Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Investigating the Teachers' and Students' Attitudes Toward the Use of

Technology, Entertainment, and Design (TED) Talks Videos in Improving Foreign

Language Learners' Public Speaking Skill

The Case of Third Year EFL Students at the Department of Foreign Languages,

Abdelhafid Boussouf, Mila University Center

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in

Didactics of Foreign Languages

Presented by   **Supervisor**

1) Ms. Salma MOUCHEMOUCHE   Dr. Lamia ELMECHTA

2) Ms. Rania FANTAZI

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Examiner: Dr. Amina ZEMIECH   university AbdElhafid Boussouf University - Mila

2023

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
AbdElhafid Boussouf University - Mila

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Dedication

I dedicate this work to my dearest parents who have been a source of love,

support, and endless encouragement to me throughout life, my father

"Belkacem" and my mother "Habiba".

To my beloved brothers Ilyass, Feteh, and Ali.

To my sweetest sisters Madiha, Sara, and Samia.

To my maternal aunt Farah.

To the sweetest children Youness, Anes, Alaa, Hadil, Israa, and Mayar.

To my friends with whom I shared university life Chaima and Rania.

Salma

Dedication

*For most praise **to Allah** for giving me help and strength to finish this work*

*I would like to dedicate this work to my **beautiful family***

*To my "**parents**"*

Who gave me love, peace, and the strength to become a better person. I'm grateful to you for teaching me tolerance and patience in the face of the most difficult situations. May Allah keep you safe both for me.

*To my **Sister, Brothers & Cousins***

Nothing compares to the pleasure of having you in my life and the attention you provided me. For supporting me through this difficult time in my life, I am grateful.

*To my "**Grand Mother**"*

To the woman who raised me and who has been a rock of stability throughout my life May Allah bless you and thank you for your prayers

*To all my "**Friends**"*

You gave me constant encouragement, offered help without asking for anything in return, and listened to me without judgment. I value our sincere friendship.

*To all my "**Supervisor & Teachers**"*

Who were the source of guidance and advice Thank you for the hard work and the professional help, special thanks to the ones who read my work

*Last and not least, I would like to dedicate my **wonderful friend, Selma**, for the time we spend to gather and for the mutual support*

Rania

Acknowledgments

Abstract

Public Speaking in English has become a highly valued and helpful skill for many individuals in many spheres of life, particularly in the success of their academic studies. One of the newest learning resources for EFL students that has attracted much attention recently is Technology, Entertainment, and Design (TED) Talk videos. To this end, the present study aims to assess the teachers' perceptions of the role of this type of videos in improving the students public speaking skill, and to unveil the main factors which cause their speaking difficulties. The work also purports to examine the students' and teachers' attitudes about using TED Talks videos in enhancing the learners' speaking proficiency. In order to check the validity of the research hypothesis, one data collection tool was used which is the questionnaire. An online survey was administered for fifty (50) EFL students chosen randomly from the population of third year, and another one for ten (10) EFL teachers who teach or have experienced teaching Oral Expression module at Mila University Center. The results of this study indicate that both teachers and students are aware of these videos in the process on foreign language learning. They equally show positive attitudes toward the use of these videos in enhancing public speaking skill. The findings also reveal that psychological and linguistic barriers, such as anxiety and a lack of vocabulary, are thought to be the main difficulties that hinder EFL students from giving effective oral performance. These results go in the direction of the study hypothesis and would, hence, provide some insightful suggestions for the implementation of TED Talk videos in EFL classrooms to enhance the students' oral performance.

Keywords: Public speaking skill, TED Talks videos, EFL learners, public speaking difficulties, ICTs.

List of Abbreviations

EFL: English as a Foreign Language

TED: Technology, Entertainment, and Design

ICTs: Information and Communication Technologies

PS: Public Speaking

et al: et alia (and others)

etc: and others

%: Percent

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General Introduction

1. Background of the Study

In the age of technological advancement, it is difficult to ignore how quickly technology is developing in all spheres of life, including education. The internet has improved the educational system by adding a variety of audio-visual resources and websites that are useful for teachers as well as learners and that speed up the learning process. Similarly, it enables students to access a variety of foreign language materials that may help in the development of a variety of skills, including speaking, listening, reading, and writing.

Speaking is one of the crucial components of English that students should be able to develop in addition to reading, writing, and listening. It has the purpose of verbally expressing thoughts, feelings, and ideas in a spontaneous manner. Speaking is one of the language arts of talk as communication interaction with someone. It is the most challenging skill to achieve proficiency in learning English as a foreign language.

Public speaking skill is one of the forms of speaking in front of a group of people. This task is considered difficult for many EFL students because it requires being linguistically competent (having good grammar, rich vocabulary, correct pronunciation, etc) as well as self-confident. Therefore, EFL teachers should use different strategies such as information and communication technologies (ICTs) to help students overcome these problems.

Today, ICT plays a major role in the different processes of EFL learning and teaching. Most EFL learners consider it as an active tool in their learning such as YouTube videos. The videos chosen should be videos that can inspire students; TED Talks are examples of videos that can be used in the learning process because they are inspirational videos. TED Talks have been around since 1984. The concept of TED stands for Technology, Entertainment, and Design, while 'Talks' are a kind of public speaking that shares experiences and motivates the audience.

2. Statement of Problem

Public speaking is one of the effective skills that develop the ability to engage with an audience in both university and work, and mastering this skill in the context of learning will have a positive impact on the students' life. This art requires the achievement of certain capacities like linguistic competence, paralinguistic competencies, and self-confidence. It is observed in courses requiring an oral presentation assignment, especially Oral Expression sessions, that many EFL students, at Mila university Center, find multiple difficulties when engaging in oral presentations. Based on this fact, when EFL students present in front of their classmates and teachers, they experience fear and anxiety, in addition to other problems such as lack of motivation and shyness. These problems are considered the main source of the students' nervousness, errors, and mistakes, like mispronouncing words and using incorrect tenses. Additionally, the latter problems may impact the student's performance negatively, demotivate them and lead to undesirable results. EFL learning process will, as a result, become challenging for them. To this end, changing this situation calls upon using authentic materials to enhance the students' public speaking skills to motivate them and make them more comfortable with this task.

TED Talks Videos can be an effective technological tool to guide public speaking skill. Every lecture and point of debate would be considered an inspiration to help the process of learning and teaching public speaking skills. As stated by Ahn & Lee (2016) that speaking skill is the most challenging skill to achieve proficiency in learning English as a foreign language.

3. Research Aims

The primary objective of this research is to explore the attitudes of third-year students and teachers of the English language, at Mila University Center towards using TED talks in enhancing the students' public speaking skill.

This general objective would lead us to a number of secondary aims:

- discover EFL students' main factors that hinder their performance in oral presentations.

- determine the main strategies that teachers use to enhance their students' public speaking skill and to help them reduce their public speaking difficulties.

4. Research Questions

Through this study, we attempt to answer the primary question: what are the students' and teachers' attitudes towards the use of TED Talks videos to enhance the students' public speaking skill?

We also attempt to answer the following sub-questions:

- What are the main difficulties that EFL learners face when speaking in front of their classmates and teachers?

- What are the main strategies that teachers use to enhance their student's public speaking skills and help them reduce their public speaking difficulties?

- To what extent, do EFL teachers and students believe that the use of TED Talks videos can help students enhance their public speaking skill?

5. Research Hypothesis

Based on the abovementioned research questions, it was hypothesized that:

EFL teachers and students would have positive attitudes toward the use of TED Talks videos as a tool to develop students' public speaking skill.

6. Significance of Study

We believe that this work would be important because even though improving public speaking skill is important for EFL learners, they are somehow overlooked. Moreover, despite

the development that technology has afforded and the popularity of TED Talks videos, they are still not well known.

Students need to be given opportunities to express their ideas in front of others. particularly, for Third-year students who are supposed to master the English language and oral communication skills.

7. Research Methodology

In this study, third-year EFL students at Mila University Centre are chosen as a population because they are expected to prepare different tasks that are based on oral presentations. Additionally, they may face different situations where they need efficient public speaking skill such as creating better job opportunities and performing in front of an audience with Masters' Degree. However, in order to achieve the purpose of collecting data for our research, we mainly use two questionnaires for both third-year EFL students (50 students) from the whole population (155) student, and for ten EFL teachers who teach or have experienced teaching the Oral Expression module. This significant data-gathering tool is used to explore the problems that students face when they speak in front of both classmates and teachers. Moreover, it aims to know teachers' and students' opinions about the use of TED Talks videos as a remedy for EFL students' public speaking difficulties. In addition, the collected data are statistically analyzed and presented.

8. Structure of the Study

The current research has two main chapters. The first chapter provides the literature review which consists of two sections that attempt to give an overview of the variables. The first section deals with public speaking skills, starting with the definitions and importance, also its elements and the common characteristics of an effective public speaker, in addition to the benefits, principles, and types, and finally the reasons behind public speaking difficulties,

and teaching public speaking. The second section is about TED Talks. The following points are tackled in this section: the use of videos in the English language classroom, and the definition of TED Talks videos. Also, advantages, elements, types, characteristics of TED Talks, and characteristics of people who give TED Talks. Finally, processes for creating TED Talks, the difference between TED and TEDx, and previous studies on the use of TED Talks videos in teaching English as a foreign Language.

The second chapter represents the fieldwork. It attempts to reveal the results obtained from the data collection tool; a questionnaire was administered for both students and teachers, and it consists of two sections. Moreover, the first section is about the analysis of the questionnaires; it provides information on the aim, sample, description, and analysis of both questionnaires. However, the second section is dedicated to the discussion of the findings and recommendations.

CHAPTER ONE

LITERATURE REVIEW

Introduction

Since practically all activities involve communication, the latter plays a significant part in determining how to learn and move. As social beings, we are supposed to talk to satisfy a variety of needs and interests. It is critical to be capable to speak clearly and comprehend the messages in order to communicate effectively. Recently, current teaching methods have been employed by teachers to improve language instruction, engage learners, and promote classroom engagement. Therefore, one of the important tasks that can be a great opportunity to reach this goal is public speaking. Public speaking (PS) has become increasingly important to human accomplishment in many spheres of life. It is crucial to the growth of both teaching and learning. Public speaking is necessary for teachers to deliver their teaching efficiently and for students to communicate effectively in the classroom. Due to the quick development of technology, many improvements in education, particularly in the teaching of languages, have been largely facilitated. Language learning and education have been greatly impacted by the development of the Internet. It has provided several educational tools and resources that make learning the English language easier. To improve the quality of instruction and increase student engagement, teachers now employ new teaching methods in addition to traditional textbooks. TED Talks are one of the instruments used in EFL classes, and a well-known example of an accessible teaching and learning tool.

Section One: Public Speaking Skill

1.1.1 Definitions and Importance of Public Speaking

Most people, at some point in their life, will need to speak in front of a group of people. According to Brown and Lee (2015), public speaking refers to an extensive type of speaking, since it allows the learners to perform a monologue in oral reports, summaries, or short speech. Besides, Korompot and Jabu (2019) claimed that public speaking belongs to extensive speaking that requires the learners to have access to speaking resources outside of the classroom through the use of modern technology. Hence, to develop public speaking skills, students need to understand the aspects of public speaking, both verbal and nonverbal aspects, and find out the right ways that are suitable to them in improving their skills.

In the same line of thought, Doyle (2021) claimed that having strong communication skills, enthusiasm, and the capacity to captivate an audience are all necessary soft skills for public speaking. Soft skills are social and communication abilities that are less technical and more concerned with how one relates to others. Additionally, Spencer (2021) stated that public speaking is a presentation made in front of a live audience. Public speech may touch on a wide range of subjects. The speech's objective may be to inform, amuse, or persuade the audience.

Public speaking skill is an essential soft skill that students may have throughout their professional life, it is important in the workplace, especially for EFL Learners, Lucanus (2017) speculated that the development of professionalism in speaking manners and attitudes towards others through communication skills will serve students well in their professional careers. The person's productivity rises when they can communicate clearly. Each time they speak in front of an audience, they have the chance to develop their personalities, their self-assurance, and advance their careers. Moreover, Spencer (2018) noted that public speaking helps to ameliorate

research and deductive skills in addition to raising self-confidence and convincing skills. Thus, public speaking may be vital to be effective in many domains.

1.1.2 Elements of Public Speaking

Joseph A. Devito (2015) is one of the writers who has written in the field of Public Speaking. Devito (2015) noted that Public Speaking is a major part of speech and it has many essential elements. As stated in his book, Devito (2015) presents seven major elements which are: the speaker, the audience, the message, the channels, the noise, the context, and ethics. Another scholar Ghaz (2019) agreed with Devito (2015) regarding the element of public speaking (PS). However, she disagreed in only one element which is ethics; she replaced it with another element called feedback. So, both illustrate seven Public Speaking elements. Ghaz's (2019) seven elements in public speaking are:

1.1.2.1 Speaker

The speech communication process starts with the speaker, the person who initiates the conversation or talk. The success of the speech will be based on credibility, preparation, and speaker knowledge on the subject.

1.1.2.2 Message

The message refers to everything the speaker says to the audience about a certain issue. Speakers should deliver it in a clear way so that it reaches the listeners in the same way the speaker is trying to convey it.

1.1.2.3 Channel

The channel refers to the means by which communication or conversation is possible. If one is talking over the phone, the phone is the channel in the process.

1.1.2.4 Listener

The listener is the receiver of the message on the other end of the line. In private conversations, you may only have one, two, or three listeners. By speaking in public, the crowd and anyone who hears the speaker's message is the one who listens to the process.

1.1.2.5 Feedback

Feedback refers to the response of the listener or the receiver of the message based on the post. It may be verbal or non-verbal.

1.1.2.6 Interference

Interference is everything that influences the communication process. It can be internal as well as external. The former may include the relationship between the speaker and the listener, while the latter may include what is happening around them.

1.1.2.7 Situation

In the communication process, the situation refers to the time and place where the conversation takes place. This is the physical context of the event.

1.1.3 Common Characteristics of Effective Public Speaker

Effective public speakers are often the main producers of valuable speech. Many researchers such as Khoury (2015), Moore (2020), Johnson (2022), and Bennett (2016) agreed that an effective public speaker should have all or most of the following characteristics:

1.1.3.1 Confidence

The perception of a public speaker who radiates confidence is that he/she is more correct, informed, and intellectual than a speaker who is less sure of their points. Thus, the message sounds credible, convincing, and valuable.

1.1.3.2 Authenticity

Authenticity is what allows the speaker's audience to connect with him/her during his/her speech. If his/her speech comes across as inauthentic, it will be harder for the audience to trust him/her and take the message seriously. The speaker has to be true to his/herself and tell open, frank, and vulnerable stories.

1.1.3.3 Passion

The speaker has to be passionate about his/her story. When the speaker is acutely aware of the importance of the speech's subject matter, it can be seen in his/her utterances while delivering the speech.

1.1.3.4 Ability to tell a story

A successful speech is simply a story given by a speaker with interesting experiences, so the speaker must incorporate stories into their presentations and share his/her experiences and the stories that have led him/her to where he/she is.

1.1.3.5 Audience awareness

The speaker has to make sure before going into his/her presentation that he/she knows the audience that he/she is presenting to, who they are, and what they do. Knowing this information will help him/her connect with them more effectively and deliver to them in a way that he/she believes will help them learn.

1.1.3.6 Self-awareness

The speaker needs to understand his/her strengths and weaknesses, know what his/her best qualities are, and how he/she can use these to enhance his/her presentation skills.

1.1.3.7 Connection with Audience

The speaker is required to construct a connection with his/her listeners by engaging them in the presentation using questions to discover their needs.

1.1.4 Benefits of Public Speaking Courses for EFL Learners

Public Speaking is a useful way of building personal development on many levels since improving communication skills is helpful in almost every area of life. Public Speaking may assist individuals to achieve their goals, whether they tend to participate in political debates or make a career as a motivational speaker to gain confidence in front of an audience. The benefits of a Public Speaking course for EFL Learners are countless. According to Bernard (2017), there are several advantages of learning public speaking which will encourage learners to develop and get out of their comfort zone, but these benefits are certainly not all the advantages of being a qualified speaker but are some of the most impressive and useful ones:

- **To be employed and progress in one's career**

Effective public-speaking ability may help a speaker to advance in their career because they demonstrate creativity, critical thinking, leadership abilities, and professionalism.

- **To improve communication skills**

The speaker needs to learn how to adopt a calm opposite stance, express his thoughts in an orderly and consistent way, and defend his beliefs and views toward the others.

- **To enhance vocabulary and fluency**

It is crucial to consider how the speaker's message will affect those words, and they should use a variety of terms for various audiences. Also, the speaker should avoid using common filler words that we hear all the time and suggest that they may be unsure of what they are saying or hurried to speak, in favor of flexible language.

Other benefits listed by Harris (2017) include:

• Public speaking is an opportunity to practice the four language skills: Presentations and debates have a lot of emphasis on speaking, but they also enhance the listening, reading, and writing skills. Accordingly, Normnyash (2019) stated that when preparing for oral presentations, students use their reading and writing skills in addition to expanding their understanding.

• Developing critical thinking skills: one of the important benefits one will gain from their public speaking course is an increased ability to think critically. Problem-solving is one of the many critical thinking skills one will engage in during this course. Public speaking courses improve the students' ability to defend their arguments and learn how to discuss different topics. Docan Morgan and Nelson (2015) stated that "Students in public speaking courses become critical thinkers in part by learning about adapting one's message to their audience, strategies for organizing persuasive messages, and techniques for listening" (p. 6).

• Developing verbal and nonverbal skills: EFL students get the chance to improve their verbal and nonverbal communication skills as well as their capacity to communicate successfully in public speaking classes. By actively making English speech sounds, it increases their speaking ability. Students also learn how to select appropriate words and voice tone for the circumstance. Active practice also teaches students how to control their body language. According to Harris (2017), "Having the opportunity to actively practice communication skills and receive professional feedback will help you become a better overall communicator" (p.15).

• Increasing self-confidence and overcoming the fear of public speaking: EFL learners may boost their self-confidence through preparation and training, with experience, their nervousness about public speaking will decrease and they will come to like doing it. Public speaking

improves their ability to communicate with people by making them naturally more comfortable around them and allows them to share their knowledge in a positive way.

