommended to choose the most appropriate and highly inspiring TED talks videos in the improvement of students' public speaking skill. In this regard, TED talks organization in their web site (TED.com) recommend a playlist entitled “before public speaking” contains nine TED talks videos mainly about teaching how to master public speaking:

**Figure 41:** A screenshot of the TED talks playlist of teaching public speaking

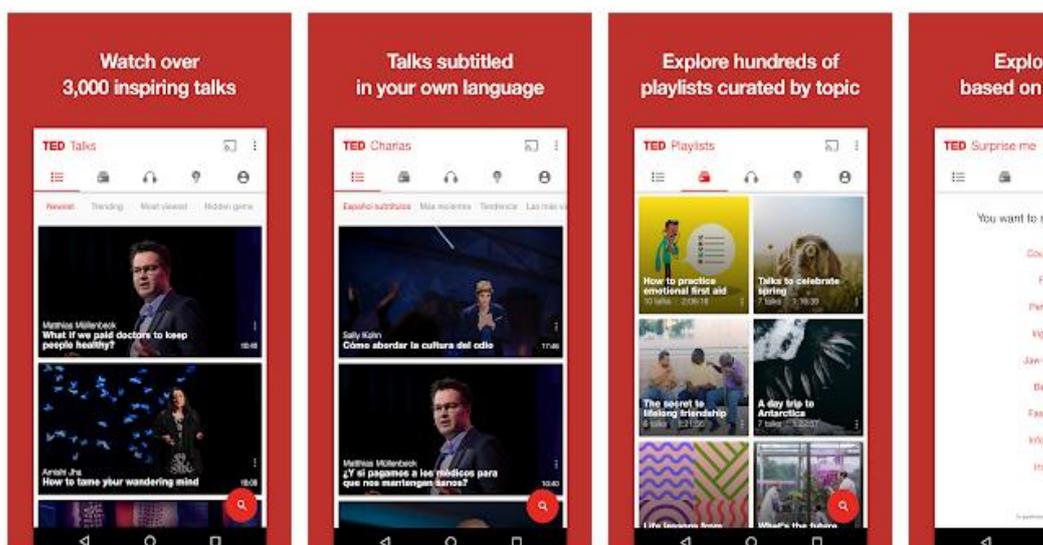


([https://www.ted.com/playlists/226/before\\_public\\_speaking](https://www.ted.com/playlists/226/before_public_speaking))

## For students

- Students should download and read the book written (2016) by the head of TED Chris Anderson “The official TED guide to public speaking”.
- Students need to download TED application on their preferred device such as smart phones to access easily to TED talks videos and to see the newest ones as soon as they are available online as well as to download them to watch them where they are not connected to Internet.

**Figure 42:** A screenshot of the TED talks application



(<https://play.google.com/store/apps/details?id=com.ted.android&hl=en>)

- Students should participate in public presentations and group discussion activities inside the classroom as well as practicing speaking English language constantly even outside the classroom.

- Students should be involved in English language clubs to practice speaking English in front of an audience and reduce their psychological obstacles.
- Students need to be committed and highly serious concerning following the instructions provided by their teachers in order to perform better in speaking activities.
- Students should be consciously aware of the importance of watching TED talks videos at home and in their free time as a strategy to overcome their difficulties in public speaking.
- Students should seriously pay attention to the flow of the speech and the techniques used by TED talks' speakers in delivering the speech such as their body language, tone of the voice and their special expressions and words.
- Students should learn from TED talks speakers how to develop their own unique speaking style and observe the characteristics of a memorable speech.
- When watching TED talk videos, students should select subtitles in English language (speaker's transcript) to read along so that they can improve their linguistic competence.
- Students should focus on how TED talkers use presentation materials appropriately and how they manage time and their talk properly.
- Since anxiety and low self-confidence are among the main reasons that hinder students from performing well in public speaking. To deal with this, John Boitnott (2017) suggested ten inspiring TED talks videos which are listed in the following:
  1. What I learned from 100 days of rejection by Jia Jiang
  2. Why you should let your fears guide you by Leonard Kim
  3. What fears can teach us by Karen Thompson Walker
  4. How to get chased by a bear by Ryan Folland
  5. Smash fear, learn anything by Tim Ferriss
  6. Success, failure and the drive to keep creating by Elizabeth Gilbert
  7. Reprogramming your brain to overcome fear by Olympia LePoint
  8. How to move forward while living in fear by Emily Muller
  9. Remote control by Daniel Midson-Short
  10. Be the warrior not the worrier- fighting anxiety and fear by Angela Ceberano

**For syllabus designers**

- Syllabus designers should give some room to public speaking within the syllabus.
- They should add another module called public speaking or oral presentations to teach students how to master public speaking.

**For administration**

- The administration should provide the needed teaching materials in order to facilitate the implementation of TED talks videos in the classroom and to urge students to watch these videos.

