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Improving Students Public Speaking ability through TED talks videos: The case of Master one students at the English department in Tlemcen.

Dissertation submitted to the department of English as partial fulfillment of requirements for
Master's degree in Didactics of foreign languages

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2024/2025

Acknowledgements

I express my sincere and deep gratitude to my supervisor, Dr Imane BERROBA TANI , for her continuous support and guidance throughout the progression of this research .

Her expertise , insightful remarks , and constructive suggestions have been instrumental in improving this project.

I truly appreciate her patience , availability , and dedication , which encouraged me to stay focused and persevere .

Her commitment to high standards and academic work has greatly contributed to the quality of this work and my development .

I sincerely thank the jury members for their time , attention , valuable remarks.

Your insightful evaluation greatly enriched this work . Am honored by your presence and contributions to my academic research.

Thank you for your consideration and professionalism .

Dedication

To my beloved family ,whose love , support and encouragement have been my foundation throughout this work.

To my dear friends , thank you for your presence ,help , kindness , and constant motivation even in the most challenging moments .

This achievement would not have been without you.

Abstract

Speaking is a crucial skill in language learning that enables learners to express ideas, communicate effectively, and engage in academic and real-life interactions in English language contexts. Public speaking is critical but often challenging for learners due to anxiety, lack of confidence, and limited language proficiency. This study aimed to explore the effectiveness of TED Talk videos as a pedagogical tool for improving students' public speaking skills in an EFL classroom. Built based on two research questions, it first examined the main difficulties students face when speaking in front of an audience, and then investigated how the use of authentic videos such as TED Talk affects their public speaking performance. An exploratory case study design was employed, and data were collected through a questionnaire administered to 59 Master One students and interviews conducted with two teachers of the oral expression module. The collected data were analyzed both qualitatively and quantitatively. The results highlighted that students struggled with fear of public speaking, low self-confidence, limited vocabulary, and difficulty structuring their speech. The findings revealed that TED talk videos had a positive impact on learners by enhancing their confidence, improving fluency, and increasing their motivation and engagement. Based on these findings, the study concludes that TED talk videos serve as effective and engaging materials for supporting the development of public speaking skills in EFL contexts. Several educational suggestions, and practical recommendations were made at the end of the dissertation to guide teachers in integrating TED talks into oral expression instruction, and to help students become more confident and competent speakers.

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List of Abbreviations and Acronyms

TED : Technology Entertainment , Design

EFL : English foreign language

EFL :English foreign language learner

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General Introduction

General introduction.

The growing importance of English as a global language has significantly impacted language education worldwide. As English continues to dominate international communication, education, and professional exchanges, the ability to speak it effectively has become an essential skill for learners. Among the four core skills listening, speaking, reading, and writing –speaking is a vital tool that allows students to express ideas, engage in dialogue, and participate in real-life communication. In academic and professional settings, public speaking holds even greater value, as it enables students to articulate their thoughts clearly in front of an audience. Despite its importance, public speaking is often one of the most challenging aspects of language learning, particularly in the context of the English language. Many students struggle with a variety of issues, including fear of public performance, low self-confidence, limited vocabulary, poor speech organization, and pronunciation difficulties. These barriers hinder learners from expressing themselves effectively and developing communicative competence.

In recent years, digital resources have opened up new opportunities for language instruction. One such resource is TED talk videos, which are short, powerful presentations delivered by speakers from diverse backgrounds. These videos demonstrate essential features of effective public speaking, including clear speech, confident delivery, organized content, and audience engagement. As authentic materials, it can provide real-world models for students to imitate, making them potentially valuable tools for improving public speaking in EFL classrooms.

This study aims to explore the impact of these authentic videos on the development of students' public speaking skills, to identify the common challenges learners face when performing spoken tasks in English. The significance of this research lies in its potential to enhance the teaching of oral expression by introducing authentic, motivational materials that support student's growth as confident communicators.

To address these objectives , the current study seeks to answer the following research questions:

- 1:What difficulties do students face when speaking in front of an audience?
- 2:How do authentic material like TED talks videos affect students public speaking skills?

Based on these question ,the study forward the following hypotheses :

H1_Students face various difficulties in public speaking ,such as low self confidence, shyness , fear of making mistakes , limited vocabulary, and poor pronunciation.

H2_the use of authentic videos like TED talks can positively influence EFL students public speaking by increasing their self confidence , reducing language anxiety, good delivery and well organization of speech , and facial expression.

To achieve this goal, the study adopts an exploratory case design and employs a qualitative research approach. Data are collected through two tools: a questionnaire administered to Master One students and the interview conducted with teachers of the oral expression module, these tools aim to gather an understanding of both students' experiences and teachers' perspectives regarding the use of such videos in public speaking instruction.

This research is organized into two main chapters. The first chapter presents the theoretical framework and literature review. It provides an overview of speaking and public speaking in EFL learning, highlights the common challenges students encounter, and discusses the use of Technology Entertainment Design videos as instructional aids. The second chapter is dedicated to the fieldwork, including a detailed analysis of the collected data. It presents the study results, discusses their application, and concludes with practical suggestions and recommendations to support the development of public speaking in EFL classrooms.

Chapter One

Literature

Review

1. Introduction

Public speaking is a vital skill that significantly impacts personal, academic, and professional success. Expressing thoughts clearly can influence audiences, inspire transformation, and establish authority. Today's digital platforms have transformed the landscape of public speaking, with TED Talks providing a stage for thought leaders, innovators, and everyday people to share influential ideas. TED Talks are renowned for their concise yet powerful speeches, often setting the standard for effective public speaking (Anderson, 2016). This chapter presents the theoretical part of the study and introduces the main concepts related to the topic of the present research. First, it focuses on speaking and public speaking skills, including their importance, main features, and the challenges students face when trying to improve public speaking skills. The second part of the chapter discusses how TED talk videos can serve as valuable and authentic materials in the learning process, helping students enhance their public speaking skills and abilities.

Part One: Speaking and Public Speaking Skills

1.1. Speaking as a Productive Skill

Speaking is an essential language skill that involves utilizing verbal communication to convey messages to others (Kalayo, 2012). According to Hasibuan (2012), "Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also that they understand when, why, and in what ways to produce language" (p. 3). Moreover, effective communication greatly relies on proper pronunciation, even though it may not directly represent language proficiency level (Prodanovska-Poposka, 2017). Speaking competencies also include various elements such as interactive techniques like eye contact, facial expressions, and clarifying meanings (Aguilera, 2012). Overall, enhancing speaking ability as a cognitive skill is possible through repeated practice. Speaking is grouped as a productive skill, just like writing, while listening and reading are seen as receptive skills (Hasibuan, 2012).

1.2. The Importance of Speaking Skill in English Language learning

Speaking abilities are an essential aspect of language proficiency, especially in English, which is recognized as a universal lingua franca. Mastering English communication enables

individuals to convey ideas, establish connections, and prosper in academic, professional, and social settings (Smith, 2020). Moreover, significance of speaking ability is crucial for individual language learning, as it involves the active use of the language in real-time communication, allowing learners to practice vocabulary, grammar, and pronunciation in context (Ishrat, 2007). Furthermore, this means that successful language learning depends on strong communication skills, as it helps improve sentence formation, word use, and clear speech through real-life practice (Brown, 2018). On the whole , enhancing English speaking skills is crucial for clear communication and achieving success in today's globalized world.

1.3. Oral Expression Module in EFL Classroom

Oral expression is a fundamental aspect of language learning, particularly in English as a Foreign Language (EFL) environments. It bridges the gap between academic knowledge and daily conversations . Through the development of oral expression, students can effectively convey their ideas, engage in meaningful conversations, and boost their confidence when using English in various real-life situations (Harmer, 2015). In addition, the primary goal of language learning is to apply the language in communication, highlighting the importance of oral interaction in EFL educational settings (Lu & Trong, 2010). Ultimately , teaching oral expression is crucial to help students communicate effectively in a connected world.

1.4. Oral Presentations in the EFL Classroom

Student presentations are viewed as an achievement when the aim of communication is accomplished. To ensure successful communication, students should employ proficient speaking techniques. In addition, students are required to demonstrate effective communication skills by presenting a topic clearly and comprehensively while ensuring consistency and incorporating feedback to provide accurate information (Surwanti, 2019). Moreover, the importance of effective presentations for students cannot be overstated, as they are vital for improving oral communication capabilities. It has also been observed that individual presentation projects can enhance students' clarity, volume, body language, eye contact, and overall communication aptitude (Nurhidayah & Mita, 2024). Furthermore, it is common for students to experience challenges such as anxiety and nervousness while presenting due to a lack of preparation and personal traits, which are often the root causes of difficulties in oral presentations (Riyadi, Suryawati,& Aziz ,2024). In general , student presentations serve as a

beneficial educational resource that can improve communication abilities, creativity, and involvement.

1.5. EFL Students and Public Speaking

Public speaking is an important skill that can greatly benefit EFL students by enhancing their confidence levels and refining their communication skills. Engaging in public speaking tasks such as presentations, speeches, and debates can help students improve their fluency, pronunciation, and vocabulary through controlled and demanding contexts (Harmer, 2015). Moreover, for many EFL learners, public speaking serves as a tool to confront and overcome the fear of speaking in front of an audience, a challenge that is frequently encountered (Brown, 2018). Furthermore, Helal (2020) stated, "Mastering techniques of public speaking and oratory skills is what will make the difference between your success and failure" (p. 9). To sum up , through the integration of public speaking components in EFL learners, educators can empower students to communicate effectively in real-life situations (Thornbury, 2020).

1.6. The Role of Public Speaking in Developing EFL Language learning

The development of language skills, particularly in second language learning, is greatly impacted by engaging in public speaking activities. Studies have shown that engaging in public speaking activities can improve fluency, accuracy, and overall communication skills of advanced English learners (Stepanyan & Milykhina, 2020). Moreover, public speaking is beneficial for students as it allows them to structure their thoughts logically and communicate them with impact, enhancing their skills in both speaking and listening (Nation, 2018). and Morreale,Pearson (2008) said: "mastering public speaking is critical because many students innate lack of effective oral communication in academic setting (p.227).To conclude , participating in public speaking enables learners to enhance their language abilities and cultivate the self-assurance necessary for effective communication in real-world settings (Goh, 2021). The following are five important parts of public speaking that help with learning English. These are: organizing your thoughts, managing nervousness, engaging the audience, speaking clearly and with confidence, and improving fluency, vocabulary, and thinking skills. These are not just simple subtitles—they are key areas that show how public speaking helps students improve their language learning. Stepanyan & Milykhina (2020) talk about how public speaking helps students think clearly and feel more confident. Nation (2018) explains how it helps learners speak in a way that others can understand and connect with. These points clearly

show why public speaking is important in learning English. Each one helps learners get better at using the language in different ways.

1.6.1. Organizing Thoughts

Organizing thoughts is a critical skill that enhances the clarity and effectiveness of presentations during public speaking. Effective public speaking necessitates the coherent structuring of thoughts and concepts when preparing a speech. It is important to carefully select a topic, define a specific purpose, and outline the central idea and main points. This procedure assists in structuring the speech and organizing transitions, which are essential for keeping the audience engaged and ensuring clarity (Koch, 2023).

1.6.2. Managing Anxiety or Nervousness

Public speaking anxiety is frequently influenced by a person's negative self-view, lack of knowledge about the subject matter, limited exposure, and perceived status gap between the speaker and the listener (Li, 2020). Moreover, through the Corp-Oral program which means an intervention designed to help learners, particularly university students, manage public speaking anxiety, individuals can improve their understanding of body language and practice techniques that involve conveying messages through physical presence, leading to a marked decrease in both physical responses and self-reported anxiety when speaking in public (Monge et al., 2023). Regular practice in public speaking also helps reduce anxiety by giving students more chances to speak in front of others, helping them learn how to handle nervous feelings, and building their confidence through repeated experience. (Dwyer & Davidson, 2012). To summarize, anticipating positive future events through mental imagery can minimize anxiety and distress before engaging in public speaking (Landkroon et al., 2021).