1.1.5 Principles of Public Speaking

Public speaking is based on a set of principles that the speaker should follow when giving a speech in order to be effective and leave an impression on the audience. Zeoli (2008), in his book, proposed seven principles of effective public speaking:

- **Perception: stop trying to be a great "public" speaker**

The speaker should be genuine, comfortable, and focused on the message being conveyed rather than the audience.

- **Perfection: when you make a mistake, no one cares but you**

The speaker should understand that making mistakes is common and that audience members will not notice every single error.

- **Visualization: If you can see it, you can speak it**

Speakers and participants should practice in a place with no audience to overcome speech anxiety and visualize themselves excelling in their presentations.

- **Discipline: practice makes perfectly good**

The speaker should strive to be an effective public speaker by practicing daily, just as accomplished speakers and sportsmen do.

- **Description: make it personal and become a storyteller**

Presenters who connect with their audience on an emotional level are more likely to gain their attention and support by telling vivid, true stories.

- **Inspiration: speak to serve**

Public speakers should strive to help their audience achieve their goals by providing assistance, instruction, inspiration, and amusement.

- **Anticipation: always leave the audience wanting more**

Public speakers should deliver shorter speeches to pique their audience's interest and inspire them to pay attention.

Staff (2021) added three other principles to Zeoli's, which are:

- **Know Your Audience**

The speaker has to know his/her audience because it is essential for effective public speaking, as it allows him/her to anticipate questions, and concerns and use language that will resonate with them.

- **What to Do with Your Hands When Presenting**

The speaker's ability to use their hands while speaking in front of an audience can help them produce a more dynamic and engaging presentation.

- **Deliver Your Speech Authentically**

Delivering a speech authentically is essential for engaging and connecting with the audience, as it can help to establish trust and credibility with the audience.

1.1.6 Types of Public Speaking

Harris (2017) stated that Public Speaking skill has many forms. It can be grouped into three important types which are: Informative, persuasive, and ceremonial/ entertainment.

1.1.6.1 Informative Speaking

According to Harris (2017), one of the most common types of public speaking is informative speaking. The primary purpose of informative speeches is to share one's knowledge of a subject with an audience. Informative speaking is integrated into many different occupations. Physicians often lecture about their areas of expertise to medical students, other physicians, and patients. Teachers find themselves presenting to parents as well as to their students. Firefighters give demonstrations about how to effectively control a fire in the house. Informative speaking is a common part of numerous jobs and other everyday activities. As a result, learning how to speak effectively has become an essential skill in today's world.

1.1.6.2 Persuasive Speaking

According to Harris (2017), To influence others is a second typical justification for speaking in front of an audience. Throughout our daily interactions, we are frequently asked to persuade someone to change their opinions, adopt an action, or think again about a choice. Public speaking is used to persuade others whether promoting music education in your community's school system, persuading customers to buy the things your business sells, or encouraging high school students to attend college. Speaking persuasively is an essential skill for some people, such as elected officials, if they want to succeed in their careers.

1.1.6.3 Ceremonial Speaking

According to Harris (2017), The term "ceremonial speaking" refers to various speaking situations, such as introductions, wedding toasts, award presentations, acceptances, eulogies at funerals and memorial ceremonies, after-dinner speeches, and motivational speeches. Since the time of the ancient Greeks, when Aristotle recognized epideictic speaking (speaking in a ceremonial environment) as a crucial kind of address, entertaining speaking has been seen as

essential. There are professionals that create a career entirely from giving entertainment speeches, just like with persuasive and instructive speaking, ranging from religious leaders to comedians. Speaking to amuse is a task that takes preparation and experience to be effective, as anybody who has heard an incomprehensible best man give a wedding toast or seen an awards presentation on television can agree.

1.1.7 Reasons behind public speaking difficulties

Brown (2017) asserted that many individuals often deliver speeches or presentations for work or school, yet some people still become nervous when they have to speak in front of others. The stress of trying to figure out what to say, how to keep the audience interested, and how to control their nervousness can damage some public speakers. Yet, if one focuses on resolving the most typical issues with public speaking, they may greatly decrease the anxiety related to it. Brown (2017) listed the following reasons:

- **Lack of confidence**

In order to take control of their message and prevent alienating the audience, speakers should demonstrate self-assurance.

- **Lack of attention to the audience**

Speakers must have confidence in themselves to be successful in public speaking. Being nervous can lead to negative vocal and visual cues, so it is important to prepare and practice beforehand to gain the control necessary for the audience to trust and believe the message.

- **Lack of organization**

Research the target audience, subject, and sources, create an attention-grabbing opening with organized facts, and write a paragraph to address the three key themes before concluding.

Creating an outline or writing material down on note cards helps the speaker and audience to stay on topic.

- **Lack of preparation**

To increase word movement, voice tone, and excitement, practice the speech in its entirety before giving it. By utilizing technology or visual aids in advance, presenters may better understand the subject matter and detect any errors, which will help them answer questions and keep their credibility.

- **Lack of time management**

Because they have not properly practiced and timed their speeches, many presenters encounter problems and go over their allotted time when presenting their information.

- **Anxiety and fear**

Being under stress for the speaker and feeling anxious is a factor that reduces the effect of the produced speech. It is not appropriate for a person who cannot overcome this problem emotionally to do public speaking (Yildiz, 2019).

1.1.8 Teaching Public Speaking

Public speaking is a skill that is needed in many fields and domains, especially in education for both teachers and students. Darmaliana et al (2021) claimed that public speaking skills should increase as humans keep developing, especially at school or at work, where people need to communicate with many people in a formal way. In this respect, devoting lessons and courses to public speaking can help in the progress of education.

1.1.8.1 The Role of the Teacher

In general, the teacher plays a crucial role in both teaching and learning a foreign language. Additionally, the instructor can serve as an example for students to follow when it

comes to public speaking. Petek (2014) claimed that "the ability to communicate effectively is one of the teacher's basic competencies; here, public speaking plays an important role" (p. 124). That is to say, the necessity of public speaking is made clear to the instructor, who then uses this knowledge to convey the lesson's material in a useful and effective way. This allows the teacher to successfully communicate with the students in the classroom. Moreover, Mccann and Knapp (2019) claimed that any teacher has access to a wealth of current examples of speeches that connect with students and offer opportunities to somewhat replicate in addition to the instructor's influence as a role model public speaker. In essence, the teacher may serve as an effective example of a public speaker based on his/her role in the classroom because in most situations the teacher finds him/herself acting as a public speaker while the students resemble the audience.

1.1.8.2 Techniques to Develop Public Speaking

According to Kirkham (2021), at school and in life, public speaking is a crucial talent. Many students experience worry and anxiety when attempting to learn it. Learners will benefit from learning how to speak with confidence in front of an audience throughout their lives. Fortunately, there are many original techniques and ideas available to assist you in teaching your learners how to communicate well in public. According to Thomas (2021), there are many ways to teach Public Speaking:

1.1.8.2.1 Show the Students TED Talks for Inspiration

Showing students some examples of effective public speaking is the greatest way to start a lecture on the subject. As cited by Thomas (2021) that Playing TED Talks videos is an excellent way to show students people doing English presentations with high quality. That is to say, Students can learn by watching TED presentations in order to observe public speakers'

body language, confidence, and use of appropriate language as they deliver and disseminate knowledge. TED only accepts speeches from thought leaders and important people.

1.1.8.2.2. Teach the Importance of Body Language

Teach students how to use body language to their advantage in public speaking by brainstorming different types of body language and asking them to match examples to emotions and messages. Body language is essential for public speaking performance. For Thomas (2021, p3) "Good public speaking skills aren't just about using clever words and speaking clearly body language is equally as important". It changes the way people respond to us, as well as how they interpret our messages. As a result, watching TED Talks videos can help students understand the significance and influence of body language in performance.

1.1.8.2.3. Stress-free Activities to Practice Public Speaking

Thomas (2021) stated that there are some classroom activities that will give your pupils practice speaking in front of groups and teach them how to talk with confidence. Below are some examples:

- **Recite famous speeches**

Giving a speech is challenging enough, but creating a strong speech may be even more challenging. Learners should be given the opportunity to practice learning well-known passages from movies, social media, and historical personalities. Try a long speech with more advanced students (Thomas, 2021).

- **Give presentations in small groups**

Students should prepare in small groups and have a grading form with criteria for vocal projection, timing, entertainment, and understanding. At the end of class, each group can evaluate their partners to provide feedback (Thomas, 2021).

- **Assign solo presentations using PowerPoint**

Students should prepare their own presentations with PowerPoint slides, assign individual topics, write scripts and create slides, and tell them about the project in advance (Thomas, 2021).

- **Do improvised presentations on random topics**

Spontaneous presentations can be used to improve learners' speaking abilities by putting a list of subjects in a hat, bag, or other item. Students should select a subject and speak as long as they can about it (Thomas, 2021).

- **Get dramatic with your class**

Students should use effective body language, speech projects, intonation, and creativity to make their communication authentic (Thomas, 2021).

1.1.8.2.4. Pass the Microphone

Teachers should limit the amount of time they spend talking as a teacher to promote exercises, provide feedback, and let students speak for the majority of the class. This will give them the practical experience they need to succeed in public speaking classes.

Section Two: TED Talks Videos

1.2.1 The Use of Videos in the English Language Classroom

Recently, Videos, as audiovisual aid, have occupied a significant role in language teaching. Bajrami and Ismaili (2016) claimed that videos can be used as authentic materials and as motivational tools. In general, EFL learners find video content in the classroom to be engaging, pertinent, helpful, and somewhat motivating. However, Sherman (2003) highlighted the importance of using real video content in language classes. She offers useful classroom tasks to introduce real-world language and culture, such as documentaries, instructional films, interviews, and websites. YouTube has the potential to provide students with genuine English input through sources that may already be present in their daily lives. In addition, Bajramia, L and Ismaili (2016) suggested that language teachers should set up three goals for their teaching with video materials. The primary objective is to make it easier for EFL students to improve their language abilities, particularly their speaking and listening abilities. Videos provide visual aids for the listening materials that EFL learners are exposed to, and authentic video materials can create a more realistic language learning environment and stimulate EFL learners' interest in learning English as a foreign language. TED Talks are considered a useful tool for teaching English as a foreign language (Nurhidayat & Syarifah 2019).

1.2.2 Definition of TED Talks Videos

Several definitions have been provided for the concept of TED Talks videos. To start, TED is an abbreviation for Technology, Entertainment, and Design, while Talks are a kind of public speaking in the form of sharing experiences and giving motivation to audiences. These talks have been used since 1984. According to Chang and Huang (2015), TED is a video that contains an impressive presentation with interesting topics or opinions from native speakers

that can improve the student's language learning. In essence, TED Talks speakers should be knowledgeable and should have experienced the topic they are presenting.

Ziebell (2019) explained TED by stating that it is a non-profit organization that was developed to spread ideas and knowledge, especially in short and powerful speeches. There are TED Talks about almost every conceivable topic – technology, science, design, health, the environment, personal growth, and many others. Currently, over 3100 Talks are available on the net. As supported by Kumar and Mohanasundaram (2020) that TED Talk is one of the web's most popular high-ranking video networks, hosting numerous influential talk shows covering every subject, such as English.

1.2.3 Advantages of TED Talks

Kelly (2018) suggested that English language learners are able to benefit from TED talks in a variety of manners:

• **Talks about language:** English language instructors and linguists have contributed to certain TED speeches. The information in these speeches can help English language learners to promote their knowledge of English in particular as well as their knowledge of linguistics in general.

• **Simply listening:** Native English speakers throughout the world deliver TED speeches to learn about English. Learners can watch any TED talk that addresses any topic that interests them; they are not required to exclusively watch TED talks about English in order to learn it. As a consequence, listening to English native speakers may help students learn new words, improve their understanding, and perfect their pronunciation.

• **TED transcripts:** The capacity to comprehend the speaker's words while listening to a TED presentation provides students the chance to improve both their comprehension and their ability to pronounce words correctly.

The following are some benefits of adopting TED Talks as a study material for languages listed by Mikhailovna (2017):

1.2.3.1 Usability

The majority of the presentations are in English, with available subtitles in more than 40 different languages, and there is frequently an interactive typescript. Although TED is mostly used for listening activities, a script, and subtitles are a huge help to students who seek to improve their understanding abilities. Simply, TED is used for listening activities, but scripts and subtitles are useful for comprehension. Also, every TED Talk has a video and audio presentation that are both accessible online, and the learners may download one to watch it later when they are not connected to the internet. However, The website's themes, concepts, and keywords make it simple to navigate. The learners may search for talks using keywords or phrases (such as "politics," "human rights," "poetry," or "transport"), but they can also specify the talk's time, language, and recording period.

1.2.3.2 Content

Learners' understanding of various accents and English variations can be increased by the involvement of native and non-native speakers in a conversation. TED serves as an example of exceptional language proficiency even among non-native speakers, which is encouraging. However, TED Talks include a range of subjects to help students learn English for professional, academic, and general cultural/social purposes. They may be engaging and motivating, which makes them ideal for teaching English for certain professional or academic goals. A suggestions system may be used to propose a preferred delivery style, and there are collections of playlists on dominant themes or public speakers to stimulate more exploration. These elements promote more learner autonomy. Furthermore, due to the fact that TED Talks are new and masterfully crafted speeches that are frequently supported by graphs, tables, pictures, and

video clips, which are various types of visual aids, students can learn from TED Talks presentation skills and strategies in addition to how to build productive and well-organized talks.

1.2.4 Elements of TED Talks

Armillas (2019) identified ten components that are present in every TED Talk. Each brings a vital element to the presentation, making it different and interesting for the audience.

• **Universal Theme:** the idea of the speaker's talk needs to have a universal theme. It should be simple, understandable, and repeatable.

• **Catch Phrases:** external proof of the speakers' theory is necessary, not just emotional evidence; this crucial step can be achieved meaningfully and clearly.

• **Supporting Evidence:** the speaker's idea needs outside supporting evidence, not just his/her passionate assertion. This critical element should be implemented in a memorable and easy-to-understand manner.

• **Memorable Models:** to make the concept more understandable to others, The speaker should give the structures or processes he/she has developed memorable names.

• **The Cool Factor:** adding something cool to the speaker's speech that makes it memorable and makes the audience say, "Wow, that's cool." It should, however, be cool.

• **Powerful Visuals:** videos, graphics, photos, or physical visuals that help get the speaker's idea across and also help his/her audience remember it. Speakers should not use too many, and the ones he/she does use should illustrate his/her point, simply and quickly.

• **Emotional Connection:** the speaker should Create an emotional connection with the audience by including humor, drama, and personal stories. Evoke an emotion that will create a relatable experience for them.

- **Low Point:** the speaker brings the audience to his/her story's lowest point. By doing this, he/she becomes more relatable and human. It also establishes the impact of his/her concept.

- **Twist Moment:** the speaker brings his/her audience back to the time when everything changed for him/her, such as when he/she had his/her inspiration or understood that a change was necessary.

- **Authenticity and Openness:** the speaker should be honest and sincere in his/her conversation. He/she will be more relatable to his/her audiences. He/she never attempts to be someone or something other than who or what he/she is essential.

Given the information provided above, it can be inferred that TED speeches combine ten distinctive components. These components are the universality of the theme, Catch Phrases, evidence, memorability of models, surprising the audience, visuals as well as emotional connection with the audience, low point, twist moment, authenticity, and openness. So, in order to provide inspirational and interesting speeches, public speakers should keep these factors in mind.

1.2.5 Types of TED Talks

Reed (2016) pointed outs that a speaker can build their speech on one of the several categories of presenting stories. Many of the most recent TED Talks were analyzed, and it has become clear that each of the talks and presentations was classified into at least one of the following five categories:

- **The biography**

Presentations might include everything from narratives of one's own life experiences to decision-making processes. Speakers might think about putting a personal perspective on their

material by sharing their experience with a particular subject or career or by providing relevant background information.

- **The Crystal Ball**

The names of TED speeches are interesting or thought-provoking in an effort to stimulate the audience's curiosity. Reed (2016) states "Others have speculated how a recent invention or breakthrough in the technology, health, or variety of other industries will impact the world, a country, population, or individual in the future" (Parag.2)

- **The Discovery**

Whether the presenter decides to use a problem/solution story structure like Adam Grant's, the Discovery route is an attractive one to explore with any show. "The surprising habits of original thinkers, the speaker conveys his thoughts as a series of problems and solutions." (Reed, 2016. Parag,3)

- **The Explanation**

When the speaker determines that explaining and informing the audience is the goal of the presentation, the subject might include a method, an idea, a concept, a product or service, and much more.

- **The History Lesson**

In the presentation, the TED Talk presenter in this category will examine surveys or identify advancements in the field with a relevant method.

To sum up, ted talks may adopt a variety of approaches from what has been combined from the previous types. Although this list is not comprehensive in all presentation structures used in TED Talks, Reed (2016) claims that these five categories are a smart place to start for presenters who are having problems with the structure. To put it another way, they are

characterized by a preference for personal stories, predictions, theoretical analysis, issues, and answers. The idea that TED presentations may be categorized further means that presenters must choose the right system for their thoughts and take it into consideration.

1.2.6 Characteristics of TED Talks

The majority of people from different fields and cultures have gained the chance to speak on TED and most of them have been successful in giving engaging and interesting lectures. Waknell (2012) suggested five characteristics of TED Talks:

- **Simplicity**

TED talkers are encouraged to present simple themes because complicated ones would not be available and clear to their audience considering that lectures should last only 18 minutes maximum. In order to achieve these goals before the conclusion of the discussion, the speaker has clearly defined them. The number three, as in providing three examples, three keys, and three steps, is another crucial element related to simplicity since it helps individuals retain three ideas.

- **Clarity**

Clarity of the message to the audience is essential as well. The clarity in a slide refers to the addition of text to clarify the context and significance of each image that is used. The presentation should also have a clear structure, but in order for the audience to remember the key points, they must be repeated three times.

- **Originality**

It is a crucial quality since it highlights the variations among TED talk presenters. It has to do with how speakers express their ideas. In other words, in addition to the ideas themselves, creativity may be demonstrated in the methods used to deliver them in a meaningful way.

- **Relevance**

The audience during TED Talks likes creative and interesting ideas that are worth spreading. To satisfy these expectations, TED talkers should deliver messages that are relevant to them. The result is that the audience will be motivated and persuaded by the talk's conclusion.