**For future researchers**

- The current research findings proved that TED talks videos can be useful in improving EFL students public speaking skills. Thus, future researchers can be inspired to conduct research on how to use effectively these videos in the classroom. Moreover, it can be suggested that further research can concentrate on investigating the influence of TED talks videos in improving students' autonomy and other skills such as critical thinking, listening skill, reading skill and written skill.

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# Appendices

## **Appendix 01**

### **A Questionnaire for Third-Year EFL Students**

Dear student,

This questionnaire is an attempt to collect data for the accomplishment of my master dissertation. It is about exploring ‘The Role of Technology, Entertainment and Design Talks Videos in Improving English Language Learners’ Public Speaking Skills. Therefore, you are kindly requested to answer the following questions. Please tick (✓) the appropriate box(es), or make complete statements whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

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**Supervised by:**

Mrs. BEKHOUCHE Rime

**2019-2020**





Q8. Do you think that linguistic competence is enough for learners to deliver a good speech?

a) Yes

b) No

Justify your answer please

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.....  
.....

Q9. How do you find speaking in front of a large number of people?

a) Easy

b) Somehow difficult

c) Very difficult

Justify your answer please

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.....  
.....

Q10. Which public speaking stage(s) do you find more difficult?

a) The preparation of the speech

b) The rehearsal (practice) of the speech

c) The presentation of the speech

d) All of them

Q11. How do you feel when asked to perform an individual task in front of your teacher and classmates? You may choose more than one option.

a) I tremble when knowing that I am going to be called on to speak English

b) I start to panic when I have to speak English without preparation in advance

c) I feel very self-conscious while speaking English in front of other students

d) I face the prospect of speaking English with confidence



If yes, how often

- a) Always       b) Sometimes       c) Rarely

Q15. Would you choose the statement that really reflects your situation?

- a) I can feel my heart pounding when I am going to be called on  
To speak English
- b) Even if I am well prepared, I feel anxious about speaking English
- c) I keep thinking that other students are better at speaking English than I
- d) I am afraid that other students will laugh at me while I am  
speaking English
- e) I want to speak less because I feel shy while speaking English

### Section Three: Exposure to TED Talks Videos

Q15. Have you ever been taught how to develop your public speaking skills?

- a) Yes       b) No

If yes, is this through:

- a) Modeling
- b) Oral presentations
- c) Monologues
- d) Storytelling
- e) Watching videos
- f) All of them

Others, please specify

.....

.....

Q16. How do you consider the exposure to the native English?

- a) Important       b) Somehow important       c) Not important at all

Justify your answer please

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Q17. Are you with using videos inside the classroom for educational purposes?

- a) Yes                       b) No

Justify your answer please

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.....  
.....

Q18. Are you familiar with the acronym “TED” talks videos?

- a) Yes                       b) No

Q19. ‘TED talks are influential videos, which are prepared and presented by expert speakers from different domains (education, business, science, technology, etc) created from a presentation at the main TED Conference’ (Raut, 2017). Do you think that using them can help you: (Choose just one option).

- a) Improve your verbal and nonverbal communication skills
- b) Develop your linguistic competence (vocabulary, pronunciation, etc)
- c) Develop your listening and speaking skills
- d) Increase your self confidence
- e) Improve your presentation skills
- f) Increase your convincing skills
- g) All of them

Others, please specify

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.....  
.....

Q20. Would you specify the degree of your agreement or disagreement with the following statements:

SA: Strongly agree

SD: Strongly disagree

A: Agree

D: Disagree

N: Neutral

No	Statements	SA	A	D	SD	N
1	The use of TED talks videos may make studying more exciting and enjoyable.					
2	Through TED talks videos, I can improve my public speaking skills.					
3	Through TED talks videos, I can improve my body language skills during public speaking.					
4	Through TED talks videos, I can learn how to present a well-organized, dynamic speech.					
5	Through TED talks videos, I can improve my confidence and help me overcome my public speaking anxiety.					
6	Through TED talks videos, I can enhance my pronunciation skills, and I can learn new vocabulary.					

**Thank you for your time, effort and collaboration**

## **Appendix 2**

### **A Questionnaire for EFL Teachers who Teach or Have Experienced Teaching Oral Expression at Biskra University**

#### **Research Title:**

***Role of Technology Entertainment and Design Talks Videos in Improving English Language Learners' Public Speaking Skills***

Dear teacher,

We would be so grateful if you could devote some of your time to answer the following questionnaire. It is an attempt to collect data for the accomplishment of a Master dissertation in Sciences of the Language. The study aims to explore your attitudes towards the 'Role of Technology Entertainment and Design Talks Videos in Improving English language Learners' Public Speaking Skills'. Therefore, we would be so grateful if you could provide us with precise, clear, and complete responses. Be sure that your answers will be anonymous and will be used for research purposes

#### **Researcher's Name:**

LOUAIFI Nesrine

#### **Supervised by:**

Mrs. BEKHOUCHE Rime

**2019-2020**

## Section One: Personal Information

Q1. Would you specify your educational degree?