1.6.3. Engaging the Audience

Enhancing audience engagement can be achieved by transforming a monologue into a dialogue. Employing strategies such as asking questions, promoting audience participation, and integrating storytelling techniques can transform passive listeners into active participants, creating a more dynamic and engaging presentation setting (Usera, 2023).

1.6.4. Speaking Clearly and Confidently

Speaking clearly and confidently plays a vital role during public speaking presentations. It is important to speak clearly and confidently for effective communication, as it aids in the audience's comprehension of the message. Moreover, effective delivery is influenced by correct pronunciation, mastery of speech, and the use of appropriate body language (Thompson,2017).In general, speaking clearly with confidence not only improves the quality of the presentation but also helps the speaker feel more in control and better understood by the audience. (Luca,2015)

1.6.5. Fostering Fluency

Enhancing fluency in public speaking can be realized through the implementation of a range of techniques and practices (Das et al., 2018). University students have shown improvement in fluency through collaborative and self-directed speaking tasks, which have also led to increased motivation and quantitative performance (Gutierrez, 2014).To sum up , the act of repeating speaking tasks has the potential to enhance fluency, grammatical accuracy, and the ability to control the content of speech (Nation, 1989).

1.6.6. Vocabulary Expansion

Engaging in public speaking activities can significantly enhance students' vocabulary expansion. When learners prepare and deliver speeches, they are motivated to seek out and use new words to express their ideas more effectively. Research by Kacani and Cyfeku (2015) highlights that integrating speaking tasks into language learning encourages students to expand their vocabulary application. To conclude , public speaking serves as a valuable tool for vocabulary growth.

1.6.7. Critical Thinking

Public speaking is essential for critical thinking , as it allows speakers to assess data, judge arguments, and communicate thoughts in a coherent and convincing manner. By engaging in public speaking, critical thinkers review sources to establish credibility, recognize bias, and formulate logical arguments to effectively connect with the audience (Paul & Elder, 2014). Furthermore, it is beneficial for speakers to predict counterarguments and provide well-thought-out responses, ultimately boosting their credibility and persuasiveness (Brookfield, 2012). Ultimately , public speakers can create speeches that are both informative and engaging

by applying critical thinking skills, which help them maintain a clear and logical structure in their messages (Halpern, 2014).

1.7. Difficulties in Public Speaking

Public speaking fear is a common problem that many people experience, frequently identified as a phobia for individuals, especially those with social anxiety disorder. This fear is typically centered on the visibility of anxiety indicators and performance quality (Hope, Heimberg, & Turk, 2019). Moreover, emotional aspects are significant, as students might struggle with fear of failure, anxiety, lack of confidence, and shyness (Luis & Jackson, 2008). Developing language abilities can be achieved by utilizing techniques such as the manuscript approach, where individuals read from a script, leading to enhanced self-assurance and better pronunciation and vocabulary (Pratiwi et al., 2024). On the whole, practicing regularly and having opportunities to speak in public can reduce anxiety (Utami, 2019).

1.7.1. Student Shyness

Shyness is a common issue among students when giving presentations. Public speaking, may negatively impact students' academic experiences, as it may result in a negative view of their skills and impede their involvement in verbal presentations, which play a crucial role in the evaluation of higher education (Grieve et al., 2021). Encouraging a collaborative and interactive learning environment can support students in addressing their fear of public speaking. Teachers are advised to consider implementing communication techniques aimed at fostering an optimistic mindset and offering hands-on assistance, such as organizing training sessions and conferences focused on enhancing public speaking abilities (Danish et al., 2021).

1.7.2. Low Vocabulary

A lack of vocabulary is considered a key factor that impacts students' proficiency in English speaking (Khan & Al, 2018). When speakers have limited vocabulary, they may use repetitive or unclear language, which can make their message less effective and fail to capture the audience's attention (McCroskey, 2006). Limited vocabulary can be improved by reading widely, practicing vocabulary, and using target learning methods (Nation, 2001).

1.7.3. Fear of Making Mistakes

The fear of making mistakes while speaking in public can impact students' abilities to communicate clearly, as many students experience fear due to the expectation of negative evaluation. They are anxious about the possibility of being judged or receiving criticism from others (Leary & Kowalski, 1995). Moreover, different psychological elements play a role in causing the fear of public speaking, such as predicting fear, lacking confidence, and being sensitive or nervous. These elements may result in feelings of anxiety and timorousness, which can lead to fear while presenting (Wiriyati & Tristani, 2023). Giving feedback on different components of speech, such as facial expressions and physical gestures, can enable students to recognize their mistakes and correct them (Bhargavi et al., 2022).

1.7.4. Lack of Preparation and Organization

In public speaking, preparation and organization play an important role, as they require developing and delivering a well-organized message to the audience (Done & Ramos, 2020). Effective presentations may face various obstacles, which often consist of a lack of training in optimal techniques and limited opportunities for practice, as they are fundamental skills for the enhancement of presentation abilities (Clarke et al., 2022). Students commonly face anxiety associated with personality traits, such as the fear of failure, which may influence their performance even with sufficient preparation (Nimehchisalem et al., 2023). Focusing on organization, clarity, and delivery techniques, such as using visual tools and integrating technology, can enhance presentation skills effectively (Sodiqova, 2023).

1.7.5. Lack of Self-Confidence

Confidence is a necessary element, especially when it comes to presentations, as it plays a pivotal role in effective student presentations. However, the majority of students who fear presenting in front of an audience do so due to a lack of self-confidence. Psychological factors such as stage nervousness, shyness, and criticism greatly impact the development of presentation skills (Suratine & Siribayk, 2025). Engaging in activities like simulated conversations, positive evaluation, and gradual progression from practicing with a few people to larger groups can successfully decrease the fear of public speaking and develop self-confidence (Jaizul & Sandi, 2025).

1.7.6. Language Anxiety

Language anxiety is a common issue during student presentations, as it might manifest due to a perception of being limited, lacking proficiency, or experiencing a diminished sense of self-esteem, when communicating in the target language (Huang, 2014). Language anxiety may impact various aspects like speaking, reading, and even writing in language learning (Horwitz, 2001). Mastering and managing language anxiety is key to enhancing language learning performance and implementing successful techniques (MacIntyre & Gregersen, 2012).

1.8. Public Speaking Areas for Student Improvement

Public speaking remains a challenging skill for many students, particularly in EFL contexts, where language barriers intensify performance anxiety. Common areas needing improvement include pronunciation, vocabulary range, speech organization, and confidence. These weaknesses often hinder effective message delivery and audience engagement. According to Lucas (2020), targeted practice and exposure to authentic speaking models can significantly enhance students' public speaking abilities.

1.8.1. Voice Modulation Mastering

Voice modulation is key to engaging and influencing listeners in public speaking engagements. Effective modulation in front of an audience requires skillful manipulation of pitch, tone, and speed during presentations (Wang et al., 2020).

1.8.2. Content Organization

The way content is organized significantly impacts how the message is conveyed and the level of engagement from the audience. A well-organized speech usually consists of an opening, main part, and closing, ensuring a clear and concise delivery of the message. Public speaking courses focus on educating students about the importance of greeting the audience, presenting arguments, and concluding effectively (Akbar et al., 2024).

1.8.3. Time Management

Time management is a key factor for effective achievement while speaking in public, as the level of preparation put into the presentation determines its success. The success of speech delivery is associated with the time invested in preparation, which includes practicing and incorporating visual aids. Good preparation can lead to enhanced performance and decreased anxiety, allowing speakers to manage their time more efficiently when presenting (Menzel & Carrell, 1994).

1.8.4. Audience Interaction

Interacting with virtual audiences and incorporating their feedback is a beneficial practice for individuals looking to enhance their public speaking skills (Chollet et al., 2015). The interaction between speakers and virtual audiences may be influenced by personal distinctions such as personality traits and the degree of anxiety related to public speaking. This variation has the potential to impact how training is perceived in terms of quality and efficacy, indicating that tailored methods might be essential for enhancing public speaking. (Chollet et al., 2018).

1.8.5. Overcoming fear and building confidence

In public speaking, overcoming fear and building confidence are important elements for effective student presentations. Students with high levels of confidence are more capable of handling fear and communicating their thoughts effectively. Improving physiological responses and self-perception while speaking in public can be achieved through communication skills training, which emphasizes areas like breathing, articulation, and nonverbal communication (Carvalho et al., 2024). Managing public speaking fear and building confidence are common challenges for students, who often rely on strategies like relaxation techniques, positive thinking, and seeking support from peers to reduce their fear. (Martiningsih et al., 2024)

1.9. public Speaking as an Opportunity to Improve Effective English Language Proficiency

Public speaking in English provides a great chance to boost English skills through better vocabulary, pronunciation, and fluency. While preparing and giving speeches, people are introduced to a broad vocabulary and different expressions that aid in conveying ideas more effectively (Smith, 2020). Engaging frequently in public speaking events plays a crucial role

in enhancing language skills, allowing individuals to apply grammar rules and idiomatic phrases in authentic conversations (Johnson, 2019). In general, public speaking is a great way to improve language skills, as it helps build vocabulary, enhance pronunciation, and boost confidence in speaking, making it an effective tool for mastering English.

Part Two: TED Talk Videos

1.10. The Usefulness of Authentic Videos in Speaking and Public Speaking

The use of videos, including authentic video content, is recognized as a valuable tool to enhance speaking and public speaking. By integrating videos, public speaking can play a crucial role in reinforcing essential messages, simplifying abstract concepts, and ensuring audience engagement (Pavlenko & Hrechukha, 2024). The use of YouTube videos is well-known for its positive impact on students' speaking skills, as it offers authentic language and improves their communicative abilities (Cabanas et al., 2024). Videos and authentic videos can represent real-life situations, offering accurate details and clarification that aid students in relating to the subject being addressed (Fetriyeni & Widyastuti, 2020).

1.10.1. Multimedia Learning theory

Multimedia technologies consist of a wide variety of formats and applications, including educational tools and communication systems. They can enhance learning environments in education by providing demonstrations, research, and creation areas, which can be especially beneficial for students with learning difficulties (Wissek, 1996). According to Mayer's cognitive theory of multimedia learning, students learn more effectively when both visual and verbal information are presented together, as this helps them process information through multiple channels and build strong mental connections. (Mayer's, 2009) Multimedia presentations can boost student engagement by offering diverse and interactive learning opportunities, as engagement plays an important role in enhancing the learning process by promoting improved comprehension and memory retention (Webster & Hayes, 1997). To sum up, the use of multimedia in public speaking is beneficial in improving students' speaking skills.

1.11. TED Talk as an Authentic Multimedia Tool

TED Talks showcase speakers globally, providing talks on a range of subjects, including technology, art, entertainment, politics, and social matters (Izzah et al., 2020). TED Talks are

a valuable tool for enhancing listening skills in English as a Foreign Language (EFL) environments. Students who engage with TED Talks reported significant advancements in their listening skills due to the authentic language input and diverse content, which helped them remember background information and analyze the material effectively (Wu, 2020). Rafiqa et al. (2023) stated, "By watching TED Talks, you can gain valuable knowledge, broaden your horizons, and be inspired by the ideas shared by renowned experts and thought leaders" (p. 143). The use of TED Talks in educational settings has been shown to enhance students' presentation skills. Watching TED Talks has been proven to boost students' skills in creating and delivering presentations, as confirmed by significant enhancements in presentation effectiveness (Kaçauni & Robo, 2024).