- **Enjoyability**

It is probably the most challenging and important quality since TED talkers should engage their audience in positive activities. TED Talk presenters may retain the audience's interest by being motivating and delivering interesting messages. They should also transmit the discourse in a memorable and comprehensible way. Similarly, keeping the audience engaged in what talkers are saying requires comedy and slides.

From what was described, it can be synthesized that effective TED Talks are simple, clear, original, relevant, and enjoyable. This means that TED talkers can use these traits as a reference when attempting to produce memorable talks.

1.2.7 Characteristics of People Who Give TED Talks

Bailey (2013) identifies seven characteristics of effective people who give TED Talks, which are:

- **They see limits differently**

TED speakers are those who look for ways to overcome obstacles in their way, rather than giving in to constraints, and look for methods to overcome them.

- **They care an inordinate amount about just one thing**

TED speakers are passionate about a single cause, and can speak about it for days or even commit their entire life to it.

- **They see how their work fits into the bigger picture**

TED Talk presenters are able to visualize the practical productivity of their work, despite their passion for one topic.

- **They are insanely curious**

TED presenters are creators in the fields of technology, entertainment, and design, so their curiosity is understandable. James Cameron was the first person to enter the Mariana Trench and is the creator and director of popular films like Titanic and Avatar. TED Talks are motivated by curiosity, which is what qualifies them to participate.

- **They care about, create, and invest in 'Tribes'**

TED Talks presenters often talk about their "tribes" as sources of inspiration and motivation, inspiring and encouraging them to become more productive. They also discuss the concept of tribes and how powerful they are.

- **They are just a bit crazy**

Clifford Stoll was the wildest TED speaker, stating that he would pay someone a cup of coffee if they failed to find extra-terrestrial life in 23 years. Effective TED talkers are individuals who appear insane to believe they can change the world.

• **They work hard**

Successful TED speakers strive to spread their ideas, influence people, and motivate them to follow them. They also strive to fight diseases and harmful behaviors, and increase awareness of what is beneficial and what is not.

To summarise the above qualities of an effective TED talker, it can be said that TED talkers' limits, big interests, efforts to serve the world, irrational curiosity, tribes, and craziness are what make them successful on the TED stage and impacts their audience. Consequently, these qualities may help in the development of effective talkers.

1.2.8 Processes for Creating a TED Talk in EFL Classrooms

Kaye (2017) highlights eight steps to create a TED Talk:

Step 01: TED Talk speakers develop a concept that they want to communicate. It means that to focus on a beneficial concept for sharing

Step 02: TED talker develops an unexpected and/or catchy way to start his/her idea. Listeners will pay more attention and remember his/her concept more readily if he/she can express them in a memorable way.

Step 03: they gather anything that is related to their concept. The speaker needs to show determination, pictures, facts, questions, comments, etc. to help his/her audience understand his/her concept. Spend a few days observing anything that is related to the concept, then gather this information by writing it down, transcribing it in a sound file, or taking pictures.

Step04: TED speaker begins to develop opening and closing ideas for their talk. The speaker imagines how would begin and conclude his/her presentation.

Step 05: TED speaker organizes the extra pieces in a sensible sequence. Any speech may be challenging in the middle, but TED talks are especially challenging because they can be almost anything you want them to be.

Step 06: TED talker talks his/her way to a rough draft of his/her script. The speaker discusses each thing, in turn, using his/her outline or list of organized elements.

Step 07: TED talker tries out his/her TED talk draft on a volunteer listener. Receiving input on how to make your draft's organization and clarity better is the goal of this phase.

Step 08: The TED talker repeats the following steps as needed: the last step is based on his/her listeners' feedback, He/she makes changes that will improve his/her draft. Then, develops a different draft while speaking aloud and finally Repeats these processes as necessary until his or her talk has taken on a satisfactory shape. Try out his or her new draft on a volunteer listener, collect their input, and make any necessary changes.

Kaye (2017) stated that Speaking at TED requires strict planning, doing one's best to demonstrate their skills, and trying to relax as well. To put it even more simply, striving for excellence demands hard work. As a result, public speakers will fascinate audiences.

1.2.9 The Difference between TED and TEDx

Powerful talks on a variety of subjects are included at conferences called TED (Technology, Entertainment, Design) and TEDx. Nevertheless, there are some significant distinctions between the two categories of situations. The following are the main differences between TED and TEDx Talks (Scott, 2022).

TED is a non-profit organization that uses 18-minute or fewer talks by some of the most well-known figures in the world to share ideas. They are diverse in substance and provide new viewpoints on a range of subjects, from business and health to science and technology. While TEDx events are independently organized local events conducted all over the world with the

goal of inspiring the imagination of others. To stimulate discussion and motivate action, speakers provide their own distinctive talks.

• **Ownership**: TED is controlled and operated by the non-profit TED Foundation, whereas TEDx events are independently produced and given permission by TED.

• **Speakers Selection**: In contrast to TEDx Talks, which are chosen by the individual TEDx event organizer, TED Talks presenters are hand-selected by TED.

• **Location**: TED Talks are often hosted in California or Vancouver, Canada. Contrarily, TEDx events can be held anywhere in the world as long as they are planned and authorized by TED.

• **Frequency**: TEDx events can occur whenever they choose, whereas TED Talks typically only occur a few times a year.

• **Content**: While presenters at TEDx Talks typically have greater creative freedom to generate content specific to the particular audience, speakers at TED Talks typically deliver concepts selected for the worldwide audience.

Conclusion

Public speaking skill plays an important role in the students' success. It is, therefore, important and helpful in many areas of work and life, such as business, selling, training, and lecturing that boost confidence, as well as other social situations. To this end, it is necessary for EFL teachers to promote this skill among their students. In addition, teaching with TED Talks, one of the most well-known educational websites that have recently acquired major significance, provides students with the opportunity to learn about public speaking. The practice of using TED Talks while studying public speaking might boost the students' confidence and assist them in fixing problems. Speakers at TED Talks can speak English effectively and include both native and non-native speakers. Students may learn public

speaking strategies from these performers and use them to improve their public speaking abilities.

Section Three: Attitudes

1.3.1 Definitions of Attitudes

Attitude is one of the basics when students want to master the language. In learning English and mastering the language, the students should have the basics, namely; interest, motivation, and attitude. Attitude, derived from the Latin word "Optus," which indicates appropriateness or adaption, refers to behavior, condition, and path of conduct. Ünal and Işeri (2012) defined attitude as a state of emotional and mental readiness that is established by experiences and has a directive or dynamic influence on an individual's actions toward all objects and circumstances. Furthermore, People's attitudes are what they believe or feel about something. According to Ricards and Schimidth (2003), attitudes are the opinions and sentiments one typically has towards something or someone. They may be both positive and bad. According to Montano and Kasprzyk (2008), attitude is affected by the individual's views about the results or characteristics of executing the activity (behavior beliefs), which are weighted by assessments of those outcomes or traits. Thus, a person who has strong views that executing the conduct would result in favorably valued consequences will have a favorable attitude toward the behavior.

1.3.2 Characteristics of Attitudes

According to Grantham and Vaske (1993), the attitude has several characteristics.

1. An attitude is relatively enduring: an attitude is relatively enduring because it is learned. Since it is learned. It can be taught. Liking or disliking a foreign language is learned. There is no student who is born liking or disliking it. Reinforcement and

imitation processes are believed to represent the processes that are involved in the learning of attitude.

2. An attitude is situational: an attitude is influenced by the situation and can, therefore, be generalized. This means that the situation affects the students' attitudes. For example, language, teacher, and assignments are within the school situation.

3. An attitude is an organization of beliefs: an attitude is not a basic and irreducible an element within the personality but representing a cluster of two or more interrelated elements. This element is in the form of underlying belief rather than expressed opinion. A belief is a predisposition inferred consciously from what one says or does. The content of belief may describe an object as true or false, correct or incorrect; evaluate it as good or bad, and promote certain actions as desirable or undesirable. All beliefs are a predisposition to an action, and an attitude is a set of interrelated predispositions to an action organized in a certain situation.

4. An attitude acts as an intervening variable: an attitude is not an observable phenomenon but is introduced to explain behavior as observed. A student can be said to have a positive attitude toward English, but the attitude itself cannot be observed. What is observed is the presence of behavior that indicates acceptance of English and the absence of rejecting behaviors, like ignoring English assignments, not participating actively in class, or dropping English subjects. From this behavior, the attitude inferred explains a person's behavior. It also represents an intervening variable that operates on a behavior.

CHAPTER TWO

INVESTIGATING THE TEACHERS' AND STUDENTS'

ATTITUDES TOWARD THE USE OF TED TALK

VIDEOS IN ENHANCING PUBLIC SPEAKING SKILL

Introduction

The fieldwork of this research is covered in the present chapter. It offers an extensive analysis of the data acquired, followed by a general discussion of the results to assess the research hypothesis, which claims that the TED Talks videos in the classroom might aid EFL students in improving their public speaking skill. The researcher just employed one data-gathering instrument in order to obtain the useful data. We specifically sent a questionnaire to third-year EFL learners as well as EFL teachers who now teach or have previously taught the oral expression module. This chapter discusses the aim, administration, and description of the questionnaires used in the study, to end up with the interpretation of the obtained data in order to confirm or reject the hypothesis.

3.1 The Students' Questionnaire

3.1.1 Administering and Aim of the Questionnaire

Administrating the students' questionnaire was an online version formed through Google Forms.

https://docs.google.com/forms/d/e/1FAIpQLSfTws7A6aWKzDl_VYEMfnkxsVHVgf YoCEqNrSicxVaJXPmDiw/viewform?usp=share_link

It was sent via Facebook groups and emails for third-year students of English, Mila University Center and the data collection took about four days; from April 06 to April 10, 2023. The questionnaire is primarily designed to explore students' attitudes of their speaking skill as

well as their knowledge of how TED Talks might help them become more effective public speakers.

This questionnaire aims to identify the difficulties that third-year students face when speaking in public, particularly in front of their teachers and classmates. Additionally, it tries to determine whether they know the value of TED Talks videos for improving their public speaking skill.

3.1.2 The Sample

This questionnaire is handed out to third-year EFL students of English at the Department of Foreign Languages, Abdelhafid Boussouf Mila University Center. The fifty (50) students who responded to the questionnaire were chosen among the total third-year population (155).

3.1.3 Description of the Questionnaire

The total number of questions on the questionnaire for students is thirty-one (31) and they are divided into three logical sections. The questions range from closed ones that ask students to select "Yes/No" responses or to pick up the appropriate answer from a number of choices, to open questions requiring the students to give full statements and provide justification whenever required.

The first section highlights the main questions of general information about Speaking Skill. It contains seven items including three open questions. The first question Q1 is about the evaluation of their level in English. Q2 deals with the main skill needed to be improved. Q3 is about the Importance of speaking skill compared to the other skills. Q5 is about the degree to which students find speaking in English easy or difficult. Q6 is about things that they prefer to do in order to develop their speaking skill.

The second section deals with students' Public Speaking Skill and Their difficulties. Q1-Q2 deals with their ability to speak in front of an audience. Q4-Q7 is about the places that needed to speak in public and the amount to which students find speaking in front of a large number of people easy or difficult. Q8 is about the evaluation of their public speaking proficiency. Q9 is about linguistic competence. Q11-Q15 is about the difficulties that face when speaking in public and the main reasons behind public speaking difficulties.

The last section includes nine items and most of its questions deal mainly with students' perceptions and attitudes about using TED Talks to improve their public speaking skills. It contains nine questions. Q23 the student asks to show how can develop their public speaking skill. Q25 is about the consideration of exposure to native English.Q27 asks the students about the use of videos inside the classroom for educational purposes. Q31 the students are provided with a statement in which they are asked to specify the degree of their agreement and disagreement.

3.1.4 Analysis of the Questionnaire

Section One: General Information about Speaking Skill

Question 01.

In the first item, the students are asked how they evaluate their level of English. This question seeks to provide information on the student's level. It also attempts to provide information on how the students perceive their level, i.e. their self-image. The results are presented as follows:

Figure 1

Students' Level in English

How do you evaluate your level in English?
50 responses

- Good
- Very good
- Averag

40%
6%
54%
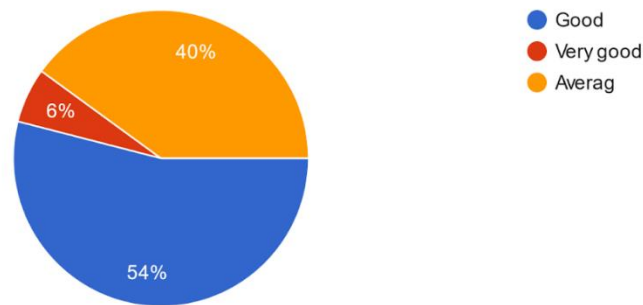
The results presented in Figure (1) show that half of the students representing (54%) think that they have a good level, while only (6%) think they have a very good level, and (40%) think that their level is average. One would deduce that half of the sample think they have a good level in English. These students have a positive self-image or high self-esteem on their level, which would hence affect their likeliness of adopting TED Talks.

Question 02.

This question is asked to discover which of the four skills is more important for third-year EFL respondents. Along with this, this question helps in detecting whether third-year EFL students perceive the skills with equal importance or only some of them. the chart summarizes the answers obtained:

Figure 2

Skills Students Would Like to Improve

Which skill do you want to improve the most?
50 responses
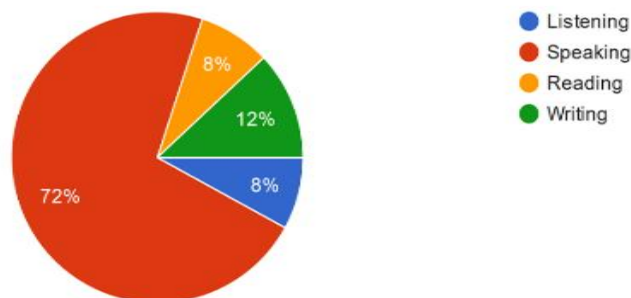
Based on the figure above, a large portion of students (72%) believe that the speaking skill is the most important one in the third-year level, while (12%) of students chose the writing skill, then two equal percentages (8%) of the students chose listening and reading. From these results, one would deduce that most third-year EFL students care mainly about developing and ameliorating their speaking performance, since the productive skill 'speaking' gained the highest percentage (72%).

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

This question aims to discover the importance of developing the speaking skill from the students' perspectives. The results are presented as follows:

Figure 3

The Importance of Developing Speaking Skill

Is it important for you to develop your speaking skill compared to the other skills?
50 responses
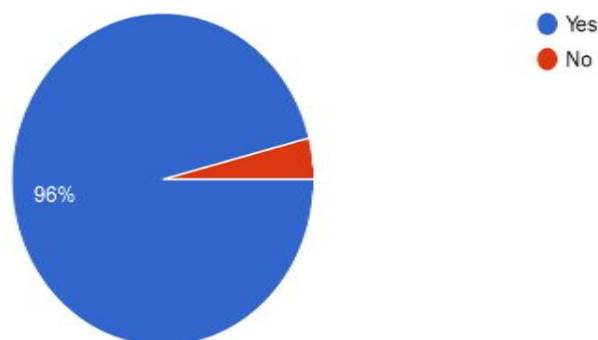
Figure (03) reveals that the majority of students (96%) agree with the idea that the speaking skill is the most important skill in comparison to the other skills whereas only (4%) of them disagree. These results correspond with the ones obtained in the previous question in terms of the importance of speaking for third-year EFL students. However, more than half of them said that they would like to improve mainly their speaking skill in (Q2), which may reflect that the majority of students are aware of the significance and the necessity to develop this skill even though it is likely not the first and major interest for some of them.

Question 04.

This question is asked to identify the major reasons that motivate the students who provided the answer 'Yes' to develop their speaking skill. The results are presented as follows:

Figure 4

Students' Reasons behind Developing Their Speaking Skill
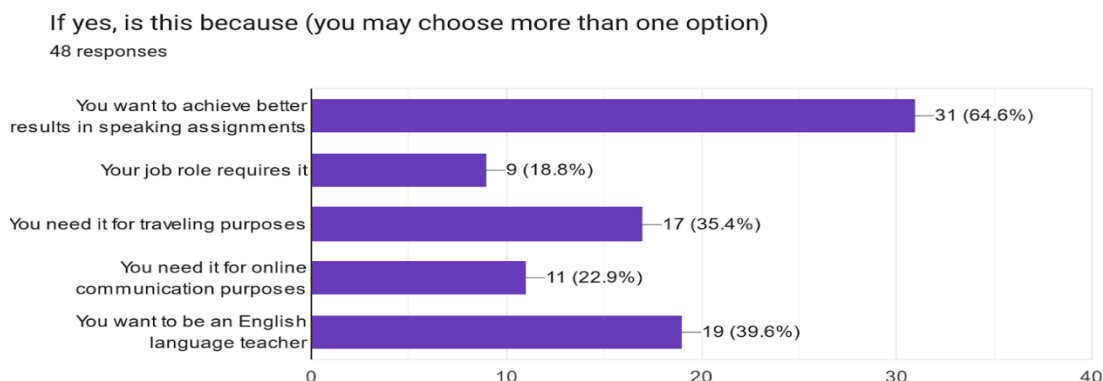
As it is shown in figure 4, more than half of the students (64.6%) agree that their main reason for enhancing their speaking is that they want to achieve better results in the speaking assignment, while (39.6%) limited their choice to their desire of being a teacher of the English language. In addition, a percentage of (35.4%) refers to those who selected the reason that they need it for traveling purposes. However, (22.9%) of the sample chose the reason that they need it for communication purposes. Moreover, only a few students (18.8%) attribute their reason to their job requirements. In addition, one of the respondents added connecting with other people and exploring a different culture as the main reason to develop his speaking skill. Consequently, developing the speaking skills is beneficial for students from as it serves various purposes related to their academic, professional or life contexts.

Question 05.

In the fifth item, the students are asked how they find speaking in English in terms of easiness or difficulty. This question aims at determining to what extent students struggle to learn and master the speaking skill during the past months as students of English. The results are presented as follows:

Figure 5

Students' Attitudes Towards Speaking in English

. Do you find speaking in English:
50 responses
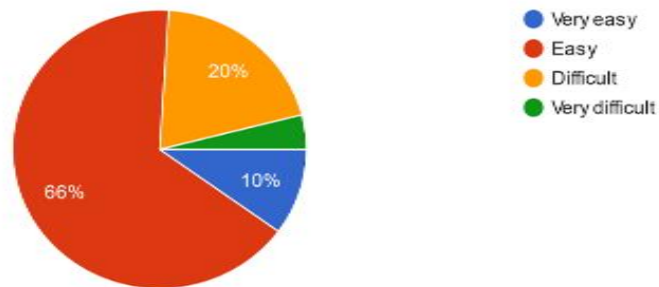
The results presented in Figure (5) show that more than a half of students (66%) find speaking in English easy, while (20%) consider it difficult. Only (10%) of the students think that it is very easy and a few others (4%) perceive it as very difficult. This could imply that the majority of the students find speaking an easy task.