- a) Master
- b) Magister
- c) Doctorate

Q2. How long have you been teaching English at university?

- a) 1-5 years
- b) 5-10 years
- c) More than 10 years

Q3. How long have you been teaching speaking?

.....

Q4. What are the main activities that you use to teach speaking skill?

- a) Role plays
- b) Group discussions
- c) Debates
- d) Oral presentations
- e) All of them

Others, please specify

.....  
.....

## Section Two: Public Speaking Skills

Q5. How often do you assign oral presentation tasks?

- a) Always
- b) Sometimes
- c) Rarely

Q6. Do you think that linguistic competence is enough for delivering successful presentation/speech? Justify your answer please.

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.....  
.....

Q7. How do you consider teaching public speaking skills?

- a) Important
- b) Somehow important
- c) Not important

Justify your answer please

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Q7. How can you evaluate your students' public speaking skills?

- e) Poor - they definitely need some help
- f) Acceptable - but I know they could improve
- g) Good - they could improve with some advanced tips
- h) Excellent - I don't think they could improve much

Q8. Do your students have any difficulties when delivering a speech in front of their classmates?

- a) Yes
- b) No

If yes, what kind of difficulties do your students face? You may choose more than one option.

- a)Inability to use verbal and body language properly
- b)Inability to attract the audience's attention
- c)Inability to use materials properly
- d)Inability to manage the time properly
- e)All of them

Others, please specify

.....

.....



Q14. How often do you use videos in your sessions?

- a) Always       b) Sometimes       c) Rarely       d) Never

Q15. ‘TED talks are influential videos, which are prepared and presented by expert speakers from different domains (education, business, science, technology, etc) created from a presentation at the main TED Conference’ (Raut, 2017). Do you think that watching TED talks videos in inside and/or outside classrooms can help students improve their public speaking skills?

- a) Yes       b) No

Q16. Do you use TED talks videos in your oral expression sessions?

- a) Yes       b) No

Q17. What types of TED talks videos do you think can be more beneficial for EFL students?

- a) Educational       b) Non educational       c) Both

Justify your answer please

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Q18. According to you to what extent can watching TED talks videos be beneficial for EFL students?

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If you have any suggestions or comments, please feel free

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**Thank you for your time effort and collaboration**

## الملخص

أصبح التحدث أمام الجمهور باللغة الإنجليزية مهارة مؤثرة للغاية ومطلوبة لكثير من الناس في مجالات مختلفة من الحياة وخاصة في نجاح حياتهم الأكاديمية والمهنية . ولكن هذا الأخير يعتبر احد أعظم المخاوف بالنسبة لغالبية الطلبة الجامعيين والمتخرجين في شعبة اللغة الانجليزية، لذلك فإن الهدف من هذه الدراسة هو الكشف عن المشاكل الرئيسية التي تسبب نقص مهارة الخطابة لدى طلبة اللغة الانجليزية بجامعة بسكرة، ويهدف كذلك إلى التحقق في فعالية مقاطع فيديو محادثات تخص التكنولوجيا والترفيه والتصميم (TED) في التعامل مع هذه المشكلات. ومنه افترضت الباحثة أن استخدام مقاطع فيديو محادثات (TED) في القسم قد يساعد طلبة اللغة الانجليزية على تطوير مهارات التحدث أمام الجمهور . اعتمدت في هذا البحث على الدراسة الوصفية باستخدام المنهج المختلط ، وفقاً لذلك قامت بتصميم استبيان كأداة لجمع البيانات لإثبات صحة فرضيتها. وبشكل أكثر تحديداً، تم توزيع استبيان على ستة وأربعين (46) طالباً سنة ثالثة جامعي تخصص لغة إنجليزية بجامعة بسكرة بحيث تم اختيارهم عشوائياً بالإضافة إلى أربعة (4) أساتذة لغة انجليزية بنفس الجامعة الذين يدرسون وحدة التعبير الشفهي أو لهم تجربة في تدريسها . ونتيجة لذلك أظهر تفسير البيانات التي تم جمعها أن الحواجز النفسية مثل (القلق) واللغوية مثل (نقص رصيد المفردات الكافية ) تعتبر العقبات الأساسية التي تعيق طلبة اللغة الانجليزية عن القيام بأداء شفهي ناجح. علاوة على ذلك، كشف على اتفاق الطلبة و الأساتذة على أهمية مقاطع فيديو محادثات (TED) لتحسين أداء الطلبة في التحدث أمام الجمهور. و بالتالي يمكن أن يستنتج أن فرضية البحث المقترحة تم تأكيدها والتحقق من صحتها . أخيراً، في نهاية هذا الجزء من العمل ، تم اقتراح بعض التوصيات بناءً على نتائج الدراسة وأهمها تعزيز استعمال مقاطع فيديو محادثات (TED) في تدريس اللغة الانجليزية وخاصة في وحدة التعبير الشفهي.

أهم المصطلحات: مهارات الخطابة، مقاطع فيديو محادثات (TED)