1.12. Role of TED Talk videos on Students' Public Speaking

TED Talk videos play a vital role in enhancing students' public speaking skills. Students who actively participate in watching TED Talks demonstrate notable enhancements in their vocabulary, grammar skills, nonverbal communication, and general organization of their speeches (Sukrutrit, 2025). TED Talks have varying levels of effectiveness in different countries, with positive impacts observed in Egypt, Pakistan, Indonesia, China, and South Korea (Patty, 2024). TED Talks are reliable learning tools, illustrating effective public speaking methods and current perspectives on a variety of topics (Hidayati & Cahyani, 2022). Overall, the integration of TED Talks into students' public speaking skills can empower them and improve their communication performance.

1.13. The Advantages and Attitude of TED Talks

TED Talks offer several benefits as an educational tool, especially in enhancing speaking skills in different settings. TED Talks present talks on various important topics over the years, featuring speakers who are not always experts but individuals with practical experience in those fields, sharing their personal stories and commitment to impacting the audience (Hubert, 2020). Watching TED Talks has the potential to enhance vocabulary acquisition unintentionally, as participants interact with real-life audiovisual presentations. According to Jaramillo and Osses (2020), the inspirational and captivating qualities of these videos enable learners to assimilate effective communication techniques, which they subsequently adopt during their own speaking exercises. Through this method, learners have the opportunity to naturally learn new

words without the necessity of vocabulary lessons (Nguyen & Boers, 2019). More advantages that spring from watching TED talks are discussed below :

1.13.1. Facial Expression

Effective use of facial expressions is essential for the impact of TED Talks and the development of public speaking skills. Studies show that facial expressions, verbal expressions, and vocal tone have a notable impact on the listener and the perceived value of the presentation. An analysis of TED Talk data by neural networks has demonstrated that public speaking skills, such as facial expressions, can greatly improve presentation effectiveness regardless of the topic (Michelson & Peleg, 2021). TED Talks are an effective medium for learning public speaking and presentation skills.

1.13.2. Good Structure to Deliver Speech and Well-Organized Presentation

A well-structured delivery and organized speech are important for effective communication and audience engagement. Moreover ,Through multimedia and visuals, TED Talks boost comprehension by exposing learners to different accents, speech patterns, and cultural contexts (Miller, 2010; Zhang, 2021). The format of the presentation must be personalized to meet the audience's needs. A narrative approach is often seen as a successful strategy, while a structure based on arguments is more beneficial for professional audiences (Gross & Harmon, 2009). Understanding the audience's expectations, knowledge, and interests is essential for creating a message that effectively connects with and convinces the audience (Russell & Munter, 2001).

1.13.3.Improving Self-Confidence and Reducing Language Anxiety When Delivering Speech

Increasing self-confidence and reducing anxiety are crucial components, especially during presentations. Academic studies point out the importance of TED Talks in reducing language anxiety, as students who interacted with TED Talks noted a reduction in anxiety levels while practicing English speaking skills (Lui, 2021). The employment of TED Talks in online educational platforms, like Meta verse Tool Gather, has also demonstrated effectiveness in reducing the fear of public speaking by creating a supportive and engaging setting for practical experiences (Jin, 2023). TED Talks are not only beneficial for improving linguistic skills but also play a role in boosting confidence levels. Participation in activities influenced by TED Talks has resulted in students feeling more confident (Shruthi & BR, 2024). Students who

immerse themselves in TED Talks and adopt the speaking styles of presenters can effectively communicate impactful and meaningful messages, fostering their self-esteem (Sukrutrit, 2025). In general, The motivational quality of these videos is clear, as students show greater engagement when speakers present topics with enthusiasm and clarity (Guo, Kim, & Rubin, 2014)

1.14. The Effect of TED Talks on Students' Public Speaking

TED Talk videos have shown a positive effect on students' public speaking abilities, as students have responded well to this instructional approach (Farid, 2019). In EFL settings, English public speaking courses influenced by TED Talks have been effective in enhancing a range of language skills and critical thinking capacities (Li, Gao, & Zhang, 2015). Enhanced pronunciation and fluency in English public speaking among students have been connected to the incorporation of TED Talks (Karimah, Setiawan, & Munir, 2022). The integration of TED Talks into teaching can enhance students' self-confidence and ability to communicate effectively in diverse educational settings.

1.15. Listening to Native Speakers Through TED Talk Videos

TED Talk videos offer language learners valuable advantages as they listen to native speakers, immersing themselves in authentic speech patterns, cultural subtleties, and specialized vocabulary. Studies have shown that frequent interaction with these conversations can boost one's ability to understand spoken language and develop fluency (Smith & Gracia, 2020). The visual context within these presentations serves as a valuable tool for improving audience comprehension and memory of the material, with nonverbal cues providing additional reinforcement to the spoken information (Lee, 2021). This method helps learners improve their language skills while also teaching them about other cultures.

1.16. Developing Language Fluency and Accuracy

TED Talks are known for their ability to greatly enhance students' speaking skills, pronunciation, vocabulary, and fluency. Studies have shown that students can improve their communication skills and verbal expression by engaging with a wide range of topics and experienced speakers in TED Talks (Patty, Alit, & Faradiba, 2023). Students who were exposed to TED Talks showed better results in post-test speaking evaluations compared to those in the

control group, highlighting considerable progress in vocabulary, grammar, and the general structure of their speeches (Tilwani, Abdulameer, & Alghazali, 2022).

1.17. Self-Reflection and Peer Feedback Analyses of TED Talks on Students' Public Speaking

Developing public speaking skills is greatly influenced by self-reflection, as students evaluate their work critically to identify areas for improvement (Liu & Aryadoust, 2024). Peer feedback is crucial for improving one's ability to speak in front of an audience, enabling students to assess their classmates' performance using well-defined criteria similar to teacher evaluations (Patri, 2002). The use of TED Talks in education is positively perceived by students due to its ability to aid in the improvement of language skills, effective communication, self-confidence, and stress reduction (Syafrizal & Syamsun, 2023). The integration of TED Talks with self-reflection and peer feedback offers a thorough method to improve students' public speaking skills.

1.18. Conclusion

Watching TED Talks can serve as a modern guide for improving public speaking skills. By studying the strategies used in these presentations, such as clear communication, emotional connection, and engaging delivery, speakers can enhance their communication abilities. TED Talks serve as great examples of simplifying challenging topics and engaging diverse audiences, establishing themselves as powerful educational tools. This chapter began by discussing speaking as a productive skill and explains its importance in learning English, it describes what public speaking is, as well as its main features. The last part talked about the use of TED talk videos as audio-visual tools in English classrooms. These videos are used as real and useful materials to help students improve their public speaking skills and become more confident speakers.

Chapter Two

Research

Methodology, Result and discussions

2. Introduction

One of the most engaging and relevant research areas, in the field of English foreign language learning today, is the enhancement of students' public speaking skills through multimedia resources. The present study investigates the impact of using TED talk videos, as a pedagogical tool to improve public speaking among EFL students. The study aims to examine how these videos can help students develop essential speaking skills, gain confidence, and become more effective communicators in English. This chapter focused on explaining, the research methodology and research design, followed throughout the study. It begins by outlining the overall aims of the research and proceeds, to the selected sample population. Following this, the chapter describes the research instruments used for data collection. A qualitative approach was adopted to collect and understand the data, using an exploratory case study. The analyses and interpretation of gathered data are also discussed in detail. The chapter concludes with key findings, suggestions, and recommendations for future implementation, followed by a general conclusion that highlights the significance of the study.

2.1. Research Methodology and Research Design

Research methodology consists of a systematic approach to organizing and conducting research. It involves key elements such as establishing objectives, determining the sample, selecting appropriate methodologies, and evaluating statistical procedures to maintain objectivity and reliability (Garg, 2016). Moreover, research design focuses on the integration of design strategies with research techniques to develop interventions aimed at addressing specific issues, particularly within educational settings. It is valued for its practical applications and its ability to generate useful knowledge that can enhance educational practices and systems (Luis Tinoca, 2022). For this study, the researcher employed only one qualitative approach. Therefore this study adopts a qualitative exploratory case study, to investigate how TED talk videos can help students improve their public speaking skills. The purpose of this design is to explore specific educational issues in detail, within its real-life context. Since this study focuses on students' experiences, opinions, and improvements, a qualitative approach is more suitable than a quantitative one.

2.2. Research aims

Research is essentially conducted to produce novel knowledge and apply it to improve human conditions. The main objective is to generate studies that benefit society (Majeed, 2021). This research project, conducted at the English Department of Abou Bakr Belkaid University in Tlemcen, investigates whether TED Talk videos can effectively help students improve their public speaking skills and what difficulties students experience while speaking in public. The study also explores the opinions of both students and teachers on using these multimedia videos as learning tools. Many students reported feeling nervous, lacking confidence, and struggling to organize their ideas when speaking in front of others. These often affect their fluency and ability to express themselves clearly. As this topic remains largely unexplored, particularly in Algeria, the research provides fundamental, but valuable insights into its potential benefits.

2.3. Sample Population

sampling methods vary and should be selected according to the research goals and target population (Turner, 2020). Choosing how data will be collected and from whom is a crucial decision in any research project (Smaili, 2023). Moreover, researchers can gather data more efficiently and cost-effectively by using sampling methods, rather than attempting to contact every individual in a population (Turner, 2020). Selecting the appropriate sampling method and sample size is crucial, as incorrect choices can result in inaccurate representations of the population (Nanjundeswaraswamy & Divakar, 2021).

2.3.1. Student profile

The study included fifty-nine (59) Master 1 students from the English Department at Tlemcen University. Master 1 students were chosen because, at this academic level, they have a strong language foundation, enabling them to deliver various types of speeches and engage with real-world content.

2.3.2. Teacher profile

The study also involved two (2) oral expression teachers from the English Department at Tlemcen University, all with significant teaching experience. The

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group included female instructors , each bringing a unique area of expertise . As they closely observed student progress and speaking skill development , their insights provided valuable guidance and helped validate the research findings.

2.4. Research instruments

Research instruments are the tools used to collect data from participants, providing insight into the research problem. Cohen, Manion, and Morrison (2007) emphasize that research instruments are essential for ensuring reliability and validity in the data collection process, particularly in classroom-based studies. In qualitative research, commonly used instruments include interviews, questionnaires, observation, and document analysis. (Creswell,2012).

For this study, two primary research instruments were employed: a student questionnaire and a teacher interview. The student questionnaire was designed to gather information about learners' experiences, challenges, and perceptions regarding public speaking and the use of TED talk videos. It facilitated the collection of a range of responses from multiple participants. The teacher's interviews, aimed to obtain in detail from instructors about their perspective on incorporating TED talk videos into the classroom and their observation of students' progress. Both instruments were carefully prepared to align with the study's qualitative, exploratory nature, aiming to provide detailed and meaningful data analysis.

Student questionnaires are essential tools in educational research and practice. According to Buesto et al. (2023), a questionnaire designed for accounting students was used to evaluate professional skills, such as soft skills and satisfaction, demonstrating strong internal reliability and flexibility. In this study, a similar questionnaire was distributed to fifty-nine (59) Master 1 students in the English Department at Abou Bakr Belkaid University, as the primary method of research instruments.

The questionnaire has twelve (12) questions divided into two rubrics. The first assessed students' self-perceived speaking abilities and challenges. The second explored their engagement with TED Talks and the perceived benefits of public speaking. Initial questions used multiple-choice formats to collect general data, followed by open-ended questions designed to gather detailed justifications and insights into participants' experiences. This mixed-method approach ensured comprehensive data collection by

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balancing quantitative responses with qualitative details. The research employed a semi-structured questionnaire that included a mix of close-ended and open-ended questions. It began with an introduction outlining the research focus—evaluating TED Talks as tools for enhancing public speaking skills—and emphasized the importance of participants' perspectives. The questionnaire was distributed online via Google Forms on March 5th, 2025, to facilitate data collection. After gathering responses, the researcher analyzed the data using Microsoft Excel, which helped organize information, generate tables and graphs, and simplify data interpretation. The final results were then evaluated and interpreted by the researcher.