Question 06.

The current question intends to answer how students prefer learning to speak. The results are presented as follows:

Figure 6

Students' Preferences to Develop the Speaking Skill

How do you prefer to develop your speaking skill?
49 responses
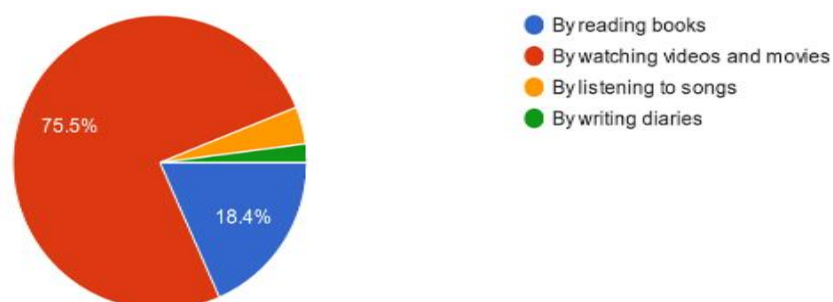
Figure (06) reveals that the majority of students (75.5%) agree that they prefer to develop their speaking by watching videos and movies, while (18.4%) chose reading books. On the other hand, (4.1%) of the students prefer listening to songs, and few others (2%) chose writing diaries. In addition, two students add two answers, the first one added listening to English radio, and the second one added making discussions with native speakers of English.

Consequently, the reason behind choosing watching videos and movies by the majority of students is that these techniques or means are entertaining, and that the students do not feel bored; at the same time, they are interesting and efficient ways to use for EFL students. Others see from their own perspective that this tool helps them a lot because they are audio-visual learners.

Section Two: Students' Public Speaking Skills and Their Difficulties

Question 07.

This question attempts to examine whether the students think they are able to deliver a speech in front of a group of people. The chart summarizes the answers obtained:

Figure 7

Students' Ability to Speak in front of an Audience

Do you think that you have the ability to speak in front of an audience?
49 responses

- Yes
- No

38.8%

61.2%
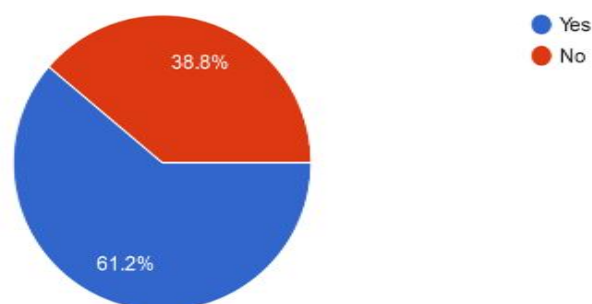
According to the displayed results in figure 7, 30 students (61.2%) think that they have the competence to speak in public, while 19 students (36.8%) are not quite sure about their ability to speak in public. These results indicate that most students are confident and have the ability to speak in front of the public.

Question 08.

The rationale behind this question is to know whether the students have experienced speaking in front of a large number of people or not. The results are presented as follows:

Figure 8

Students' Experience of Speaking in front of Large Number of People
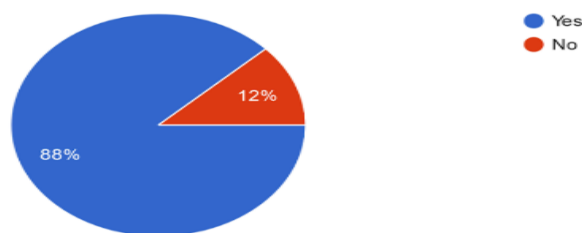
The results presented in Figure (8) show that a high number of students (88%) claim that they spoke in front of a large number of people. However, six students (12%) show disagreement. Therefore, the majority of third-year EFL students have developed the experience of speaking in front of a large number of individuals, which indicates they are familiar with public speaking.

Question 09.

This question aims to determine the places in which the respondents who chose 'Yes' spoke in front of a large number of people. The results are presented as follows:

Figure 9

Settings where Students Experience Speaking in front of a Large Number of People

If yes, could you specify where exactly?
44 responses
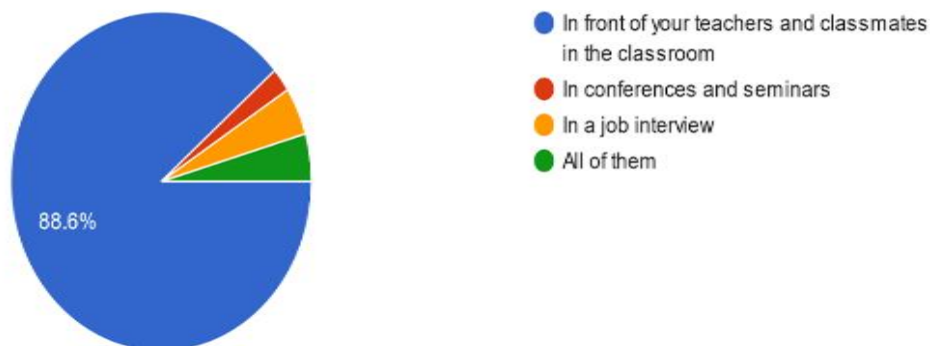
It is clearly observed in figure 9 above that a high number of students (88.6%) experienced talking in the classroom in front of their teachers and classmates, while only a few of them (4%) experienced this skill in a job interview and all the given settings. Only one student (2.3%) points out that he/she experienced speaking in conferences and seminars. Another respondent noted that he/she experienced speaking on a trip. These results, hence, indicate that the classroom is a common place for the majority of students where they experience speaking in front of a large number of people.

Question 10.

This item aims to explore third-year EFL students' awareness of the role of developing public speaking skills in EFL learning. The results are presented as follows:

Figure 10

Students' Need to Develop Public Speaking Skill

As a student, is it necessary to develop your public speaking skills?
50 responses

● Yes
● No

100%
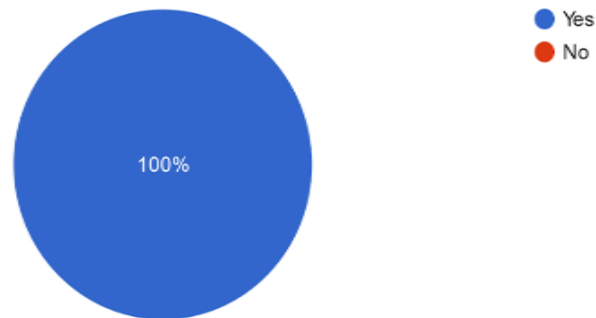
As it is shown in the above figure, all the students (100%) agreed on the necessity to develop their public speaking skills. This means that the concept of public speaking is common to third-year EFL students, and it has been confirmed that they are aware of the importance of developing this skill in the learning process.

Question 11.

This question aims to identify the settings where the students think that they need to speak publically. The results are presented as follows:

Figure 11

Settings where Students Need to Speak in Public

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

● In the classroom
● In conferences
● In job meetings
● In-training events
● In special events

13%
8.7%
10.9%
60.9%
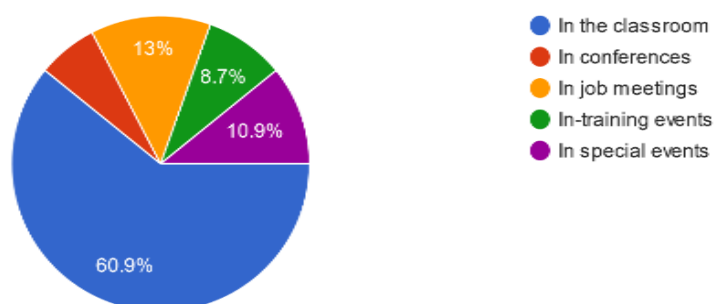
As it appears in the results displayed figure 11, more than a half of the sample (60.9%) affirmed that the classroom is the context where they need to speak in public. This might be explained in relation to the speaking assignments given by EFL teachers, especially oral presentations. However, the students gave (13%) to job meetings, (10.9%) to special events, (8.7%) to training events, and finally (6.5%) to conferences. Although most of respondents assert again (as in item 9) that the classroom is the main place where they speak in public, their answers reveal that they are aware of the need of public speaking skills inside and outside the classroom.

Question 12.

This question aims to discover to what extent the activity of speaking in front of a large number of people formulates a difficulty for third-year EFL students. The chtart summarizes the answers obtained:

Figure 12

Degree of Speaking Difficulty in front of a Large Number of People
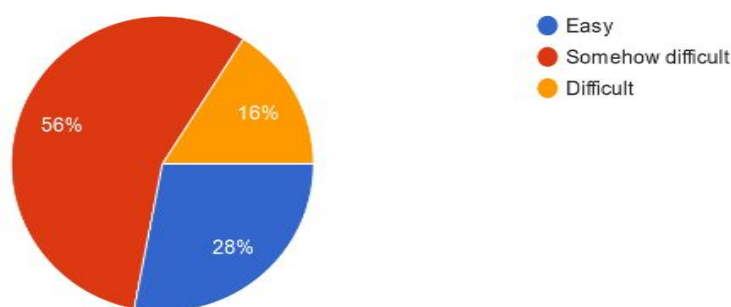
More than a half of students (56%) find speaking in front of a wide audience somehow difficult, while (28%) asserted that they do not find any difficulties when speaking in public. On the other hand, only eight students (16%) admit that they face serious difficulties in

speaking in front of a wide number of individuals. Therefore, speaking in front of a large

number of people is not easy for most third-year students.

Respondents' Justifications of their Answers

In this question, the students are asked to justify their responses. They provided varied

justifications. Initially, the minority of respondents who find speaking in public easy did not

justify it. Most respondents who selected "Somehow difficult" or "difficult" gave the following

reasons for their decision: shyness, anxiety, lack of confidence, stress, fear of making mistakes,

poor vocabulary, and lack of preparation.

Question 13.

This item aims to determine the students' perception of their public speaking

proficiency. The results are presented as follows:

Figure 13

Students' Evaluation of their Public Speaking proficiency

How can you evaluate your public speaking proficiency?
50 responses

- Poor - I definitely need some help
- OK - but I know I could improve
- Good - I could improve with some advanced tips
- Excellent - I do not think I could improve much
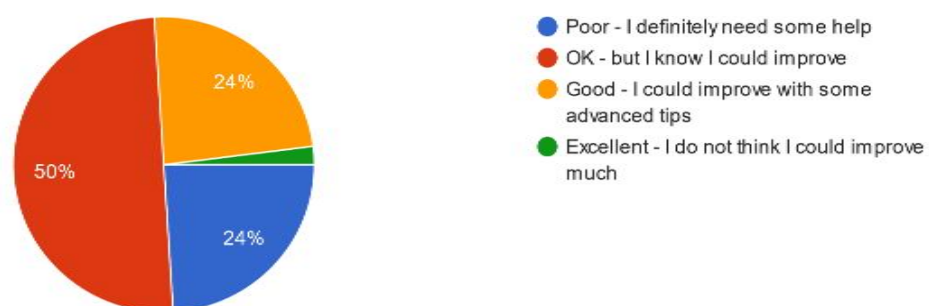
To sum up the yielded data in Figure (13), half of students (50%) refers to the

respondents who confirmed that their public speaking proficiency is Ok; yet, they could

improve it. Equal percentages (24%) refer to those who confirmed that their public speaking

proficiency is good or poor. However, only one student (2%) pointed out that he/she has

excellent public speaking skills. These results might, therefore, indicate that most of the respondents are interested in learning public speaking and improving their competence in this skill.

Question 14.

This question aims to unveil third-year EFL students' views on the role of linguistic competence alone in the delivery of an effective speech. The results are presented as follows:

Figure 14

Students' Opinions of the Role of Linguistic Competence in Delivering a Good Speech
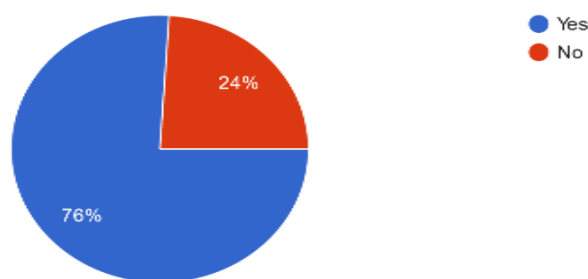
The majority of respondents (76%) believe that linguistic competence is sufficient to deliver an interesting speech. On the other hand, the rest of the respondents (24%) claim that the delivery of good speech does not rely only on linguistic competence. As a result, most third-year EFL students, at Mila University Center, confirmed that someone who is linguistically competent can be a good speaker.

Students' Justifications for Their Answers

Concerning the respondents' justification of their answers, most of those who answered "Yes", claim that linguistic competence helps the speaker to speak fluently and choose the appropriate words in different situations. Others add that it makes the speaker more confident.

Students who responded with "no" believe that speaking persuasively cannot be not always guaranteed by linguistic competence alone. They assert that interpersonal and communication skills are equally essential. In addition, they believe that other important elements, such as body language, gestures, confidence, planning, and practice, are equally important in developing public speaking abilities.

Question 15.

This question is designed to determine whether or not EFL students encounter difficulties when they speak in front of their classmates. The results are presented as follows:

Figure 15

Students' Awareness of the Difficulties in Speaking in Front of their Classmates

Do you find any difficulties when speaking in front of your classmates?
49 responses

● Yes
● No

36.7%

63.3%
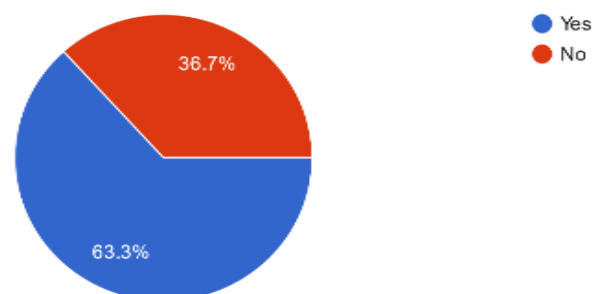
The findings in figure 15 show that more than a half of respondents (63,3%) find difficulties when speaking in front of their classmates, while a few (36,7%) claim the opposite.

Question 16. What kind of difficulties do you face when you speak in public? (You may tick more than one option)

Figure 16

Students' Difficulties when Speaking in Front of Classmates

What kind of difficulties do you face when you speak in public? (You may tick more than one option)
45 responses

Difficulty	Count
Inability to attract the audience's attention and to use humour	18 (40%)
Inability to use verbal and body language properly	20 (44.4%)
Inability to use materials properly	7 (15.6%)
Time management	5 (11.1%)
All of them	7 (15.6%)
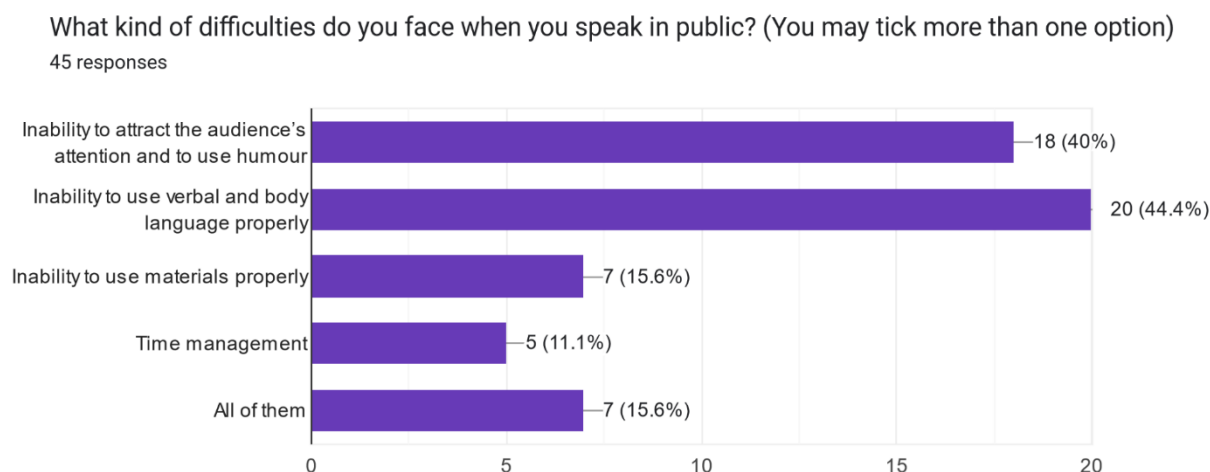
The results exhibited in the above figure display the barriers that hamper EFL students when speaking in front of their classmates. A percentage of (44,4%) represents those who reveal their inability to use verbal and body language properly when they speak in front of their classmates, while (40%) represent those who are unable to attract the audience's attention and use humour. Moreover, equal percentages (15,6%) reflect those who are unable to use materials properly and those who claim that they face all of the mentioned difficulties. A few (11,1%) declare that they are not able to manage time properly. The students were given the chance to add more difficulties they face when they speak in public. They confirm that they encounter many difficulties like anxiety, stress, fear, and shyness. As a result, the majority of third-year EFL students find it difficult to communicate effectively with classmates when speaking in front of them, which demonstrates their need for their teachers' support to get beyond this common challenge.

Question 17.

Through this item, we come to know the main reasons that hurdle public speaking for third-year EFL students. The results are presented as follows:

Figure 17

Reasons behind Public Speaking Difficulties
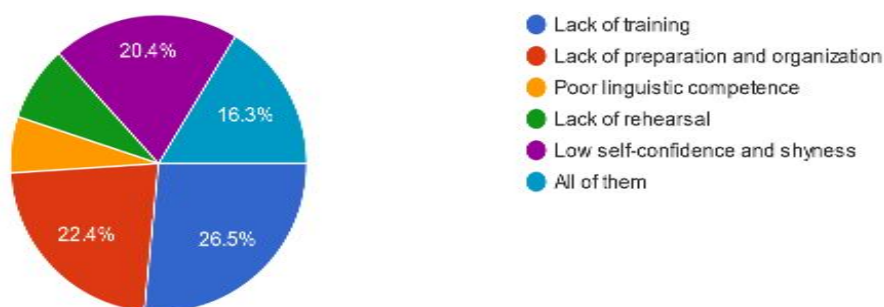
According to the given answers, it can be noticed that out of (13) respondents, 26,5% selected lack of training. Then, (11) respondents (22,4%) answered with a lack of preparation and organization. This is followed by an approximate percentage (20,4%) of low self-confidence and shyness. Furthermore, (16,3%) of the respondents agree with all the given reasons. Moreover, (8,2%) of the respondents selected the fourth option which is lack of rehearsal while only (6,1%) answered with poor linguistic competence. These result demonstrate that students' public speaking difficulties have a variety of sources and that by resolving them, they will be able to have an impact on their audience.