The aim of each question is explained as follow

Questions	Objectives
1 To 2	Collected information about students English level and how they develop their speaking skill.
3 To 5	Explored students feelings , difficulties and specific challenges they face when giving oral presentation .
6 To 8	Investigate students exposure to TED talk videos and their perception of videos usefulness in improving public speaking confidence .
9 To10	Examined students experience with TED talk videos use in classroom and their opinions on its potential integration into oral expression sessions .
11 To 12	Focused on students preferences regarding visuals and multimedia in TED talk videos
13	Explore the perceived impact of TED talk videos , as an authentic learning tool , on the development of public speaking.

Table 1.1: Aims of Students questionnaire

2.4.1. Analysis and Interpretation

The collected responses of students were analyzed both qualitatively and quantitatively, processed through statistical analysis, visualized in graphs and tables also carefully interpreted to deliver a definitive conclusion.

Rubric one :speaking and public speaking

Question1 Students English level

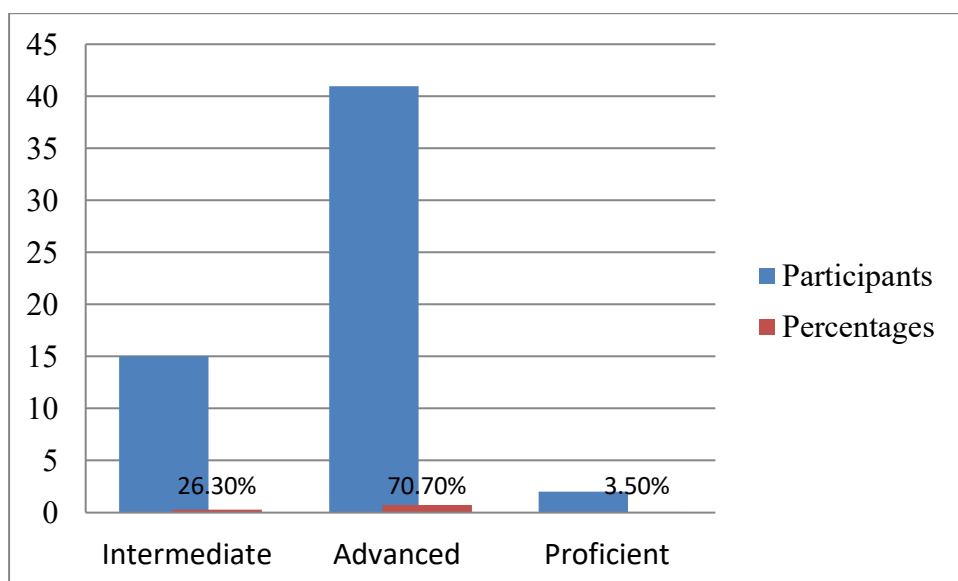


Figure 1.1 students English level

The majority of participants, 70.7%, identified their English level as Advanced, indicating a strong command of the language. A smaller portion, 26.3%, reported being at an Intermediate level, suggesting they possess functional skills, but may still face limitations in complex tasks. Only 3.5% considered themselves Proficient, which reflects near-native or native-level fluency. This distribution suggests that most participants are confident in their English abilities, with a significant concentration at the advanced tier.

Question 2 How did you develop your English speaking skills ?

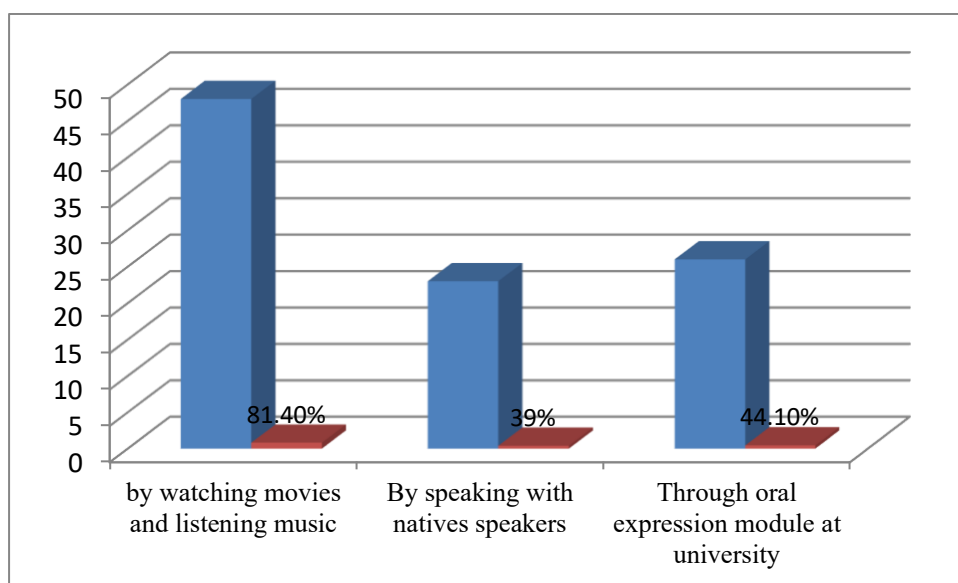


Figure1. 2:Strategies for developing English speaking skills

The results showed that the majority of participants, 81.4%, reported developing their English speaking skills by watching movies and listening to music, highlighting the strong influence of media on language learning. This aligns with Mayer’s cognitive theory of multimedia learning, which emphasizes that learners understand and retain information better when it is presented through both visual and auditory channels. A smaller, yet significant portion, 44.1%, stated that their improvement came through oral expression modules at university, suggesting the importance of formal academic training. Additionally, 39.0% indicated that speaking with native speakers contributed to their skill development, emphasizing the role of real-life conversational practice. These results show that both informal methods, such as media exposure, and formal or interactive approaches play vital roles in enhancing speaking proficiency. Beyond these sources, several other methods were mentioned, each by a single respondent. These include engaging with platforms like YouTube, and TikTok, using translation tools, such as Google translate, playing video games, reading in English, practicing with friends or classmates, speaking English at university, and having imaginary conversations. Although these were less commonly selected, they still represent diverse and personalized learning strategies that may complement the more popular methods.

Question 3 How do you feel when giving oral presentation in the classroom ?

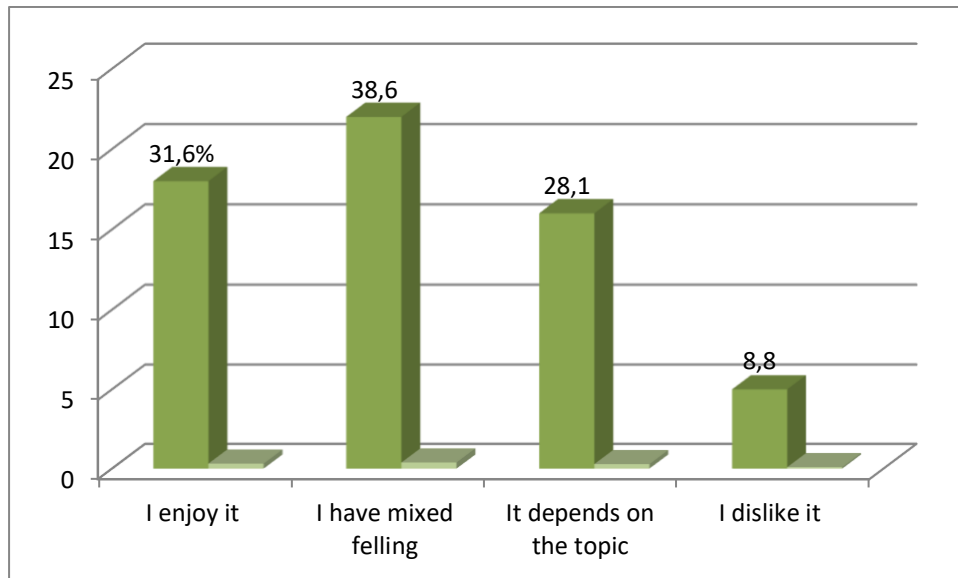


Figure 1.3: Feeling associated with oral presentation in classroom

The third figure showed that a plurality of participants, 38.6%, reported having mixed feelings when giving oral presentations in class, indicating uncertainty or variability in their comfort level. Meanwhile, 31.6% stated that they enjoy it, suggesting a positive attitude toward public speaking. Another 28.1% responded that their feelings depend on the topic, implying that subject matter plays a key role in their confidence and engagement. Only 8.8% of respondents expressed that they dislike it, showing that strong negative sentiment is relatively uncommon. Overall, the data suggests that while attitudes vary, most participants are either neutral or open to classroom presentations.

Question 4 What challenges do you encounter when presenting in front of an audience ?

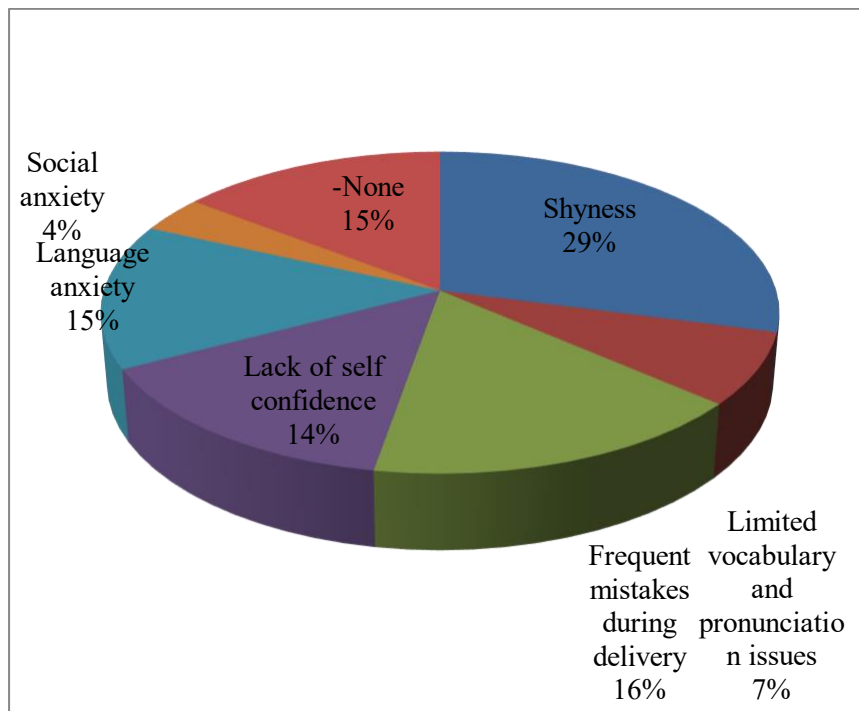


Figure 1.4: Challenges encountered During oral presentation.

This pie chart showed that the data reveal that shyness is the most commonly reported challenge, affecting 29% of participants, indicating that personal inhibition significantly impacts public speaking performance. Frequent mistakes during delivery were reported by 16% highlighting issues related to accuracy and fluency. Both lack of self-confidence and language anxiety were identified by 14% of respondents each, suggesting that psychological factors play a crucial role in oral presentation difficulties. A smaller proportion, 7%, cited limited vocabulary and pronunciation issues, pointing to linguistic barriers, while social anxiety was reported by 4%, underscoring the emotional strain of public speaking. Additional responses from open –ended questions emphasized problems such as physical discomfort during long presentations, fear of forgetting information (15%), and frustration with audience disengagement or silence, which can distract the speaker and reduce interaction. Participants also mentioned challenges like difficulty breathing and pressure caused by teacher evaluation, reflecting the multifaceted nature of presentation anxiety. Overall, the findings suggest that both psychological and linguistic factors, as well as audience-related dynamics, significantly affect participants' oral presentation experiences.

Question 5 Which aspect of public speaking do you find most challenging ?

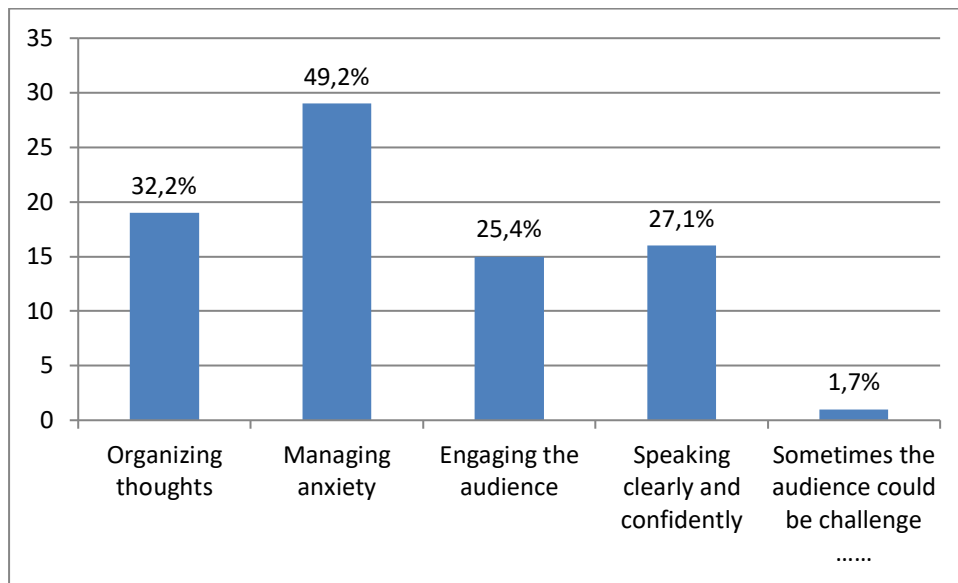


Figure 1.5: Areas of difficulty in Delivering public speaking speeches.

The charts in this survey showed that nearly half of the participants, 49.2%, identified managing anxiety as their primary challenge during oral presentations, indicating that nervousness is a major obstacle for many speakers. Additionally, 32.2% reported difficulty organizing their thoughts, which suggests that clarity and structure are also key concerns. Around 27.1% noted challenges in speaking clearly and confidently, reflecting issues with delivery. Moreover, 25.4% struggled with engaging the audience, showing the importance of interaction and connection in effective presentations. A small percentage, 1.7%, mentioned that a disengaged or shy audience itself can be a barrier, making the presenter feel awkward and limiting interaction. Overall, these findings reveal that both internal factors (like anxiety and clarity) and external ones (such as audience response) significantly impact presentation performance.

Rubric two TED talks videos

Question 6 Do you watch TED talk videos ?

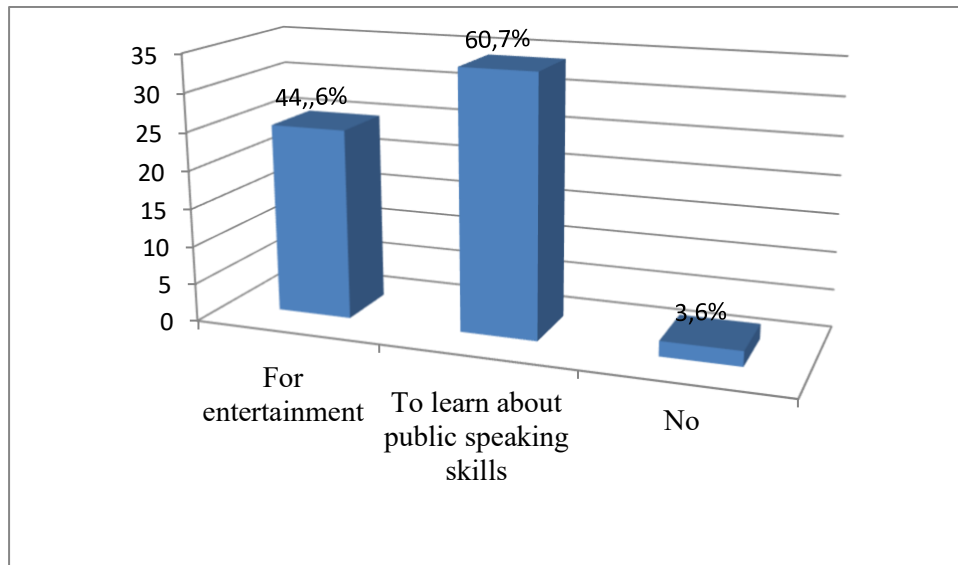


Figure 1.6: Use of TED talk videos among participants

Question six showed that most participants, 60.7%, watch TED Talk videos primarily to learn about public speaking skills, highlighting the platform's role as an educational resource. Meanwhile, 44.6% view TED Talks for entertainment, demonstrating that these videos also serve a leisure function. Only a small minority, 3.6%, reported not watching TED Talks at all. These results indicate that TED Talks are widely used as a tool for both skill development and enjoyment among participants.

Question 7 do you find TED talk videos helpful for public speaking issues ?

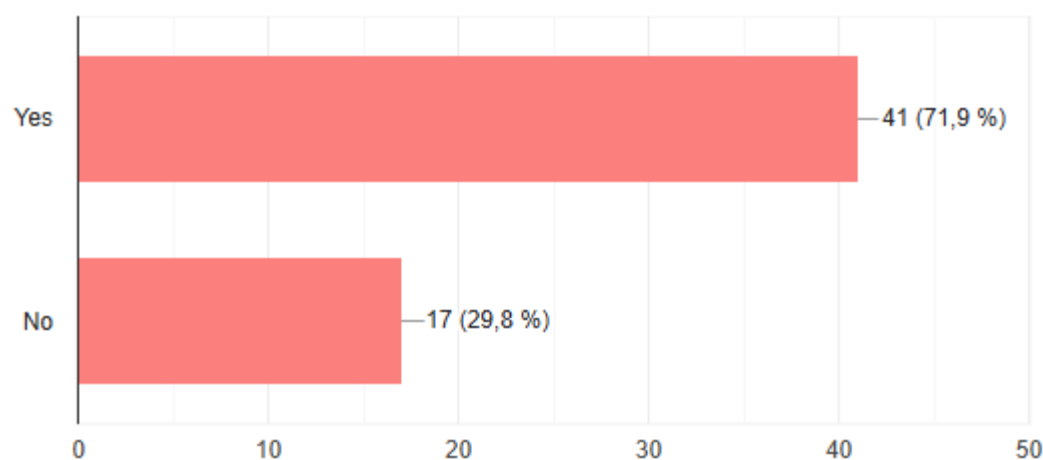


Figure 1.7: Effectiveness of TED talk videos in improving public speaking skills.

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A significant majority of participants, 71.9%, find TED Talks helpful for improving their public speaking skills, suggesting that these videos are perceived as valuable learning tools. Conversely, 29.8% of respondents do not consider TED Talks helpful for this purpose. This indicates that while TED Talks are widely appreciated for public speaking improvement, a notable minority may seek additional or alternative resources.

Question8 Do you believe that watching TED talk has improved your confidence in public speaking ?

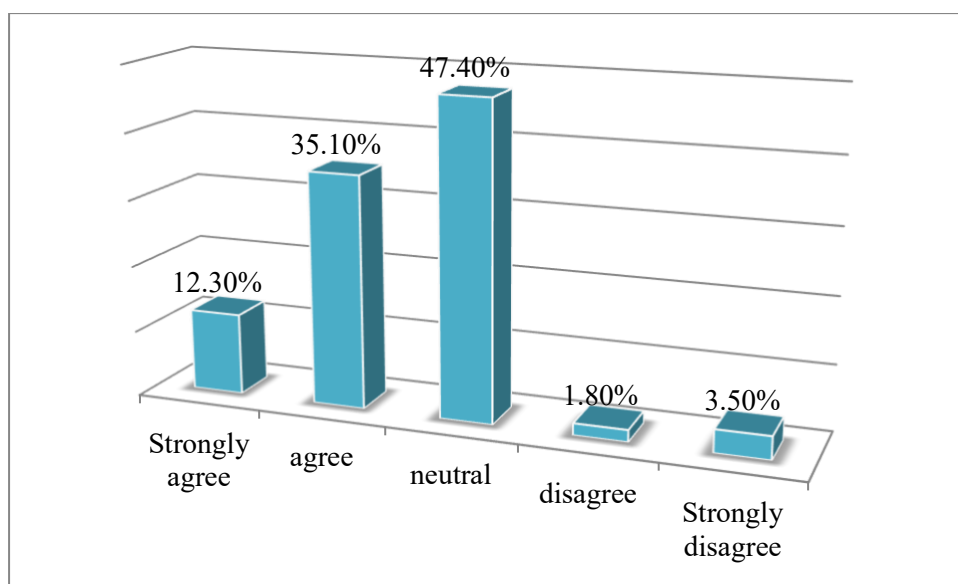


Figure 1.8: Impact of TED talk on public speaking confidence

The charts represented that, almost half of the participants, 47.4%, expressed a neutral opinion regarding whether watching TED Talks has improved their confidence in public speaking, suggesting uncertainty or mixed feelings. Among 12.3% strongly agree and 35.1% agree and believe that TED Talks have positively impacted their confidence, indicating a notable influence. Only a small minority, 1.8% disagree and 3.5% strongly disagree, feel that TED Talks have not contributed to their confidence. Overall, the data suggest that while TED Talks are beneficial for many, a substantial number of participants remain unsure about their effect on confidence.

Question 9 In your past license years ,how often did your oral expression teachers use TED talk videos or mention them during sessions ?

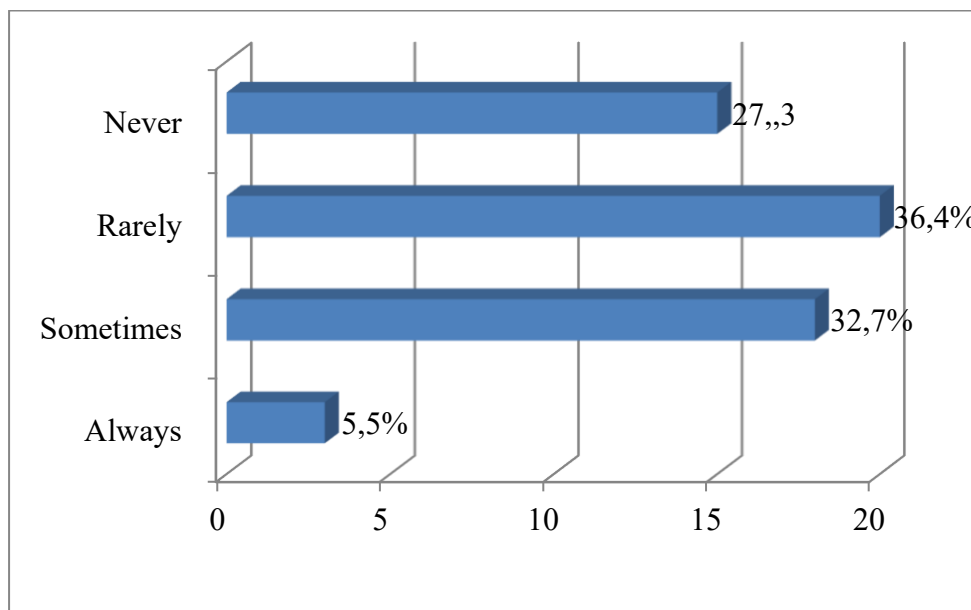


Figure 9: teachers incorporation of TED talk videos in oral expression sessions.