Question 18.

This question seeks to discover whether or not third-year EFL students are anxious when they perform an oral presentation in the classroom. The results are presented as follows:

Figure 18

The Existence of the Students' Feeling of Anxiety

Do you feel anxious when you see the words "presentation" or "public speech" outlined when studying?

50 responses

- Yes
- No

38%

62%
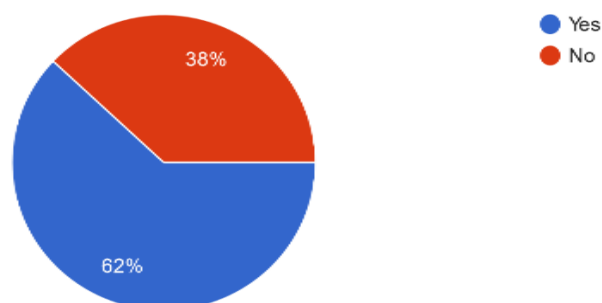
More than a half of the students (62%) admitted that they feel anxious when giving oral presentations, which is probably related to their learning styles or to the presented difficulties and reasons in (Q15 and Q16), since public speaking is mainly an oral presentation. However, only 38% of them claim that they do not feel anxious when giving this kind of presentations. This means that they find this activity an easy task, which is likely due to their motivation and willingness to speak. Consequently, More than a half of third-year EFL students struggle with the psychological hindering element "Anxiety" when performing an oral presentation in front of their classmates. This means that oral presentation is a challenging task for most EFL learners.

Question 19.

Figure 19

Frequency of Students' Feeling of Anxiety

If yes, how often?
38 responses
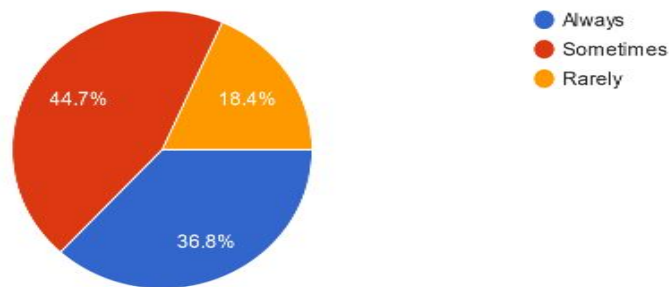
Concerning those who answered "Yes", the results presented in the above figure exhibit how they feel anxious when giving an oral presentation. Statistically speaking, 17 students (44,7) choose "Sometimes", which might reflect certain reasons such as being unprepared, or some unexpected factors. This is followed by an approximate percentage of (36,8%), representing those who chose the first option "Always", which means that they encounter psychological obstacles like shyness and fear of negative judgments when speaking to their classmates. Whereas, seven respondents (18,4%) reported that they rarely struggle with anxiety when doing an oral presentation. Thus, although oral presentations are not always stressful for most third-year EFL students, it is seen as a difficult task for a certain number of students.

Section Three: TED Talks Videos

Question 20.

This question aims to show whether the students have been taught how to develop their public speaking skills or not.

Figure 20

Teaching Public Speaking

Have you ever been taught how to develop your public speaking skills?
50 responses
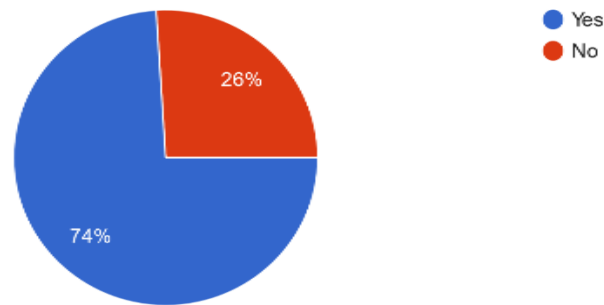
The results obtained indicate that the majority of students (74%) assert that they have been taught public speaking skill. These results elucidate their teachers' awareness about the importance of teaching public speaking. However, those who said the converse represent a minority (26%) of the whole sample.

Question 21.

Figure 21

Strategies Teachers use to teach Public Speaking

If yes, is this through:
40 responses
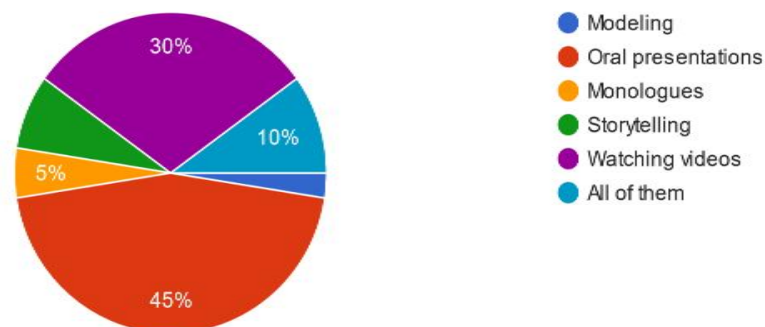
Based on respondents who answered "Yes", figure (21) reveals what teachers use as strategies in teaching public speaking skills. According to the current data, 18 students (45%) select Oral presentations.12 students (30%) select Watching videos, and four students (10%) chose the option 'All of them'. Only three students (7.5%) selected storytelling, two students (5%) selected monologues, and only one student (2,5%) chose modelling. We notice from the above analysis that EFL teachers vary in the use of the strategies to teach public speaking; however, oral presentations and watching videos are more adopted compared with the other mentioned strategies, which goes hand in hand with part of our hypothesis.

Question 22.

This item aims to obtain certain data about the students' awareness of the importance of exposure to native English. The results are presented as follows:

Figure 22

Students' Opinions about the Importance of Exposure to Native English

How do you consider the exposure to native English?
50 responses

- Important
- Somehow important
- Not important at all
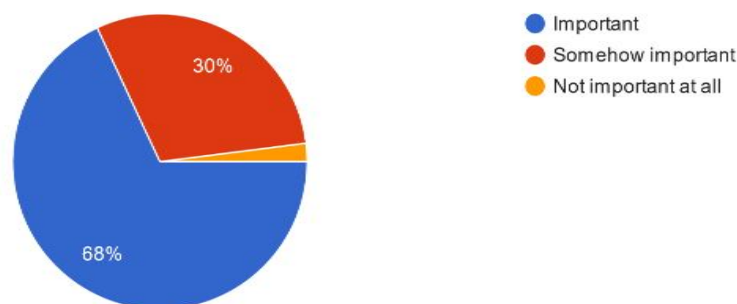
The results gathered in figure 22 show that a large portion of the sample (68%) answered with "Important". Others (30%) declared that exposure to native English is "somehow important". While only one student (2%) answered with "Not important at all" and this is likely due to a lack of concentration or interest in exposure to native English. Taking

into consideration these results, it seems that almost all the students are interested and aware of the effectiveness of exposure to native English in EFL learning.

Students' Justifications for their Answers

Concerning the respondents' justifications of their answers, those who answered with "Important" and "somehow important", most of them said that exposure to native English improves both their speaking and listening skills. Similarly, some of them claimed that listening to native English plays a role in correcting their pronunciation and acquiring the accent of English native speakers. Others claimed that it helps them in learning new vocabulary. However, those who selected "not important at all" did not justify their answers. From the students 'justifications, it can be deduced that the majority of third-year EFL students at Mila University Centre have a good knowledge of the benefits and the importance of exposure to native English in facilitating their learning and in improving their performance.

Question 23.

This question was asked to discover third-year EFL students' perceptions toward the use of videos inside the classroom for educational purposes. The results are presented as follows:

Figure 23

Students' Opinions toward the Use of Videos inside the Classroom for Educational Purposes

Are you with using videos inside the classroom for educational purposes?
50 responses

- Yes
- No

38%

62%
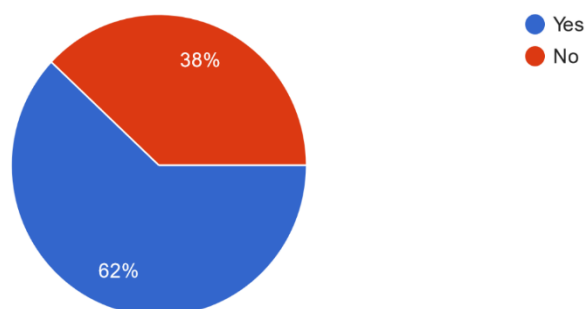
The results above show that the majority of the respondents (62%) gave a positive attitude toward exposing them to videos in the classroom. This reflects the respondents' awareness of the effective role of audio-visual aids in the learning process. On the contrary, some respondents (38%) disagree with this idea. Therefore, almost all of third-year EFL students enjoy using videos in the classroom and recognize their importance in EFL learning.

Students' Justifications for Their Answers

Based on the respondents' justifications, for those who said 'Yes', most of them claim that videos are helpful to improve both their listening and speaking skills. Another respondent admits that they are useful because they facilitate lesson comprehension. One other respondent claims that videos help them when presenting their research to their teachers and classmates. However, those who said 'No' did not provide justifications. This may be due to their lack of interest in the use of videos inside the classroom, which is probably related to their learning styles (not audio-visual learners).

Question 24.

This question aims to check whether the students are familiar with the acronym 'TED 'Talks videos or not. The results are presented as follows:

Figure 24

Students' Familiarity with the Acronym 'TED' Talks Videos

Are you familiar with the acronym "TED" Talks videos?
48 responses

- Yes
- No

39.6%

60.4%
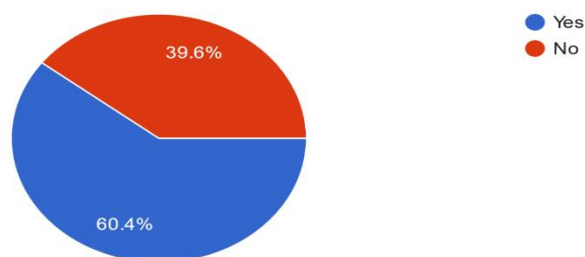
The majority of the sample (60,4% of students) admit that they are familiar with the acronym 'TED Talks Videos'. While (39,6%) indicate the opposite. Taking into consideration these results, it seems that the majority of students are familiar with the acronym 'TED Talks Videos', which proves their popularity with this kind of videos.

Question 25.

This question is the core of our investigation. It seeks to discover the students' attitudes toward the importance of watching TED Talks videos in improving their public speaking skill. The results are illustrated in the following figure:

Figure 25

Students' Attitudes toward the Use of TED Talks in Improving Public Speaking Skill

TED Talks are influential videos from expert speakers on several domains (education, business, science, tech, creativity….) they aim to share know…m can help you improve your public speaking skills?
49 responses

95.9%

● Yes
● No
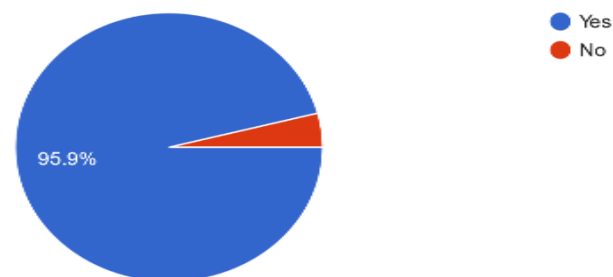
As shown in the figure above, almost all the participants (95,9%) believe that observing oral presentations of expert English speakers (TED Talks videos) can help them to improve their public speaking skills, while only two students (4,1%) show disagreement. These results confirm that TED Talks are perceived as an effective strategy for students to enhance their public speaking skill.

Question 26.

Figure 26

Students' Level of Agreement or Disagreement about The Following Statements

Would you specify the degree of your agreement or disagreement with the following statements: SA: Strongly agree SD: Strongly disagree A: Agree D: Disagree N: Neutral
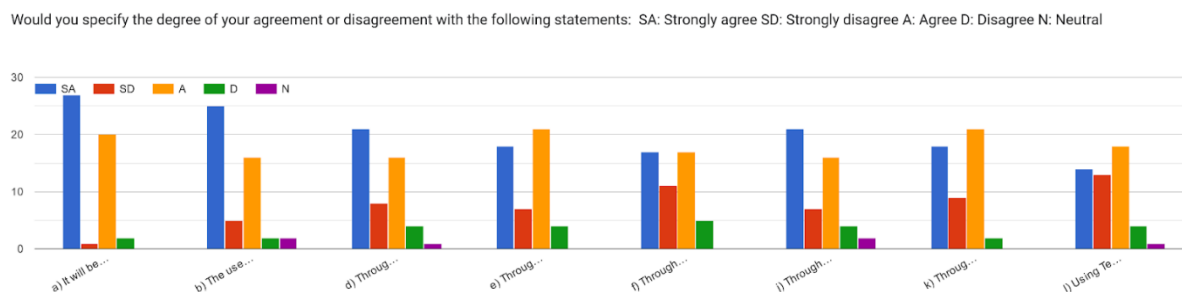
Statement 01: "It will be good if teachers use Ted Talks videos in class"

This statement attempts to examine the usefulness of using TED Talks videos in EFL classrooms. According to the results, 27respondents selected "Strongly Agree" while 20 selected "Agree". Only two students answered with "disagree" and another one selected "strongly disagree". As a result, a significant number of respondents regard TED Talks videos as an engaging tool that triggers their motivation to learn.

Statement 02: "The use of Ted Talks videos makes studying more exciting and enjoyable"

It is shown in the results of figure 26 that the majority of the respondents 25 "strongly agree" with using TED Talks videos to make studying more exciting and enjoyable, while16 of them "agree" with the aforementioned statement; only five respondents selected "strongly disagree", and only two students answered with "Disagree"; another one was neutral. Thus, the majority of third-year EFL students confirm that using TED Talks videos makes their studying more exciting and enjoyable.

Statement 04: "Through Ted Talks videos, I can improve my public speaking skills"

The rates shown in figure 26 reveal that the majority of respondents (21) "strongly agree" about the statement, and 16 of them "agree". On the other hand, seven of the respondents

selected "strongly Disagree" and "Neutral". Besides, only one respondent selected "disagree". Consequently, the majority of respondents are aware of the TED Talks videos' role in improving the learners' public speaking skills.

Statement 05: "Through Ted Talks videos, I can improve my body language skills during public speaking"

It is shown in the results of figure 26 that a large number of respondents 21 agree with the statement. Other respondents' responses are (18) "Strongly agree", (7) "Strongly disagree", and (4) "Disagree". However, no one is neutral. To conclude, the majority of respondents confirm that TED Talks videos can influence them in how to use their body language effectively during public speaking.

Statement 06: "Through Ted Talks videos, I can learn How to present a well-organized, dynamic speech"

It is remarkable in the results of figure 26 that 17 respondents agree with the idea that TED talks help in presenting a well-organized dynamic speech, and 17 others "strongly agree". On the other hand, 11 respondents selected "strongly disagree", five respondents "disagreed", and no one was neutral. Therefore, the majority of respondents assert that TED Talks videos are useful in learning how to perform effective, well organized and dynamic speech.

Statement 07: "Through Ted Talks, I can improve my confidence and overcome my public speaking anxiety".

As it is noticeable in figure 26, 21 respondents "Strongly agree" with the statement, and 16 respondents "Agree". On the contrary, (7) answered with "strongly disagree" while (4%) said that they "Disagree" with the statement. Yet, only two respondents were neutral. Thus, the majority of third-year EFL students believe that TED Talks videos contribute to boosting their self-confidence and inspiring them how to defeat public speaking anxiety.

Statement 08: "Through Ted Talks videos, I can enhance my pronunciation skills, and I can learn new vocabulary"

It is shown in the results of figure 26 that 21 respondents "agree" with the statement, and 18 respondents "Strongly agree". Conversely, (9) answered with "strongly disagree" while (2%) said that they "disagree" with the statement. Yet, no respondents were neutral. Hence, the majority of respondents strongly agree with the effectiveness of TED Talks videos in improving their pronunciation and in widening their range of vocabulary.

Statement 09: "Using Ted Talks videos in class provides great ideas for discussion and engage Students"

It is shown in the results that 18 respondents "agree" and 14 others 'strongly agree' with the statement. however, 13 respondents selected "strongly disagree" and four respondents selected "disagree". Besides, only one student was neutral. Therefore, the majority of respondents assert that TED Talks videos are useful in providing effective ideas for discussion and engage the students more in speaking classes.

Overall, these findings demonstrate the value of TED Talks videos for EFL learners since they help them improve their communication abilities, particularly those relating to public speaking. This clarifies their significant impact on the EFL learning process as well as the value of showing these videos to students in the classroom.

3.2 The Teachers' Questionnaire

3.2.1 Administration and Aim of the Questionnaire

This questionnaire is designed specifically for EFL teachers who have taught or are teaching the module of Oral Expression. The reason behind choosing this sample is that Oral Expression module is the primary instruction that provides the students with public speaking.

Additionally, this module makes it simple for teachers to understand the limitations of their students' public speaking.

The main objective of this questionnaire is to identify the key issues that EFL students face when speaking in public from their teachers' viewpoints. It also seeks to investigate how teachers feel about using TED presentations in the classroom to help students with their public speaking difficulties.

3.2.2 The Sample

Our target population is teachers of Oral Expression or who have experienced teaching it at the department of Letters and Foreign language Language, Abdelhafid Boussouf, Mila University Center Department of Foreign Languages, Abdelhafid Boussouf, Mila University Center. A representative sample of ten teachers was taken from this population to serve the aim of our questionnaire.

3.2.3 Description of the Questionnaire

This questionnaire was designed mainly on the basis of the questions included in the students' questionnaire. This data-gathering tool contains (25) questions varied between close-ended and open-ended questions. The teachers were asked either to choose the best response from a list of prepared options or respond with a simple "Yes" or "No" to close-ended. They were also asked to provide well-developed responses to open-ended questions.