Question nine showed how the majority of students indicated that their oral expression teachers rarely (36.4%) or sometimes (32.7%) used or mentioned TED Talk videos during sessions. A smaller proportion, 27.3%, reported that TED Talks were never used or mentioned, while only 5.5% said their teachers always incorporated them. This suggests that while TED Talks are recognized by some educators, their integration into oral expression teaching remains inconsistent.

Question10 do you think the implementation of TED talk videos into the oral module sessions would help students with public speaking ?

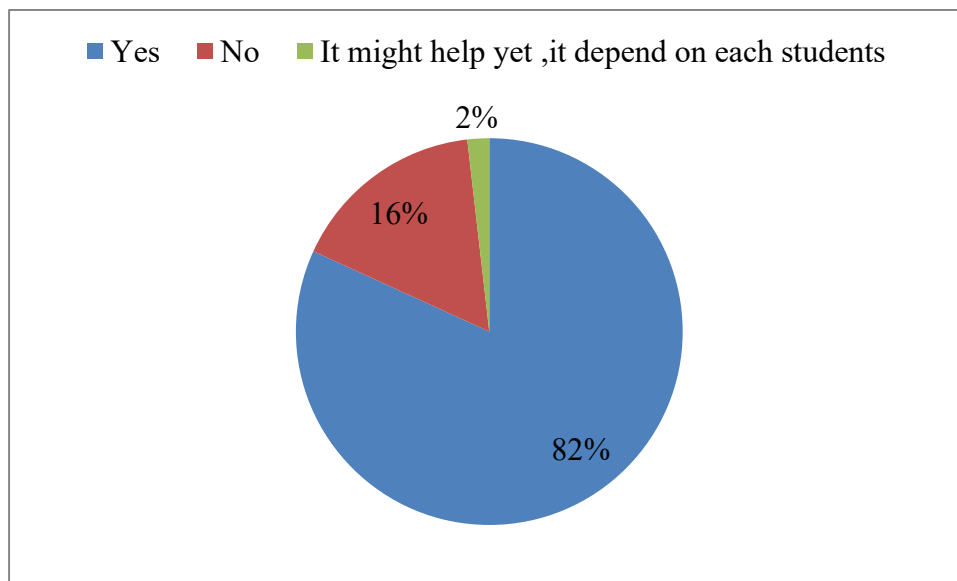


Figure 1.10:Students perceptions of TED talk videos in oral module sessions

A pie in this question showed that,82% of students believed that the implementation of TED Talk videos in oral module sessions would help students improve their public speaking skills, reflecting strong support for this teaching method. In addition, 16% of respondents do not think TED Talks would be helpful, indicating some skepticism about their effectiveness. A small minority, 2%, expressed that the impact might vary depending on each student, highlighting the importance of individual differences in learning. Overall, the data suggest a positive consensus on the potential benefits of integrating TED Talk videos into oral expression courses.

Question 11 How effective do you find the use of visuals and multimedia in TED talk videos ?

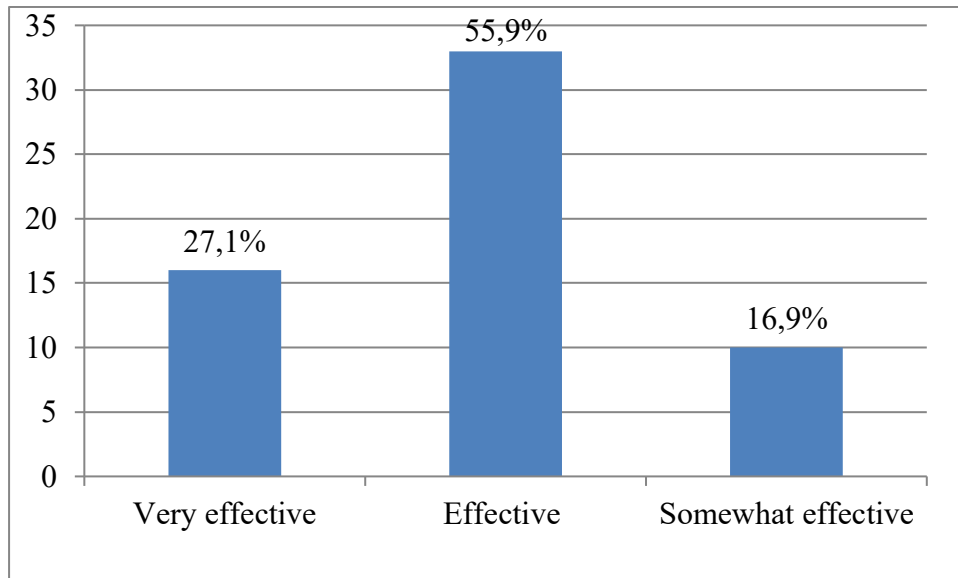
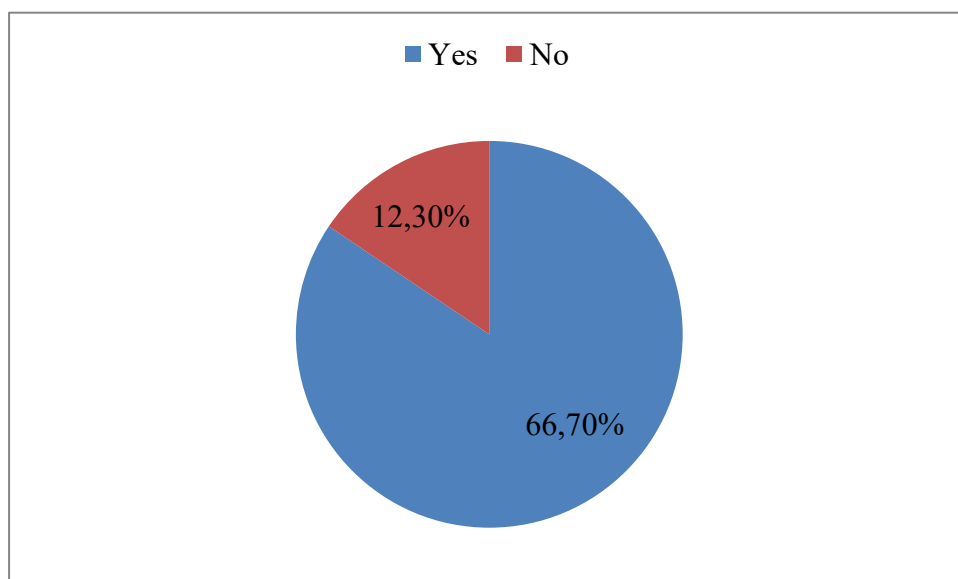


Figure 1.11: Effectiveness of multimedia use in TED talk videos

The charts in this survey showed that most students, 55.9%, consider the use of visuals and multimedia in TED Talk videos to be effective, indicating that these elements positively contribute to the overall presentation. Additionally, 27.1% find these features very effective, showing a strong appreciation for multimedia support. A smaller group, 16.9%, regard visuals and multimedia as somewhat effective, suggesting room for improvement or varying impact depending on the context. Overall, the data highlight the importance of multimedia components in enhancing audience engagement and understanding in TED Talks.

Question 12 Would you prefer to watch TED talk video due to visuals or listen to podcast talk without any visual?



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Figure 1.12 : Preference of watching TED talk with visuals vs listening to the podcast.

In this survey, a pie chart showed , that (66.7%) of students said Yes, they would prefer to watch a TED talk video with visuals. Only 7 people (12.3%) said No, and the rest gave mixed answers, one person said they like podcasts more because they feel more casual, real, and artistic, while TED talk videos can feel too serious and motivational. Another person said they like TED talks because they enjoy analyzing how speakers turn weaknesses into strengths. Someone else said they prefer TED talks with visuals because it helps with body language and speaking skills. A few people said they enjoy both or that it depends on the topic. These answers show that people have different reasons for their choices, but many still find visuals helpful in understanding and enjoying the talk.

Question13 in what ways do you think TED talk videos, as authentic tool, impact student's public speaking skills?

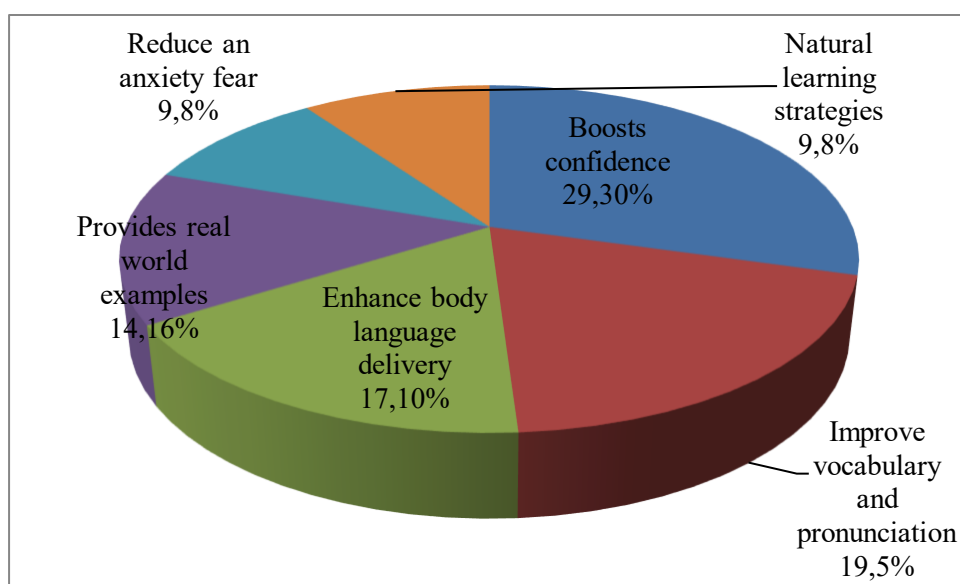


Figure 1.13: The impact of TED talk videos as an authentic learning tool on students public speaking skills.

The pie chart showed how students think TED talk videos help improve their public speaking skills. Most students, 29,30%, said watching TED talks helped boost their confidence, which is very important for speaking in front of others. About 19,5% said that TED talk videos help them improve vocabulary and pronunciation, making it easier to speak clearly. Around 17,1% said that it guided students to learn better body language, which is also important when

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speaking. Moreover, 14,16 % said that TED talk videos gave real-life –examples, which makes learning more practical. Both reducing fear, and anxiety and using natural learning strategies were chosen by 9,8% of students. This means TED talk videos not only help students feel more relaxed but also help them learn more naturally. In general, TED talk videos help students become more confident, speak better, and use good body language when giving a speech.

2.4.2 Teacher interview

An interview is a commonly used qualitative research instrument, that allows the researcher to collect detailed and personal data directly from participants. According to Kvale (1996), interviews are a means of understanding the lived experiences of individuals, and the meaning they attach to those experiences. Similarly, Cohen, Manion, and Morison (2007) describe interviews as flexible tools for data collection, which enable researchers to explore participants' views, attitudes, and feelings in detail.

In this study, interviews were conducted with English language teachers to gain a deeper understanding of their perceptions of using TED talk videos, as a tool to enhance students' public speaking skills. This method was particularly suitable because it allowed the researcher to ask open-ended questions, clarify responses, and explore ideas more completely. Through the interview process, valuable information was obtained about how teachers view the effectiveness of TED talks in the classroom and the common challenges that students face when speaking in public. This aligns with the study's qualitative and exploratory nature, where understanding perspective and experiences is essential.