The questionnaire is divided into three sections with related questions in each area. 'Personal Information' is the title of the opening part. It has four questions: two multiple-choice questions and two open-ended questions. This section seeks to identify the educational background and professional experience of teachers; the methods used at Mila University Center to teach speaking and English; and the primary activities they use to do so.

The second section is about 'Public Speaking Skill'. It is composed of twelve questions, involving seven multiple-choice questions and five open-ended questions. Half of the questions are follow-up questions which are mostly open-ended ones. This section is one of the most important sections. It discusses the factors that affect speech delivery as well as how frequently teachers use oral presentations in the classroom. It also emphasizes the significance of teaching public speaking skill to students and the teachers' assessment of their ability to talk in public, as well as the issues that EFL students face when speaking in public that teachers have seen and the main causes of those difficulties. The closing of this section aims to investigate the most effective teaching method for assisting students in overcoming the reasons behind their public speaking.

The last section is about 'TED Talks Videos'. It consists of nine questions, including six close-ended questions and three open-ended ones. It is also seen as being quite significant and aims to reflect the teachers' opinions about the significance of TED Talks videos in EFL learning, particularly in terms of enhancing EFL students' public speaking skill. The teachers are asked to add any suggestions or ideas at the end of this questionnaire.

3.2.4 Analysis of the Questionnaire

Section One: Personal information

Question 01.

This question aims to know the educational degree of the teachers. The results are presented as follows:

Figure 27

Teachers' Educational Degree

Would you specify your educational degree?
10 responses

- a) Master
- b) Magister
- c) Doctorate
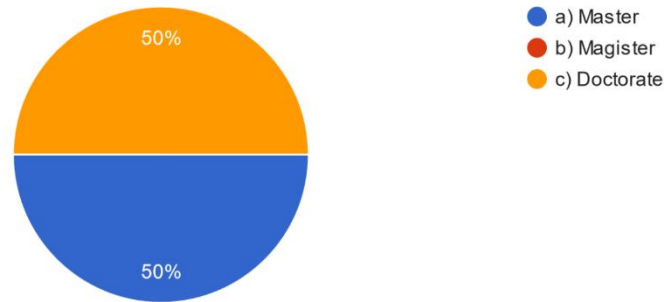
The results presented in Figure (27) show that half of the teachers (50%) have a Master's degree while the other half of teachers (50%) have a Doctorate degree. This means that teaching Oral Expression at Mila University is not restricted to only one level.

Question 02.

This question is asked to get information about the teachers' years of experience. The results are presented as follows:

Figure 28

Teachers' Years of Experience

How long have you been teaching English at the university?
10 responses

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

Based on the figure above, half of the teachers (50%) have an experience between one to five years, 40% of the sample have been teaching English for more than ten years while only (10%) of them have an experience of five to ten years. Despite these differences in the teaching experience, one would say that the majority of teachers have some experience in teaching EFL, which is adequate to give this research valuable data.

Question 03.

This question aims to discover how long the teachers have been teaching Oral Expression. The teachers' responses are as follows: One teacher has taught speaking for seven years, another teacher for five years, and one other teacher for four years. Also, one teacher taught speaking for two years, and five teachers for one year. Thus, the teachers' experience of teaching speaking is varied. These results would be beneficial for the research purpose they ensure that the coming answers will be obtained from teachers with different experiences in teaching speaking.

Question 04.

This question aims to discover whether the teachers assign individual speaking tasks or not. The results are presented as follows:

Figure 29

Teachers' Responses about whether they Assign Individual Speaking Tasks or not

Do you ask your students to stand up and speak in the classroom?
10 responses

- a) Yes
- b) No

60%
40%
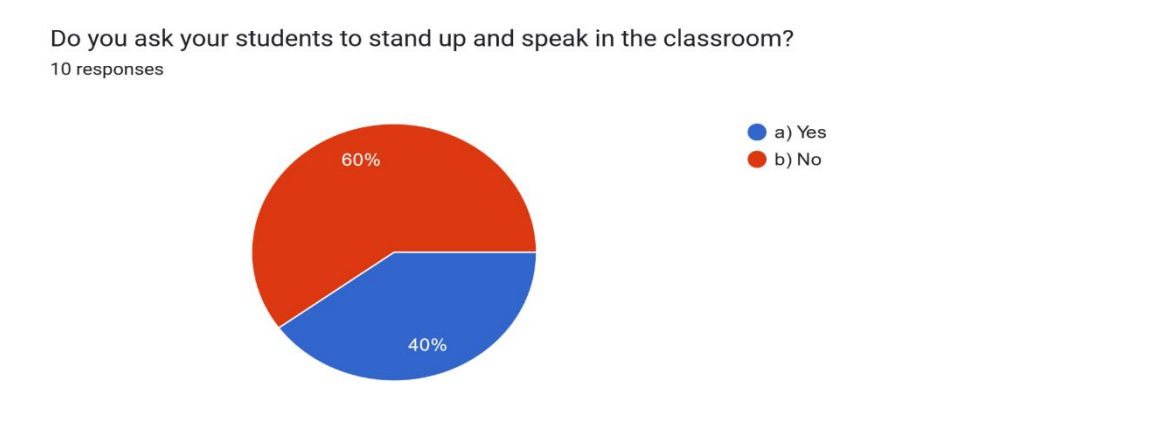
The displayed data show that more than half of the teachers (60%) admit that they usually engage their students in individual tasks to share their thoughts and ideas; while only (40%) of the sample showed the opposite. This implies that the majority of teachers are aware of the importance of this type of activities in enhancing the students' speaking skill.

Section Two: Public Speaking Skill

Question 05.

The ultimate goal behind this question is to see the extent to which teachers assign oral presentations. The results are presented as follows:

Figure 30

Frequency of Teachers' Use of Oral Presentations

How often do you assign oral presentation tasks?
10 responses

- a) Always
- b) Sometimes
- c) Rarely
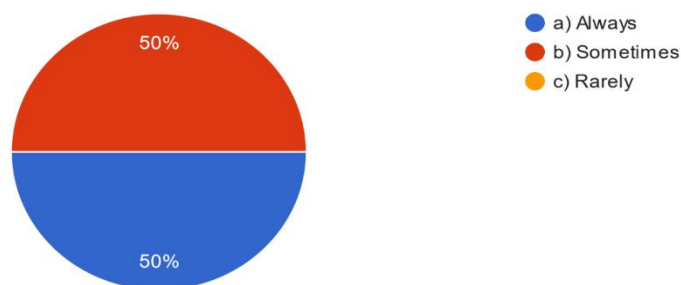
The results indicate that half of the teachers (50%) confirm that they always use oral presentations while (50%) of others confirm that they use them sometimes; no one answers with rarely. These results indicate that all teachers focus on using Oral presentations, considering the latter to be a form of communicative tasks which encourage cooperative and peer work.

Question 06.

This question aims to explore the teachers' views about whether linguistic competence is sufficient for delivering successful presentations/speech. The results are presented in figure 5 below:

Figure 31

Teachers' Opinions about whether Linguistic Competence is Sufficient for Delivering

Successful Presentation/Speech

Do you think that linguistic competence is sufficient for delivering a successful presentation/speech?

10 responses
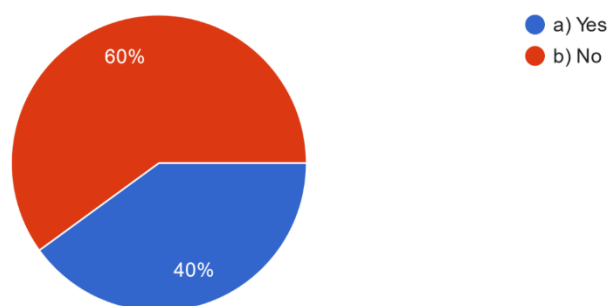
The figure above shows that more than half of the teachers (60%) disagree with the previous statement while (40%) confirm it.

Justifications for the answers

In this question, the teachers are requested to justify their answers. Three teachers highlighted the influence of psychological factors, these teachers agree that a successful presentation needs the speaker to be confident and he has to avoid being anxious and fearful. Another teacher reported that other skills have to be present such as body language, tone, frequent pauses, and more. Another teacher reported that additional skills should exist when delivering a successful presentation such as socio-cultural competence, discursive competence, and strategic competence. As a result, we can conclude that the secret to effective speech delivery is a combination of psychological characteristics, sociocultural competence, paralinguistic competence, and linguistic competence.

Question 07.

This question is asked to know teachers' evaluation of their student's public speaking skills.

Figure 32

Teachers' evaluation of their students' public speaking skill

How do you evaluate your students' public speaking skill?
10 responses

100%

a) Poor
b) Average
c) High
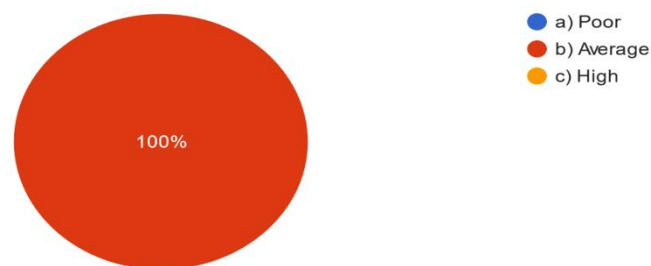
The results show that all the teachers (100%) answer with average. Therefore, all the teachers admit that their students have an average performance in public speaking.

Question 08.

This question aims to demonstrate teachers' opinions about whether their students have speaking difficulties or not. The results are presented as follows:

Figure 33

Teachers' Opinions about their Students' Speaking Difficulties

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

- a) Yes
- b) No

100%
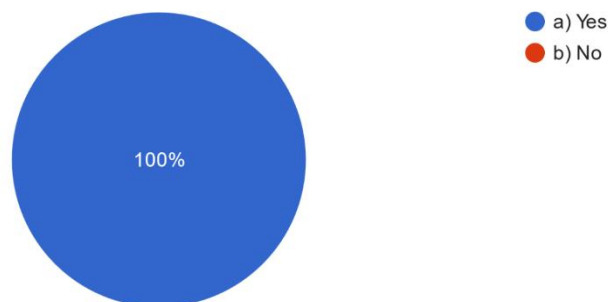
Based on the figure above, all the teachers (100%) confirmed that their students struggle when speaking. Thus, each teacher has surely observed the problems that various students experience when giving oral presentations in front of him/her as well as their classmates. This confirms the part of our hypothesis that EFL students do face problems when they engage in speaking.

Question 9.

This question aims to discover the difficulties that hinder the students' speaking performance in front of their classmates from the teacher's perspective. The results are shown in the following figure:

Figure 34

Students' Speaking Difficulties from the Teacher's Perspectives

If yes, what kind of difficulties? You may choose more than one option.
10 responses
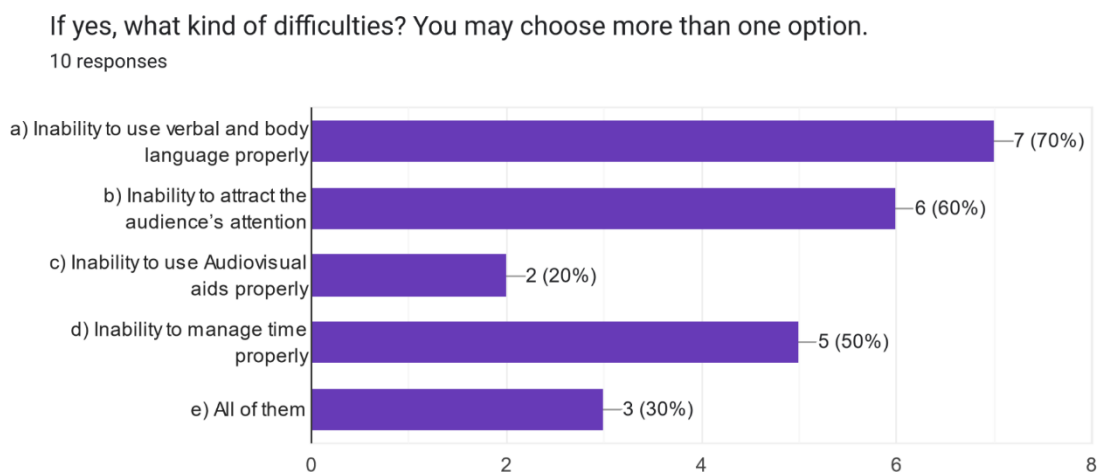
As figure 8 above shows, the majority of the teachers (70%) affirm that their students lack the ability to use verbal and body language properly, while (60%) of them choose the inability to attract the audience's attention. However, (50%) of the teachers selected the inability to manage time properly, and (30%) affirmed that their students face all the given difficulties. Finally, only two teachers noted that their students lack the ability to use audio-visual aids properly. In addition to this, teachers added some other distractions which are: Inability to form grammatically correct utterances, poor vocabulary, Fear and stress, affective personality difficulties, Shyness, lack of motivation, and High levels of anxiety. Taking into consideration these results, it seems that all the teachers are aware of the different difficulties that hinder students from performing well in speech delivery in English. These difficulties vary from linguistic (e.g. grammar, poor vocabulary), to psychological (shyness, lack of motivation, anxiety), so social (body language, attracting the audience attention), to learning strategies (managing time properly).

Question 10.

This question seeks to know the main reason(s) behind the students' public speaking difficulties. The results are presented as follows:

Figure 35

Reason(s) behind Students' Public Speaking Difficulties

In your opinion, which of the following can be the main reason behind their public speaking difficulties?

9 responses

- a) Lack of preparation and organization
- b) Low self-confidence
- c) Poor verbal and nonverbal communication skills
- d) Anxiety and fear
- e) Lack of practice and training
- f) All of them

44.4%
11.1%
33.3%
11.1%
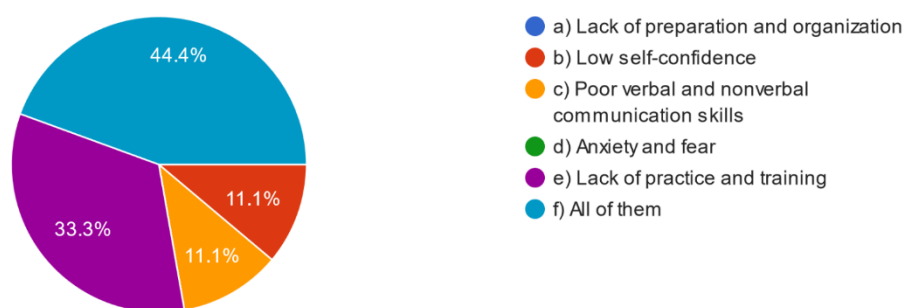
As it is shown in the above figure. (33.3%) of the teachers have chosen lack of practice and training to be the main speaking difficulties. However, an equal percentage (11,1%) was adopted for low self-confidence and poor verbal and nonverbal communication skills. In addition, a teacher adds other extra reasons which are: lack of self-confidence, anxiety, fear, and lack of practice presentations outside the classroom. Most of the teachers (44,4%) affirmed that all the given reasons underlie their students' public speaking difficulties. These findings confirm that EFL students face many difficulties when they engage in speaking, and the main reasons behind their difficulties are lack of preparation and organization, low self-confidence, poor verbal and non-verbal communication skills, anxiety and fear, lack of practice and training, etc. they can effectively speak in front of an audience if they overcome these reasons.

Question 11.

This question aims to determine the number of students who face difficulties when speaking in front of their classmates. The results are presented as follows:

Figure 36

Students with Difficulties when Speaking in front of Classmates

How many of your students face difficulties when speaking in front of their classmates?
9 responses

- a) All of them
- b) Most of them
- c) Some of them

11.1%
88.9%
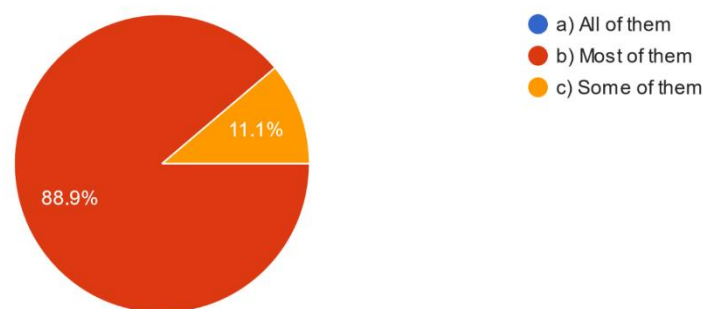
The figure above shows that the majority of teachers (88.9%) agree that most of the students face difficulties when speaking in front of their classmates while only (11,1%) confess that only some of the students face those difficulties. Consequently, from the obtained data we can realize that most EFL students require support to overcome these difficulties.

Question 12.

This question is the core of our investigation. It aims to discover the teachers' opinions toward teaching public speaking. The results are presented as follows:

Figure 37

Teachers' Opinions of Teaching Public Speaking Skill

How do you consider teaching public speaking skill?
10 responses

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

100%
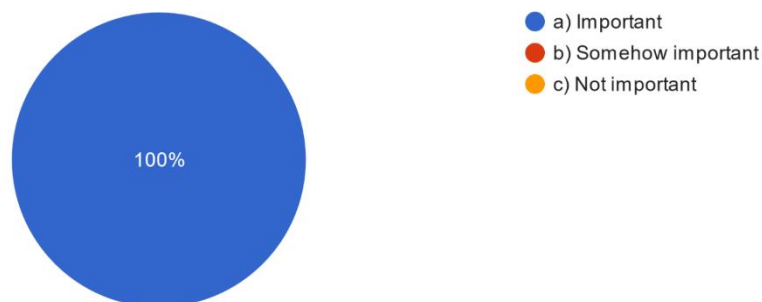
Regarding the teachers' answers, all of the participants (100%) confirm the importance of teaching public speaking skill. This indicates that this skill is worthy to learn and is highly encouraged to be taught to EFL students.

Justification of their answers

This sub-question is asked in order to perfectly understand the reason(s) behind the teachers' choices. According to the teachers' justifications, three teachers asserted that Teaching public speaking skill is extremely important either in today's fast-paced and highly competitive world or to communicate effectively in many fields, including business, politics, education, and arts. Similarly, one teacher indicates that public speaking skill is transferable to many other areas of life, such as job interviews, networking events, and social gatherings. Moreover, two participants assume that public speaking skill help to promote the students' self-confidence. As a result, we can deduce that public speaking skill is a soft skill that all students should acquire because of its importance in their learning as well as their future expectations.

Question 14.

In this item, the teachers are asked which of the strategies they adopt to develop their students' public speaking skills. The results are presented as follows:

Figure 38

Teachers' Strategies to Help Students Develop Their Public Speaking Skill
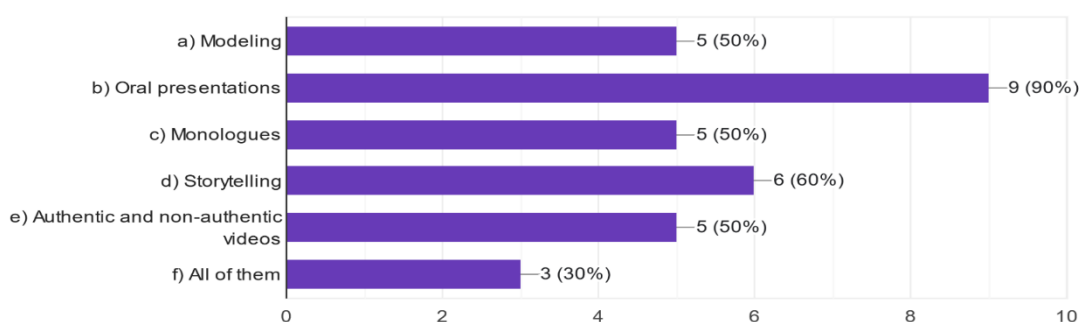
The figure above shows that the highest percentage (90%) is given to Oral presentations, while (60%) is adopted for storytelling. However, three similar percentages (50%) for modeling, authentic and non-authentic videos, and monologues. While only (30%) admitted that they implement all the proposed strategies. Consequently, the majority of teachers do not limit themselves to only one strategy to develop their students' public speaking performance and they think that the best strategies used to enhance public speaking skills include: oral presentations, modelling, storytelling, monologues, and authentic and non-authentic videos.

Justification of their answers

According to the teachers' justifications, one teacher indicated that all of these strategies are helpful in improving the students' linguistic competence as they make them confident enough to face the public and speak without feeling ashamed, fearful, or anxious.

Moreover, another teacher asserted that in order to determine which strategy works best for students, each student should try a variety of strategies.

Section Three: TED Talks Videos

Question 15.

This question aims to discover the teachers' opinionsabout whether watching videos can improve their students' public speaking skill or not.

Figure 39

Teachers' Opinions about Watching Videos in Improving Students' Public Speaking

Skill

Do you think that watching videos can improve your students' public speaking skill?
10 responses

100%

● a) Yes
● b) No
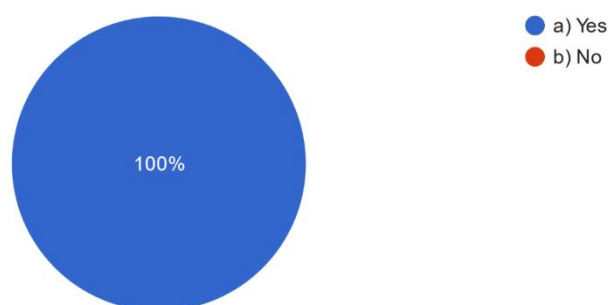
The above figure reveals that all of the teachers agree on the first choice 'Yes' (100%). This implies that watching videos can be effective in improving the students' public speaking production.

Question 14.

This question is designed to determine to what extent teachers use videos in their sessions when teaching the speaking skill. The results are presented in the following figure:

Figure 40

Frequency of teachers' use of videos in their sessions

How often do you use videos in your sessions?
10 responses
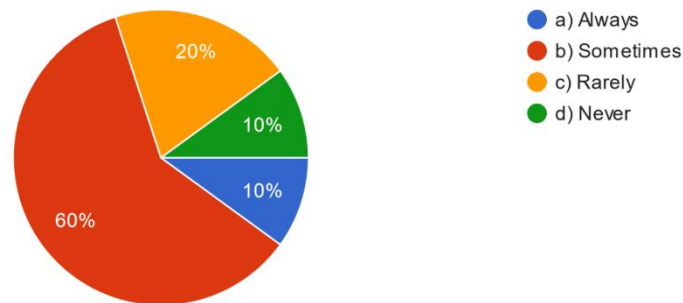
The above figure shows that more than half of teachers (60%) confirm that they sometimes use videos in their speaking sessions. While (20%) of them rarely use the videos. However, two similar percentages (10%) for the teachers who always and who never use the videos in their sessions. These results reflect that most teachers use videos from time to time as they are of their importance in enhancing public speaking and that those who use them less frequently vary in the use of different strategies are aware of the effect of using different strategies in addition to videos in enhancing their students' public speaking.

Question 15.

This question aims to discover whether the teachers know TED Talks or not. The results are presented as follows:

Figure 41

Teachers' Knoweledge about TED Talks

Do you know TED Talks?
10 responses

- a) Yes
- b) No

10%
90%
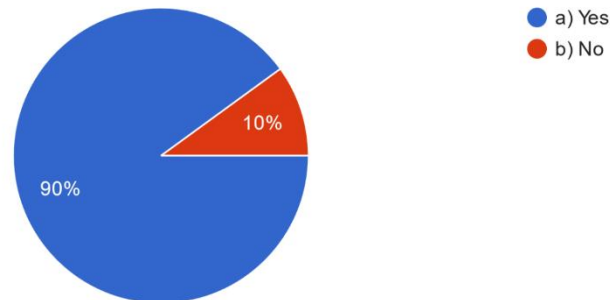
The above figure shows that a high number of participants (90%) admit that they know what TED Talks is. However, only two of them (10%) have no idea what this platform is. This confirms that the majority of EFL teachers are familiar and aware of TED Talks.

Question 16.

This question is the core of our investigation. It seeks to examine the teachers' views about the degree of the effectiveness of TED Talks for EFL students.

Figure 42

Teachers' Views about the Degree of the Effectiveness of TED Talks for EFL Students

If yes, to what extent do you think they can be beneficial for EFL students?
9 responses

- a) Very beneficial
- b) Somehow beneficial
- c) Nor beneficial at all

33.3%
66.7%
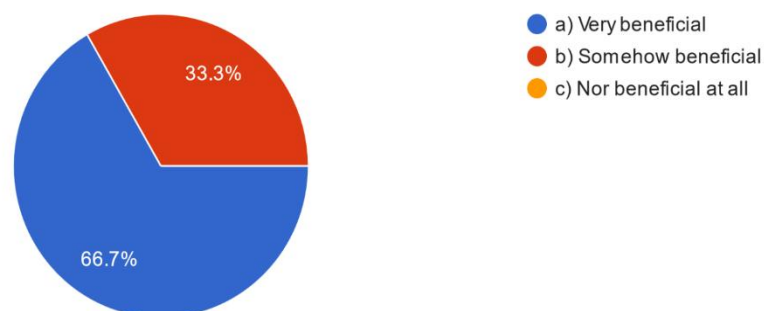
The figure above shows that the majority of teachers (66,7%) confirm that TED Talks videos are very beneficial for EFL students, while only (33,3%) said that they are somehow beneficial. No teacher answered with not beneficial at all. these answer confirm the usefulness of TED Talks videos in EFL classes in general and in teaching the speaking skill in particular.

Justification of their answers

In this question, teachers were requested to justify their answers. One teacher explains very well why Ted Talks are beneficial for EFL students. She summarises their usefulness in EFL classrooms through stating that: First, Ted Talks cover a wide range of topics and are delivered by speakers from diverse backgrounds, which provides a rich and engaging learning experience for EFL students. Ted Talks can expose students to new vocabulary, expressions, and cultural references, helping them to expand their knowledge and fluency in English. Second, Ted Talks are typically delivered in a clear and concise manner, with well-structured arguments and supporting evidence. This can help EFL students improve their comprehension skills and develop their ability to identify and analyze arguments. Third, Ted Talks often use multimedia tools, such as videos, images, and animations, to support and enhance the speakers' message. This can help EFL students to understand complex ideas and concepts more easily. Finally, Ted Talks can help EFL students develop their own public speaking skills by providing them with models of effective public speaking. Students can analyze the speaker's use of body language, tone, and pacing, and apply these techniques to their own speaking activities.

Question 17.

This question seeks to investigate the teachers' opinions about if exposure to TED Talks videos either inside or outside classrooms can be helpful for students in improving their public speaking skills. The results are presented as follows:

Figure 43

Teachers' Opinions of TED Talks Videos inside or outside Classrooms in Improving the

Students' Public Speaking Skill

Do you think that watching TED Talks videos inside and/or outside classrooms can help students improve their public speaking skill?
10 responses

- a) Yes
- b) No

100%
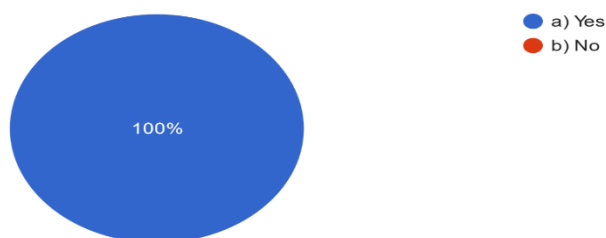
The figure above shows that all teachers (100%) agree with the idea of the usefulness of using TED Talks videos inside and outside EFL classrooms to enhance public speaking skills. This demonstrated that teachers are aware of TED Talks videos and that they may help students to develop effectively their public speaking skill.

Question 17.

This question aims to examine whether teachers use TED Talks videos in their Oral Expression sessions or not. The results are presented as follows:

Figure 44

Teachers' Use of TED Talks Videos in Oral Expression Sessions

Do you use TED Talks videos in your Oral Expression sessions?
9 responses

- a) Yes
- b) No

33.3%

66.7%
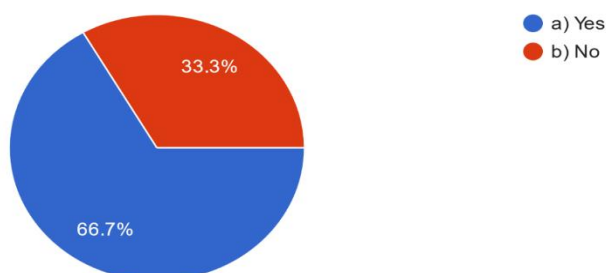
The above results show that more than half of teachers (66,7%) use TED Talks videos in their Oral Expression sessions, while (33.3%) of the teachers do not use them. As a result, more than half of teachers have used TED Talks videos as a teaching tool for Oral Expression to help students foster their speaking Skill. This increases the credibility of their responses to the following questions because they have direct experience of how it affects the students' oral presentations.

Question 18.

This item seeks to determine which type of TED Talks videos can be more beneficial for EFL students from the teachers' perspectives. The results are presented as follows:

Figure 45

Types of TED Talks Videos Beneficial for EFL Students from the Teachers' Perspective
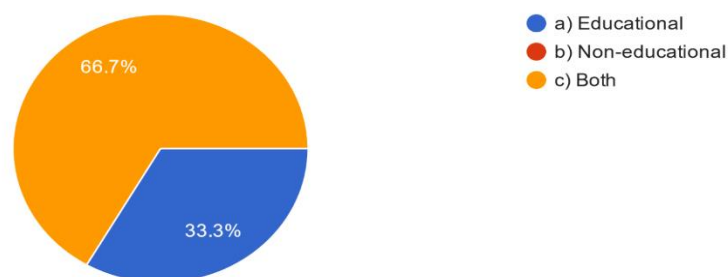
As it appears in figure 19, the majority of teachers (66,7%) affirm that both educational and non-educational TED Talks videos are useful, while only (33,3%) of them emphasized the educational TED Talks videos as more beneficial.

Justification of their answers

This sub-question is asked in order to perfectly understand the reason(s) behind the teachers' choices. One teacher has explained why both educational and non-educational TED Talks videos can be beneficial for EFL (English as a Foreign Language) students, as they can improve various language skills, such as listening, comprehension, vocabulary, and

pronunciation. Educational TED Talks are usually designed to teach specific concepts or skills, so they can help EFL students learn new vocabulary and grasp complex ideas in English. For instance, a TED Talk on the history of the English language can provide EFL students with a historical overview of the language and introduce them to new vocabulary related to linguistics. On the other hand, non-educational TED Talks can also be beneficial for EFL students as they are delivered by speakers from diverse backgrounds and cover a wide range of topics. These talks often use conversational English, which can help students improve their listening and comprehension skills. Moreover, non-educational TED Talks can introduce students to different accents and colloquial expressions used in English.

further suggestions on the use of TED Talks videos on enhancing the student's speaking skill

In this item, the researcher asked the teachers to give comments or add suggestions. One of the teachers give some suggestions to enhance the student's speaking skill which are as follows: First, choose a relevant TED Talk: when selecting a TED Talk for students to watch, choose one that is relevant to their interests or academic goals. This will help them stay engaged and motivated throughout the activity. Second, watch the TED Talk together: Encourage students to watch the TED Talk together in class or as a group. This will provide an opportunity for them to discuss the ideas presented in the talk and practice their listening and comprehension skills. Third, analyse the speaker's delivery: After watching the TED Talk, have students analyze the speaker's delivery, including their tone, pace, and body language. This will help students understand how effective communication is more than just words and can help them improve their own speaking skills. Practice summarizing: Ask students to summarize the main points of the TED Talk in their own words. This will help them develop their ability to convey information clearly and concisely. Practice presenting: Encourage students to practice presenting the main ideas of the TED Talk to the class or in small groups. This will

give them an opportunity to practice their speaking skills and receive feedback from their peers and the teacher. Discuss the impact: Finally, ask students to discuss the impact the TED Talk had on them and their understanding of the topic. This will help them develop critical thinking skills and improve their ability to express their opinions and ideas effectively. Therefore, the researcher really appreciates the teachers' suggestions for enhancing the students' speaking skill.

3.3 Discussion of the Findings and Recommendations

3.3.1 Discussion of the Students' Questionnaire Results

The analysis of the students' questionnaire provided us with different and important responses that answered all of the research questions. Regarding the students' responses, it can be confirmed that all students know the requirement of developing their public speaking skill since they highly need them in different settings, mainly for their education. However, most of them face several difficulties while presenting a public speaking task for a variety of reasons, including lack of preparation and organization, lack of self-confidence and shyness, anxiety, as well as a number of problems that the students themselves highlighted. These findings go hand in hand with Ariyanti (2016) who noted that psychological factors can have a great influence on EFL students' speaking performance; and that these problems hinder them from mastering public speaking skills.

In the same vein, most students confirmed their awareness of the need for linguistic competence along with some other factors, such as body language for effective speech delivery. This reflects their interest in public speaking skills, including linguistic (grammar, pronunciation, and vocabulary) and non-linguistic (body language, gestures, and facial expressions).

Additional interesting information can be gained from their responses, most of them confirmed that they have been taught how to improve their public speaking through different

strategies; they have, similarly, emphasized two strategies which are watching videos and making oral presentations.

In addition, most of the students confirmed the effectiveness of TED Talks videos in making them enjoy studying and improving their public speaking skill. As the Responses showed the possibility to learn how to use body language effectively and how to present a well-organized and dynamic speech through this type of videos. Moreover, the respondents emphasized that watching TED Talks videos help boost self-confidence, overcome anxiety while speaking, improve pronunciation, and acquire new vocabulary.

Finally, the students' answers indicated that they have a positive attitude toward the use of TED Talks as a way to develop their public speaking skill. The vast majority of students supported using videos as a teaching strategy in the classroom for a variety of reasons, including how they increase the students' involvement and make the teachers' intended message easier to understand.

Based on the data obtained from the students' questionnaire, the students have proved highly aware of the importance of public speaking in EFL learning along with the barriers which hurdle their performance when speaking in public. In addition, these findings confirm that TED Talks videos are considered to be a logical and suitable strategy for the students' public speaking difficulties, which lead to the improvement of their public speaking skill; these results, hence, go in the direction of the research hypothesis.

3.3.2 Discussion of the Teachers' Questionnaire Results

The analysis of the teachers' questionnaire provided us with different and important responses that answered all of the research questions. Regarding the teachers' responses, all of them noticed that EFL learners whose level of speaking is average are somehow capable to deliver an effective speech. However, whenever they present a speaking task, they experience some difficulties that are most related to psychological factors.

In addition, the results reveal that some teachers entirely agree that linguistic competence is not enough for effective speech delivery. They believe that effective speech delivery is a combination of language proficiency, psychological factors, including self-confidence, overcoming shyness and anxiety, sociocultural proficiency, and paralinguistic competence.

Furthermore, the teachers' responses with regard to using oral presentations come between "always" and "sometimes". These results ensure that they view it as one of the most beneficial tasks for raising their students' proficiency in the English language, as stated by Al-Issa (2010), "An important feature of the EFL classroom in different parts of the world today is oral presentations" (p. 227).

Moreover, all the teachers are familiar with and aware of the usefulness of TED Talks in improving the learners' public speaking skill. However, all the teachers confirmed that the use of this type of videos inside and outside the classroom can influence their students' learning improvement. In addition, most teachers assumed that both educational and non-educational types of TED Talks videos are helpful for EFL learners as long as they contribute to engaging students and providing them with extra comprehension to improve their ability. According to the teachers' explanations, TED Talks videos can enhance various language skills, such as listening, comprehension, vocabulary, and pronunciation. Also, these videos help students in improving their verbal and nonverbal communication skills and making the learning process more motivating and engaging. On the other hand, TED Talks can introduce EFL students to different accents and colloquial expressions used in English.

To sum up, all the teachers agree that EFL students face various difficulties which hinder them when they speak in public. At the same time, the questionnaire results confirm that incorporating TED Talks videos into the EFL classrooms has an effective contribution to the improvement of EFL learners' different skills, notbly their public speaking skill.