2.4.2.1 Description

The interview conducted in this study followed a semi-structured format, which allowed the researcher to guide the discussion using open-ended questions. Also giving participants the freedom to elaborate on their answers and introduce relevant ideas. The interview took place on March 16th, 2025, and included twelve (12) questions, each designed to explore aspects related to students' public speaking skills, and the use of TED talk videos as a teaching tool. The interviews were conducted with two oral expression teachers, whose understanding provided valuable perspectives on student challenges, teaching strategies and the practical use of multimedia in EFL classroom.

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The aim of each question is explained as follow

Questions	Objectives
1 To 2	Collected personal and professional information about the teachers(gender ,and years of experience)
3 To 5	Explored students public speaking issues, including their attitudes m emotions, and challenges during oral presentation.
6 To 12	Investigated the role , usefulness and feasibility of using TED talk videos to improve students public speaking skills , and gathered teachers opinions on their integration into classroom practice.

Table1.2: Aims of teacher interview

2.1.1. Analysis and interpretations

The interview was conducted with two teachers ,this section will analyze the findings .

Question1 Gender:

Only female teachers participated in this interview, as there were no male teachers familiar with TED Talk videos.

Question 2: Years of teaching experience

Teacher A reported having taught since 1997, amounting to nearly 20 years of experience, while Teacher B had four years of teaching experience.

Question 3: do you think students enjoy doing presentations?

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Teacher A noted that students are eager to express themselves, while Teacher B emphasized that students perceive the English classroom as a space where they should express themselves. using the target language. She added that speaking is often easier than writing and that it represents a performance aspect of language learning.

Question 4: How do you think your students feel about speaking in front of their classmates?

Teacher A Observed that students are generally eager and motivated when it comes to expressing their thoughts and opinions during speaking activities. According to her, learners usually show a real interest in sharing their ideas verbally, especially when the classroom environment feels supportive and non-judgmental. On the other hand, Teacher B pointed out that many students view the English language classroom as a safe, and structured space, where they are encouraged not just allowed to engage in real communication but to use English actively and meaningfully. In her view, the speaking component of language learning plays a crucial role in helping students build confidence, improve fluency, and develop their communicative competence. She further mentions that, compared to writing, speaking is often perceived more spontaneous, which can make it more approachable for learners.

Question 5: What challenges do your students face when presenting in front of their classmates?

In response to this question, teacher A and teacher B pointed to several recurring issues. One of the most common difficulties is limited vocabulary, which prevents students from expressing their ideas clearly and confidently. Pronunciation problems were also highlighted, as many learners struggle to produce words accurately, which can lead to misunderstanding and embarrassment. In addition, students often make frequent mistakes during delivery, such as using incorrect grammar or losing their thoughts, which disturbs their presentation. Teacher A and Teacher B emphasized that lack of self-confidence is a major barrier, as many students often feel anxious, nervous, or afraid of being judged by their classmates during presentations.

Question 6: Besides developing speaking skills, do oral presentations help students develop other language skills?

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Both teachers acknowledged the broader benefits of oral presentation beyond speaking practice, though their perspectives varied. Teacher A emphasized that oral presentations serve as a powerful tool for self-development, stating that they foster self-improvement, increased self-confidence and greater self-awareness among students. This presentation, in her view, provides learners with opportunities to reflect on their progress and take ownership of their learning journey. Teacher B focused more on collaborative and linguistic advantages, highlighting that presentation encourages teamwork, enhances vocabulary acquisition, and promotes active student engagement in learning progress. She noted that when students are involved in preparing and delivering presentations, they often demonstrate a deeper understanding of the subject matter and greater readiness to participate in classroom activities.

Question 7: Are you familiar with TED Talk videos ?

.Teacher A and Teacher B responded affirmatively, indicating that they are familiar with TED talk videos as multimedia resources.

Question 8: Are these videos useful for improving students' public speaking skills? If yes, why?

In this survey, the teachers provided thoughtful yet, differing perspectives on the usefulness of TED Talk videos in enhancing public speaking skills. Teacher A strongly agreed with their effectiveness, stating that TED Talk videos are beneficial for multiple reasons.

According to her, they help students improve their public speaking abilities, boost self-confidence, expand vocabulary, develop persuasive communication skills, and gain cultural awareness by exposing learners to a variety of real-world topics and global speakers. Teacher B also recognized the value of TED Talk videos but emphasized a broader viewpoint. She noted that any academic language exposure is advantageous for students and that the diverse and meaningful content of TED Talks allows learners to apply newly acquired vocabulary in context.

Question 9: Have you ever used TED Talk videos in your classroom?

In response to this question, teacher A and teacher B confirmed that they had used TED talk videos in their oral expression classes. This indicates not only their familiarity with the

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material but also their practical experience in incorporating it into their teaching methodology.

Question 10: TED Talks include multimedia and visual aids (e.g., pictures, graphs, diagrams). Do you think these tools are beneficial for student engagement and the development of public speaking skills?

Teacher A and Teacher B agreed that such aid plays a significant role in enhancing student engagement, as well as supporting language acquisition. According to them, the well-structured and carefully designed nature of TED talk videos makes them particularly effective. The visual not only aids comprehension but also serves as a model for students to learn how to present correctly.

Question 11: In your opinion, how does the authenticity of TED Talk videos affect students' public speaking skills?

The teachers offered different but complementary perspectives on the influence of authenticity in TED talk videos. Teacher A believed that the impact of authentic content depends on the topic, suggesting that students may engage more deeply with subjects they find personally relevant or interesting. Teacher B provided an inclusive view, stating that authentic materials such as TED talk videos expose learners to a range of accents, cultural perspectives, and real-life speaking contexts. She mentioned the importance of such exposure in fostering intercultural awareness, listening flexibility, and a more realistic understanding of global English varieties.

Question 12: Do you think the implementation of TED Talks would be beneficial in the classroom? If yes, do you think it is possible to implement them?

Both teachers responded positively, that the implementation of TED talk videos in the classroom is beneficial. Teacher A mentioned that using technical tools in the classroom could enable students to create their own TED-style presentations, on topics that inspire them, which would boost creativity and engagement. Moreover, teacher B added that TED talk videos can effectively support language learning by fostering essential skills, such as debating, negotiating meaning, and critical thinking. This is largely due to the richness of the

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content and fluency demonstrated by the speakers, which provides learners with authentic language input and a meaningful communication model.

3. Discussion and Recommendations

The current study is concerned with exploring the potential of TED talk videos as a tool for improving university students' public speaking skills. For this purpose, two research instruments were used: a student questionnaire and a semi-structured interview with teachers of oral expression. The data collection through these tools provided a valuable understanding of the challenges that students face in public speaking and the effectiveness of using TED talk videos in EFL classrooms.

Concerning the first research question ,”what difficulties do students face when speaking in front of an audience ?”, the findings showed several consistent challenges that make students oral performance difficult .According to both students responses and teachers observation ,learners commonly struggle with limited vocabulary , poor pronunciation ,fear of making mistakes , shyness , and a lack of self-confidence . Many students also stated experiencing anxiety during public speaking tasks , which often leads to hesitation and reduce fluency .

Teacher A observed that students are often hesitant to speak due to fear of being judged by their classmate , while Teacher B noted that strong language anxiety negatively affects students ability to express themselves clearly . These results confirm the first hypothesis ,which stated that students face various difficulties in public speaking ,including psychological barriers such as low self confidence and fear ,and linguistic issues like limited vocabulary and pronunciation problems.

These results support what Luis and Jackson (2008) stated .They noted that such challenges are common among EFL learners ,who often avoid public speaking issues due to anxiety and fear of failure . These findings suggest that both emotional and language –related obstacles play a significant role in shaping students public speaking performance.

Concerning the second research question , “how do authentic materials like TED talk videos affect students public speaking skills ? the findings showed that TED talks videos have a significantly positive impact .Students reported noticeable improvements in various aspects of public speaking , including vocabulary , pronunciation, delivery ,and speech organization. Many students also noted that watching TED talk videos increases self –

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confidence , reduce language anxiety and leads to better speaking performance in the classroom.

The outcome that TED talks videos affect students public speaking skills positively is supported by Mayer's (2001) cognitive theory of Multimedia learning ,which suggests that learners benefit more from content delivered through both verbal and visual channels. A dual mode is a key feature of TED talk videos. The motivational and engaging nature of these videos helped students demonstrate effective communication strategies and replicate them in their own speaking tasks. Teachers also emphasized that TED talks videos are beneficial for developing students persuasive techniques , audience awareness , and expressive communication (Jaramillo& Osses, 2020). These results align with previous studies ,which found that TED talks videos serve as authentic and effective models for oral communication in EFL context. One teacher highlighted the motivational aspect of TED talk videos, noting that students become more engaged and inspired when listening to native speakers discussing topics with passion and clarity (Guo, Kim,&Rubin,2014).

Additionally , the multimedia and visual elements of TED talks videos enhance students comprehension and engagement , as they are exposed to diverse accents , speaking styles , and cultural contexts (Miller ,2010;Zhang ,2021)

Despite these positive findings, the study also identified certain limitations in the practical use of TED talk videos. Some students mentioned difficulties in understanding fast or unfamiliar accents, while teachers stated a lack of technological resources in some classrooms, which could hinder the regular use of video materials. Nevertheless, most participants believed that the integration of TED talk videos into oral expression modules would be both feasible and beneficial.

In conclusion, the findings support the idea that TED talk videos can play a significant role in enhancing students' public speaking skills. The study suggests that incorporating these videos into classroom activities can address some of the common difficulties students face, such as anxiety and lack of contact with authentic spoken English. Based on the data collected, it is recommended that oral expression teachers make regular use of

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TED talk videos, encourage student analysis of speakers' techniques, and create opportunities for students to practice giving their own TED-style presentations.

3.1. Suggestions and Recommendations

At the end of this research, a set of suggestions and recommendations are proposed to improve the implementation of TED talk videos in EFL classrooms and enhance students' public speaking skills, particularly at the university level.

3.1.1. Integration of Authentic TED Talk Videos in Oral Module

The findings of this study show that TED talk videos are a valuable resource for developing students' public speaking skills, boosting confidence, improving vocabulary, and exposing students to authentic spoken English. Therefore, it is highly recommended to incorporate TED talk videos systematically into oral expression courses. The integration should be based on carefully selected videos aligned with students' proficiency levels, interests, and curriculum goals.

From a theoretical perspective, this aligns with Mayer's cognitive theory of multimedia learning (2001), which posits that students learn more effectively from words and pictures than from words alone. TED talk combines spoken language with visual elements such as gestures, slides, and on-screen graphics. This makes them an ideal tool for enhancing both comprehension and retention.

TED-style presentations can also be used as models for classroom practice, allowing students to copy effective techniques in delivery, body language, tone, and structure. Teachers should be encouraged to design tasks that require students to analyze TED Talk videos, summarize content, and prepare their short talks using similar formats. This method not only promotes active learning but also empowers learners to take ownership of their speaking progress.

3.1.2. Teachers training and professional development

The successful implementation of TED talk videos and other audiovisual materials depends significantly on the teacher's ability to exploit such tools effectively. Consequently, it is essential to offer targeted training workshops for oral expression teachers. These training sessions should focus on how to integrate

authentic materials, enhance students' critical thinking and speaking strategies, and evaluate learners' oral performance in a communicative context.

Teachers should also be familiarised with techniques for managing audiovisual materials, such as designing pre-viewing while viewing and post-viewing activities. These sessions will help instructors move beyond traditional teacher-centered methods and adopt a more interactive and student-centered approach.