3.3.3 General discussions

The main aim of this research study is to explore the role of TED Talks videos in improving the students' public speaking skill; it also aims to shed light on the main difficulties that EFL learners face when speaking in front of their classmates and teachers, along with determining the main strategies the teachers use to enhance their students' public speaking skill and help them reduce their public speaking difficulties. To present study, further, seeks to know to what extent the use of TED Talks videos can help students enhance their public speaking skill, in addition to discovering the teachers' and students' attitudes toward the use of TED Talks videos. To attain all the previously mentioned aims, we have administered two questionnaires: one administered to EFL teachers and the other administered to EFL learners, in order to obtain valid results that feed the research study. Through the analysis and interpretation of the data gathered, the results showed that the majority of students believe that the main causes of their difficulties which hinder their public speaking performance are linguistic and psychological obstacles, especially anxiety. The results of this study reveal that third-year students and teachers of the English language at Mila University Centre agree that integrating TED Talks videos can be a useful strategy to overcome public speaking difficulties and, accordingly, enhance the students' public speaking skill. Besides, the obtained results show that both teachers and students are highly aware of the need of teaching public speaking skill. Finally, these findings are also confirmed by other researchers, according to Wulandari (2020) "TED Talks is a great tool that provides valuable videos and is a practical form for public speaking. It is a tool that can be used in teaching learning context, which makes public speaking class activity more interactive" (p. 3). Finally, one would say that the studys' objectives were successfully met and that it will be beneficial to the academic community.

Conclusion

Through this chapter, the information gathered was analyzed and discussed. Basically, one data-gathering tool was used to investigate the validity of the research hypothesis. In particular, the researcher employed students' and teachers' questionnaires to highlight the role of TED Talks videos in improving the learners' public speaking skill. Moreover, the analysis of both questionnaires' results reveal some interesting findings that go in the direction of the research hypothesis. The findings show that there are different difficulties that hinder the students' public speaking performance, mainly their inability to use their verbal and body language properly, hence, most of these difficulties are due to linguistic and psychological obstacles. In addition, both teachers and students are familiar with TED Talks videos. They assert that using them in the classroom can effectively improve EFL learners' public speaking skills.

General Conclusion

Public speaking is regarded as one of the key skills that help students succeed. Students can learn how to master this skill and get over their public speaking anxieties by practicing and using new materials. Thus, the ultimate aim of this study is to attempt to answer all the research questions along with confirming the research hypothesis, which emphasized that the use of TED Talks videos in the classroom may help EFL learners develop their public speaking skill. The present investigation includes two chapters. The first chapter is concerned with providing a theoretical background on the research variables, while the second chapter represents the study fieldwork.

To be precise, in the first chapter, we provided a theoretical overview of the two variables: public speaking skill and TED Talks videos. We start with public speaking skill then we move to speak about TED Talks videos. As far as the second chapter, the field of investigation is concerned with the analysis, interpretation, and discussion of the obtained gathered from teachers' and students' questionnaires to achieve the current study aims and check the validity of the raised hypothesis.

The findings of this research reveal that TED Talks videos can be a solution to students' difficulties with speaking in public. In addition, both EFL teachers and students assert that linguistic and psychological constraints are the main reasons that lead to the existence of these difficulties. Besides, the obtained results showed that both teachers and students are aware of the requirement of teaching public speaking skill. Moreover, it also unveiled that teachers and students have positive attitudes toward using TED Talks videos to enhance students' public speaking skill. Similarly, they both admitted that oral presentations of professional public speakers who speak about interesting topics can motivate students and help them master public speaking skill.

In light of the present results and through the analysis, interpretation, and discussion of the data gathered, this research study succeeded to answer the research questions and to confirm the efficiency of using TED Talks videos in improving the students' public speaking skill. Also, this study would offer a set of recommendations for learners, teachers, syllabus designers and researchers, and for the administration.

As a result, the study would offer a set of recommendations that will help in improving the students' public speaking skill based on the study findings. First of all, EFL students should participate in group discussions and public presentations, practice speaking English outside of the classroom, join English language clubs, and watch TED Talks videos to overcome their difficulties in public speaking. They should also pay attention to the speakers' movement and delivery strategies, such as body language, voice tone, and distinctive sentences and words.

Second, EFL teachers are recommended to concentrate more on how to get over the students' psychological and linguistic limitations as well as their issues with public speaking. Also, they need to motivate and encourage students to practice the language even outside the classroom in an enjoyable and, at the same time, beneficial way that will interest the students. In addition, Teachers are highly recommended to rely on TED Talks in providing their students with useful instruction on the steps and tricks for effective speech delivery for the sake of helping them understand precisely how to deliver a speech, since TED Talks involve all aspects of public speaking.

Third, for the designers of the syllabus should provide a few opportunities for public speaking. The results of the current study demonstrated that TED speech can help EFL students develop their public speaking abilities. Therefore, EFL students in the future may be motivated to carry out studies on how to use these recordings in the classroom. It can also be recommended future studies on examining the impact of TED Talks videos on enhancing the students' autonomy and other abilities including critical thinking, listening, reading, and

writing. Finally, having fewer students in a single classroom is suggested so that everybody will have the chance to put what they have learned into practice and so that the teachers can provide them with useful feedback and also the administration should offer the necessary instructional tools to make it easier to integrate TED Talks videos into the classroom and to encourage students to see these films.

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Appendices

Appendix 01: Students' Questionnaire

A Questionnaire for Third-Year EFL Students

Dear students,

This questionnaire is an attempt to collect data for the accomplishment of a master's dissertation. It is about exploring the role of TED Talks videos in improving students' public speaking skill. The findings of this research will be based on your answers. Therefore, you are kindly requested to answer the following questions. Please tick the appropriate box(s), or make complete statements whenever necessary. Be sure that your responses will be anonymous and will be based on research purposes only.

Thank you for your time, effort and collaboration

Section One: General Information about Speaking Skill

Q1. How do you evaluate your level in English?

a) Average ☐   b) Good ☐   c) Very good ☐

Q2. Which skill do you want to improve the most?

a) Listening ☐

 b) Speaking ☐

c) Reading ☐

d) Writing ☐

Q3. Is it important for you to develop your speaking skill compared to the other skills?

a) Yes ☐   b) No ☐

Q4. If yes, is this because (you may choose more than one option)

a) You want to achieve better results in speaking assignments ☐

b) Your job role requires it ☐

c) You need it for traveling purposes ☐

d) You need it for online communication purposes ☐

e) You want to be an English language teacher ☐

Others, please specify.

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Q5. Do you find speaking in English:

a) Very easy ☐

b) Easy ☐

c) Difficult ☐

d) Very difficult ☐

Q6. How do you prefer to develop you speak skill?

a) By reading books ☐

b) By watching videos and movies ☐

c) By listening to songs ☐

d) By writing diaries ☐

Others, please specify.

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Q7. Justify your answer, please!

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Section Two: Students' Public Speaking Skills and Their Difficulties

Q8. Do you think that you have the ability to speak in front of an audience?

a) Yes ☐   b) No ☐

Q9. Have you ever experienced speaking in front of a considerable number of people?

a) Yes ☐   b) No ☐

Q10. If yes, could you specify where exactly?

a) In front of your teachers and classmates in the classroom ☐

b) In conferences and seminars ☐

c) In a job interview ☐

d) All of them ☐

For others, please specify.

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Q11. As a student, is it necessary to develop your public speaking skills?

a) Yes ☐   b) No ☐

Q12. If yes, where do you need to speak in public? Choose just one option.

a) In the classroom

b) In conferences

c) In job meetings

d) In-training events

 e) In special events

For others, please specify.

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Q13. How do you find speaking in front of a large number of people?

a) Easy   b) Somehow difficult   c) Difficult

Q14. Justify your answer, please!

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Q15. How can you evaluate your public speaking proficiency?

a) Poor - I definitely need some help

b) OK - but I know I could improve

c) Good - I could improve with some advanced tips

d) Excellent - I do not think I could improve much

Q16. Do you think that linguistic competence is sufficient for learners to deliver a good speech?

a) Yes   b) No

Q17. Justify your answer, please!

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Q18. Do you find any difficulties when speaking in front of your classmates?

a) Yes ☐   b) No ☐

Q19. What kind of difficulties do you face when you speak in public? (You may tick more than one option)

a) Inability to attract the audience's attention and to use humour ☐

b) Inability to use verbal and body language properly ☐

c) Inability to use materials properly ☐

d) Time management ☐

e) All of them ☐

For others, please specify.

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Q20. According to you, which of the following can be the main reason behind public speaking difficulties?

a) Lack of training ☐

b) Lack of preparation and organization ☐

c) Poor linguistic competence ☐

d) Lack of rehearsal ☐

e) Low self-confidence and shyness ☐

f) All of them ☐

For others, please specify.

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Q21. Do you feel anxious when you see the words "presentation" or "public speech" outlined when studying?

a) Yes ☐   b) No ☐

Q22. If yes, how often?

a) Always ☐   b) Sometimes ☐   c) Rarely ☐

Section Three: TED Talks Videos

Q23. Have you ever been taught how to develop your public speaking skills?

a) Yes ☐   b) No ☐

Q24. If yes, is this through:

a) Modeling ☐

b) Oral presentations ☐

c) Monologues ☐

d) Storytelling ☐

e) Watching videos ☐

f) All of them ☐

For others, please specify.

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Q25. How do you consider the exposure to native English?

a) Important ☐

b) Somehow important ☐

c) Not important at all ☐

Q26. Justify your answer, please!

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Q27. Do you use videos inside the classroom for educational purposes?

a) Yes ☐ b) No ☐

Q28. Justify your answer, please!

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Q29. Are you familiar with the acronym "TED" Talks videos?

a) Yes ☐ b) No ☐

Q30. TED Talks are influential videos from expert speakers on several domains (education, business, science, tech, creativity….etc) they aim to share knowledge and ideas through short talks and presentations. Do you think that observing them can help you improve your public speaking skills?

a) Yes ☐ b) No ☐

Q31. Would you specify the degree of your agreement or disagreement with the following statements:

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

Statement	SA	SD	A	D	N
a) It will be good if teachers use Ted Taks videos in class.					
b) The use of Ted Talks videos makes studying more exciting and enjoyable.					
c) I feel motivated when I watch ted Talks videos.					
d) Through Ted Talks videos, I can improve my public speaking skills.					
e) Through Ted Talks videos, I can improve my body language skills and my facial expressions.					
f) Through Ted Talks videos, I can learn how to present a well-organized, dynamic speech.					

j) Through Ted Talks, I can improve my confidence and overcome my public speaking anxiety.					
k) Through TED Talks videos, I can enhance my pronunciation skills, and I can learn new vocabulary.					
l) Using Ted Talks videos in class provides great ideas for discussion and engages students.					

Thank you for your time, effort, and collaboration

Appendix 02: Teachers' Questionnaire

A Questionnaire for EFL Teachers at Mila University Centre

Dear teachers,

This questionnaire is an attempt to collect data for the accomplishment of a master's dissertation which seeks to explore the role of TED Talks videos in improving the students' public speaking skill. The findings of this research will be based on your answers. Therefore, you are kindly requested to answer the following questions. Please tick the appropriate box(s), or make complete statements whenever necessary. Your answers will be valuable for the completion of this work. May we thank you in advance for your collaboration.

Section One: Personal Information

Q1. Would you specify your educational degree?

a) Master   ▭

b) Magister   ▭

c) Doctorate   ▭

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

a) 1-5 years   ▭

b) 5-10 years   ▭

c) More than 10 years   ▭

Q3. How long have you been teaching Oral Expression?

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Q4. Do you ask your students to stand up and speak in the classroom?

a) Yes   ▭   b) No   ▭

Section Two: Public Speaking Skills

Q5. How often do you assign oral presentation tasks?

a) Always   ▭   b) Sometimes   ▭   c) Rarely   ▭

Q6. Do you think that linguistic competence is sufficient for delivering a successful presentation/speech?

a) Yes   ▭   b) No   ▭

Q7. Justify your answer, please!

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Q8. How do you evaluate your students' public speaking skill?

a) Poor ☐　　　　　　　b) Average ☐　　　　　　c) High ☐

Q9. Do your students have any difficulties when delivering a speech in front of their classmates?

a) Yes ☐　　　　　　　　　　　　b) No ☐

Q10. If yes, what kind of difficulties? You may choose more than one option.

a) Inability to use verbal and body language properly ☐

b) Inability to attract the audience's attention ☐

c) Inability to use audiovisual aids properly ☐

d) Inability to manage time properly ☐

e) All of them ☐

Others, please specify

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Q11. In your opinion, which of the following can be the main reason behind their public speaking difficulties?

a) Lack of preparation and organization ☐

b) Low self-confidence ☐

c) Poor verbal and nonverbal communication skills ☐

d) Anxiety and fear ☐

e) Lack of practice and training ☐

f) All of them ☐

Others, please specify

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Q12. How many of your students face difficulties when speaking in front of their classmates?

a) All of them ☐

b) Most of them ☐

c) Some of them ☐

Q13. How do you consider teaching public speaking skill?

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

Q14. Justify your answer, please!

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Q15. What strategy(ies) do you use to help your students develop their public speaking skill?,

choose more than one answer please!

a) Modeling ☐

b) Oral presentations ☐

c) Monologues ☐

d) Storytelling ☐

e) Authentic and non-authentic videos ☐

f) All of them ☐

Q16. Justify your answer, please!

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Section Three: TED Talks Videos

Q17. Do you think that watching videos can improve your students' public speaking skill?

a) Yes ☐   b) No ☐

Q18. How often do you use videos in your sessions?

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

Q19. Do you know TED Talks?

a) Yes ☐   b) No ☐

Q20. If yes, to what extent do you think they can be beneficial for EFL students?

a) Very beneficial ☐

b) Somehow beneficial ☐

c) Nor beneficial at all ☐

Q21. Justify your answer, please!

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Q22. Do you think that watching TED Talks videos inside and/or outside classrooms can help students improve their public speaking skill?

a) Yes ☐   b) No ☐

Q23. Do you use TED Talks videos in your Oral Expression sessions?

a) Yes ☐   b) No ☐

Q24. What type of TED Talks videos do you think can be more beneficial for EFL students?

a) Educational ☐   b) Non-educational ☐   c) Both ☐

Q25. Justify your answer, please!

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Would you provide any further suggestions on the use of TED Talks videos on enhancing the student's speaking skill, please!

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Thank you for your time, effort, and collaboration

Resumé

Parler en public en anglais est devenu une compétence très appréciée et utile pour de nombreuses personnes dans de nombreuses sphères de la vie, en particulier dans la réussite de leurs études universitaires. L'une des dernières ressources d'apprentissage pour les étudiants EFL qui a récemment attiré beaucoup d'attention est les vidéos TED Talk. Par conséquent, la présente étude vise à dévoiler les principaux facteurs qui causent les difficultés de prise de parole en public des apprenants EFL et à découvrir le rôle des vidéos Technology, Entertainment, and Design (TED) Talks dans l'amélioration de leurs compétences de prise de parole en public. Le travail vise également à examiner les attitudes des élèves et des enseignants à l'égard de l'utilisation de ces types de vidéos pour améliorer la compétence orale des apprenants. En conséquence, le chercheur a utilisé un outil de collecte de données pour vérifier la validité de l'hypothèse de recherche, plus précisément, un questionnaire en ligne pour cinquante (50) étudiants EFL de troisième année qui ont été choisis au hasard et un questionnaire pour dix (10) enseignants EFL qui enseignent. Ou avoir de l'expérience dans l'enseignement du module d'expression orale au Centre universitaire de Mila. Les résultats de cette étude indiquent que les enseignants et les élèves montrent des attitudes positives envers l'utilisation de ces vidéos pour améliorer les compétences de prise de parole en public. Ils révèlent également que les barrières psychologiques et linguistiques, telles que l'anxiété et le manque de vocabulaire, sont considérées comme les principales difficultés qui empêchent les élèves de donner une performance orale efficace. Ces résultats vont dans le sens de l'hypothèse de l'étude et fourniraient donc des suggestions perspicaces pour la mise en œuvre de vidéos TED Talks dans les salles de classe EFL afin d'améliorer les performances orales des étudiants.

Mots-clés : compétence à parler en public, vidéos TED Talks, apprenants EFL, difficultés à parler en public, TIC.

الملخص

أصبح التحدث أمام الجمهور باللغة الإنجليزية مهارة ذات قيمة عالية ومفيدة للعديد من الأفراد في العديد من مجالات الحياة لا سيما في نجاح دراساتهم الأكاديمية. واحدة من أحدث المصادر التعليمية لطلاب اللغة الإنجليزية كلغة أجنبية والتي جذبت الكثير من الاهتمام مؤخرًا هي مقاطع الفيديو الخاصة بالتكنولوجيا والترفيه والتصميم (TED). ولهذه الغاية ، تهدف الدراسة الحالية إلى تقييم تصورات المعلمين لدور هذا النوع من مقاطع الفيديو في تحسين مهارات التحدث أمام الطلاب ، وكشف الستار عن العوامل الرئيسية التي تسبب صعوبات التحدث لديهم .يهدف العمل أيضًا إلى فحص مواقف الطلاب والمعلمين حول استخدام مقاطع الفيديو الحوارية TED في تعزيز الكفاءة في التحدث لدى المتعلمين .للتحقق من صحة فرضية البحث ، تم استخدام مجموعة بيانات واحدة وهي الاستبيان .تم إجراء استطلاع عبر الإنترنت لخمسين (50) طالبًا من طلاب اللغة الإنجليزية كلغة أجنبية تم اختيارهم عشوائيًا من طلاب السنة الثالثة ، وآخر لعشرة (10) معلمي اللغة الإنجليزية كلغة أجنبية الذين يقومون بتدريس وحدة التعبير الشفوي في المركز الجامعي ميلة أو لديهم خبرة في تدريسها .تشير نتائج هذه الدراسة إلى أن كلاً من المعلمين والطلاب على دراية بمقاطع الفيديو هذه في عملية تعلم اللغة الأجنبية .يُظهرون أيضًا مواقف إيجابية تجاه استخدامها في تعزيز مهارة التحدث أمام الجمهور .تكشف النتائج أيضًا أن الحواجز النفسية واللغوية مثل القلق ونقص المفردات تعتبر من الصعوبات الرئيسية التي تمنع طلاب اللغة الإنجليزية كلغة أجنبية من تقديم أداء شفهي فعال .تتجه هذه النتائج في اتجاه فرضية الدراسة ، وبالتالي ، ستقدم بعض الاقتراحات الثاقبة لتنفيذ مقاطع فيديو TED Talks في الفصول الدراسية لتعليم اللغة الإنجليزية كلغة أجنبية لتحسين الأداء الشفهي للطلاب.

الكلمات الرئيسية: مهارة التحدث أمام الجمهور ، مقاطع فيديو محادثات TED ، متعلمي اللغة الإنجليزية كلغة أجنبية ، صعوبات التحدث أمام الجمهور ، تكنولوجيا المعلومات والاتصالات.