3.1.3. Students motivation and engagement

The result of this study indicates that students are more engaged and motivated when exposed to real-life speaking situations and authentic materials. TED talk videos, in particular, serve as a motivational tool due to their diverse topics, relatable speakers, and use of visuals. To maintain student motivation, it is recommended that instructors choose videos based on students' interests, including themes like success creativity, education, and personal growth. Furthermore, encouraging students to choose their own TED talk videos to present or reflect on, can significantly increase their sense of autonomy and investment in the learning process. Teachers should also foster a supportive environment that reduces anxiety and encourages learners to express themselves confidently without fear of judgment.

3.1.4. Classroom practices and assessments

To ensure the effective integration of TED talk videos, classroom practice must be adapted to include analysis and practice based on these videos. Lesson plans should include activities such as identifying new vocabulary and practicing pronunciation through repetition, speech analysis, and structured peer feedback. Teachers are encouraged to use simple checklists to see how students are getting better at speaking, sharing ideas in order, saying words correctly, and using gestures. Moreover, students should do more than just repeat information and work on speaking clearly and effectively, they should be provided with regular opportunities to perform in front of their classmates, think about how they did, and get helpful advice to improve.

3.2. Future Research

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Since multimedia and technology are becoming more important in language education, future researchers should explore the long-term impact of integrating TED talk videos on students speaking proficiency, critical thinking, and academic performance. Additionally, studies could investigate the differential effects of TED talk videos across varying levels of language proficiency or compare their effectiveness with other types of authentic listening resources such as podcasts, interviews, or YouTube educational content.

3.3. Conclusion

In summary, the analysis and interpretation of data collected from both the students questionnaire and teacher interviews demonstrated the positive impact of TED Talk videos on enhancing EFL learners' public speaking skills. These outcomes confirmed the hypothesis supporting the use of TED Talks as an effective pedagogical tool. Furthermore, both students and teachers expressed favorable attitudes toward incorporating TED Talks in learning. Lastly, a set of practical recommendations was offered to support the English department at Tlemcen University.

GENERAL CONCLUSION

General conclusion

As global communication becomes increasingly central to academic, professional, and social success, the ability to speak English fluently and confidently is more important than ever. Among the vital language skills, speaking is often perceived as the most immediate and practical, yet also one of the most challenging for English as a Foreign Language (EFL) learners. Public speaking, in particular, is a skill that not only requires language proficiency but also psychological readiness, self-confidence, and the ability to engage an audience effectively. In recent years, educators have explored new methods and materials to support students in overcoming these challenges, including the integration of authentic videos, such as TED Talk videos, into English as a Foreign Language (EFL) instruction.

Based on this, the present study investigates the impact of TED Talk videos on the development of public speaking skills among EFL students. The study aimed to explore the key challenges learners faced in public speaking and examine the pedagogical potential of TED talk videos in addressing these difficulties. By designing and conducting an exploratory case study involving Master One students and oral expression teachers, this research collected and analyzed qualitative data through student questionnaires and teacher interviews. Based on the findings, the two research hypotheses were confirmed.

The result highlighted that students face multiple obstacles in public speaking, including fear of making mistakes, lack of self-confidence, limited vocabulary, and disorganized speech.

Many learners struggle to speak in front of an audience due to anxiety and limited access to effective speaking examples. Moreover, teachers indicated that students often lack the strategies and tools needed to structure and deliver coherent and impactful speeches. These validated the first hypothesis. The integration of TED talk videos into the oral expression classroom had a noticeable positive impact. Students were exposed to real-life models of successful public speaking, that demonstrated essential features such as clear pronunciation, effective speech organization, and audience engagement. TED talks provided a motivational and authentic learning experience, encouraging students to improve their own delivery and presentation style. Students also reported increased interest in public speaking activities and greater readiness to participate. This outcome confirmed the second hypothesis.

In terms of educational implications, this study emphasizes the value of incorporating TED Talk videos into oral expression courses as a means of bridging the gap between theoretical speaking practice and real-world performance. Based on students' and teachers' feedback, several recommendations emerged. First, teachers are encouraged to integrate TED talk videos into the curriculum to expose students to diverse speaking styles and authentic language use. The second plan should include a guide analysis of TED speeches, followed by structured practice and reflection. Thirdly speaking activities modeled after TED talks such as student-led presentations or public speech practices should be used to reinforce skills.

Nevertheless, This study had certain limitations. First, it focused on a small sample within a specific academic level , and relied solely on qualitative data collection tools. Classroom observation was not included due to limited time and scheduling constraints. Another limitation was the lack of familiarity with TED talk videos among teachers, as only two were able to participate in the interview, while others declined due to insufficient knowledge of the materials. In term of participant selection , the study focused exclusively on Master one students rather than License students as former already had three years of speaking experience during their license studies .This meant that they were more qualified to describe their experience , and share the difficulties they faced with public speaking.

In response to the limitations identified in this study, future research should address several key areas. First incorporating classroom observation is strongly recommended, as it would allow researchers to assess students' real-time public speaking performance, interaction, and use of learners' techniques. Second, future studies should include a broader sample of instructors, possibly after providing them with targeted training or background information on using TED talk videos in language instruction. This would ensure richer and more informed perspectives. Third future research might involve Master Two students in order to compare how increased academic maturity or preparation affects the development of public speaking skills. Extending the range of participants' base and using diverse data sources would contribute to a more thorough understanding of TED talk video integration in EFL classrooms.

Ultimately, this study contributes to the growing body of research on innovative approaches to teaching speaking in the EFL context. It shows the importance of authentic material in creating meaningful and engaging learning experiences. By introducing students to real-world models of communication, TED talks can inspire learners to speak more confidently, structure their

ideas more effectively, and participate actively in English-speaking environments. If implemented thoughtfully, such tools can transform the oral expression classroom into a dynamic space that encourages both language proficiency and personal growth.

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APPENDICES

Appendix A

Students Questionnaire:

I am undertaking a study on the enhancement of public speaking skills through the utilization of TED Talk videos. The purpose of this questionnaire is to collect data on students' perceptions of public speaking and to assess the effectiveness of TED Talks as a pedagogical tool to improve communication skills. Your insights will be invaluable in understanding the potential impact of these resources on students' public speaking abilities.

Rubric 1: Student's speaking skills and public speaking

1_ What is your English level?

☐ Intermediate

☐ Advanced

☐ Proficient

2_ How did you develop your English speaking skills? (You may select more than one option)

☐ By watching movies and listening to music

☐ By speaking with native speakers

☐ Through the oral expression module at the university

☐ Other (please specify): _____

3_ How do you feel when giving oral presentations in the classroom?

☐ I enjoy it

☐ I have mixed feelings

☐ It depends on the topic

☐ I dislike it

4_ What challenges do you encounter when presenting in front of an audience? (You may select more than one option)

☐ Shyness

☐ Limited vocabulary and pronunciation issues

☐ Frequent mistakes during delivery

☐ Lack of self-confidence

☐ Language anxiety

☐ Other (please specify): _____

5_ Which aspect of public speaking do you find most challenging?

☐ Organizing thoughts

☐ Managing anxiety or nervousness

☐ Engaging the audience

☐ Speaking clearly and confidently

☐ Other (please specify): _____

Rubric 2: Public Speaking and TED Talks videos

6_ Do you watch TED talk videos

☐ Yes ☐ No

If yes, why?

☐ For entertainment purposes

☐ To learn about public speaking skills

☐ Others reasons

.....

.....

.....

7_ Do you find TED Talks helpful for public speaking issues?

☐ Yes

☐ No

If yes, what techniques have you learned from watching TED Talks?

.....

8_ Do you believe that watching TED Talks has improved your confidence in public speaking?

Strongly agree	
Agree	
Neutral	
Disagree	
Strongly disagree	

9_ In your past License years, how often did your oral expression teachers use TED talk videos or mention them during sessions?

☐ Always

☐ Sometimes

☐ Rarely

☐ Never

10_ Do you think the implementation of TED talk videos into the oral module sessions would help students with public speaking ?

☐ YES

☐ No

Justify your answer

.....

11_ How effective do you find the use of visuals and multimedia in TED talk videos

☐ Very effective

☐ Effective

☐ Somewhat effective

12_ Would you prefer to watch a TED talk video due to visuals or listen to a podcast talk without any visuals?

☐ YES

☐ No

Justify ? _____

13_ In what ways do you think TED talk videos ,as authentic tool, impact student's public speaking skills?

.....
.....

Appendix B

Teachers' interview

I am undertaking a research study focused on the enhancement of public speaking skills through the utilization of TED Talk videos. Your perspective as an educator is invaluable in understanding how TED Talks can help students develop their public speaking skills. This research aims to explore how TED Talk videos can be utilized as a tool to enhance public speaking abilities, particularly in educational settings. Please after saying this introduction, give them an idea about TED talk videos. I mean what these videos are about, in case they don't know them.

1. Teacher's gender:

Female ☐ Male ☐

1. Years of teaching experience:

.....

3. Do you think your students love to deliver oral presentations?

Yes ☐ No ☐

Why ?

4. How do you think your students find speaking in front of their classmates?

☐ Very easy

- ☐ Easy
- ☐ Difficult
- ☐ Very difficult

5. What challenges do your students encounter when presenting in front of their classmates?

- ☐ Shyness
- ☐ Limited vocabulary and pronunciation issues
- ☐ Frequent mistakes during delivery
- ☐ Lack of self-confidence
- ☐ Language anxiety
- ☐ Other (please specify): _____

6. Do you believe that speaking in front of an audience helps students develop other language aspects or skills?

- ☐ Yes
- ☐ No

If yes, what are they?

- ☐ Critical thinking
- ☐ Vocabulary
- ☐ Self-confidence
- ☐ Others

7. Are you familiar with TED talk videos?

☐ Yes ☐ No

8. Are these videos useful for the improvement of students' public speaking skills?

☐ Yes ☐ No

If yes, why ?

.....
.....

9. Have you ever used TED Talk videos in your classroom?

☐ Yes ☐ No

10. TED talk videos include different multimedia and visual aids (pictures, graphs, diagrams ...etc), do you think these tools are beneficial for students' engagement and acquisition of public speaking skills?

☐ Yes. ☐ No

Why?

.....

11. In your opinion, how do TED talk videos, as authentic materials, affect students' public speaking skills?

.....

12. Do you think the implementation of TED talk videos would be beneficial in the classroom?

☐ Yes ☐ No

if yes, do you think it would be possible to implement it ?

◆ English Summary

This dissertation explores the use of TED Talk videos as a tool to improve public speaking skills among university EFL students. It examines the main difficulties students face, such as lack of confidence, poor pronunciation, and weak speech structure. The study uses questionnaires and interviews to collect data from students and teachers, highlighting the positive impact of TED Talks in enhancing vocabulary, fluency, and presentation strategies.

◆ Résumé en Français

Ce mémoire examine l'utilisation des vidéos TED Talks comme outil pour améliorer les compétences en expression orale chez les étudiants universitaires en anglais langue étrangère (EFL). Il identifie les principales difficultés rencontrées par les apprenants, notamment le manque de confiance, la mauvaise prononciation et l'organisation inefficace des discours. Grâce à des questionnaires et des entretiens, l'étude montre que les TED Talks favorisent l'enrichissement du vocabulaire, la fluidité et les techniques de présentation.

◆ الملخص بالعربية

لتحسين مهارات التحدث أمام الجمهور لدى طلاب طلاب TED Talk تهدف هذه المذكرة إلى دراسة كيفية توظيف مقاطع الجامعة الذين يتعلمون اللغة الإنجليزية كلغة أجنبية. تسلط الضوء على أبرز الصعوبات مثل التوتر، وضعف ومن من خلال النطق، وقلة الطلاقة. تُعد وسيلة تعليمية فعالة TED Talk الاستبيانات والمقابلات مع الأساتذة، تكشف الدراسة أن مقاطع. لتعزيز ثقة الطلاب بأنفسهم وتطوير أدائهم الشفهي.

