

A Sage on a Stage, to Express and Impress: TED Talks for Improving Oral Presentation Skills, Vocabulary Retention and Its Impact on Reducing Speaking Anxiety in ESP Settings

Ashraf Atta M. S. Salem¹

¹ College of Management Sciences, Sadat Academy for Management Sciences, Egypt

Correspondence: Ashraf Atta M. S. Salem, College of Management Sciences, Sadat Academy for Management Sciences, Egypt.

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Abstract

This study explores the impact of using TED Talks on improving oral presentation skills of Business English students and vocabulary uptake/retention. It also assesses the impact of improving such hard cognitive skills on increasing Business majors' speaking anxiety level. Sequential explanatory mixed method was used, which includes both quantitative and qualitative data collection and analyses. Business students' oral presentation skills were assessed through Oral Presentation Skills Sheet (OPSS), vocabulary retention was assessed through Vocabulary Uptake/Retention Test (VURT), and speaking anxiety level was assessed through Personal Report of Public Speaking Anxiety (PRPSA) (Mörtberg, Jansson-Fröjmark, Pettersson, & Hennlid-Oredsson, 2018). Participants in the study consist 49 students, who were divided into two groups; experimental group consisting of 24 students, and control group that includes 25 Business English majors. Findings of the study revealed that oral presentation skills and vocabulary uptake/retention levels were improved due to the use of TED talks as an ICT tool. Also, it was revealed that Business majors in the experimental group are more enthusiastic, energetic and motivated to give killer presentations as they became more confident and free of anxiety and tension.

Keywords: TED talks, oral presentations skills, vocabulary uptake/retention, speaking anxiety

1. Introduction

Oral presentation is one of the most common spoken genres for English language learners in both academic and workplace settings (Chang & Huang, 2015), therefore, presentation skills are viewed as a mean for achieving success in academic and professional success (Kim, 2006; Evan, 2013). The importance of presentation skills is evident through its increasingly regular use in academic and professional evaluation, it is therefore included as a core in the university level English language preparation courses. Haber and Lingard, (2001) view that oral presentation skills is a mean for communication among people; however, little is known about how these skills are learned. Thus, rhetoric is a social science, which focuses on communication with regard to context and explores the action of language on knowledge, attitudes, and values.

Despite of the paramount importance of oral presentation skills, less attention has been paid to the nature of communication among Business undergraduates. Business English majors need oral presentation skills not only for their academic success but also for success in workplace as they join their careers. As such, diverse approaches have been proposed for improving English learners' presentation skills (Chang & Huang, 2015; Maria, Junior, & Astrid, 2018; Abdulrahman, 2016) in general and for business majors in specific (Tkachenko, 2014; Patil, 2005).

Technology integrated learning approaches may help developing oral presentation skills for university students due to their ability to use ICT tools. TED talks (Technology, Entertainment, and Design) is one of the ICT tools that can be effectively used to promote speaking skills, especially oral presentation skills. TED Conferences LLC refers to a media organization that posts talks online for free distribution under the slogan: "ideas worth spreading". TED was originally conceived by Richard Saul Wurman in February 1984 as a conference; it has been held annually since 1990. Talks delivered in these conferences are usually posted online, the videos of these recorded speeches and talks inspire native and non-native speakers of English to imitate the way of presentation and the language used. As such, TED videos can really help improving speaking skills and vocabulary retention.

Such video-recorded conferences offered through TED talks represent a good opportunity for students to practice authentic materials. These talks have been delivered by native speakers of English, thus it encourages non-native speakers to give similar presentations on their own. In addition, authentic materials help learners to uptake new vocabulary for future use.

Business majors require to give brilliant oral presentations to achieve academic success, also, they need to give such presentations to get privileges at workplace. In order to be give hilarious presentations, presenters have to possess large stock of vocabulary, there is a mutual relation between the ability to give killer presentations and the amount of vocabulary stored. Presenters with a large vocabulary wealth are able of using several equivalents of the same word to express the target meanings. Meanwhile, presenters lacking vocabulary repertoire always got stuck at certain stages of the presentation due to being unable to express themselves in an appropriate style.

1.1 Importance of the Problem

The current study provides non-native speakers of English with a standard model to imitate in style and even to reuse idioms, phrases, or expressions. Business majors use TED talks to watch live presentations on the stage, they keep in mind the ideas presented in these talks as well as the way of presenting by confident presenters. In addition, watching TED talks encourage those learners to reuse expressions for their own presentations, which supports vocabulary uptake and retention. The direct results will be improved oral presentation skills, vocabulary retention, and increased motivation of the study experimental group compared with their peers in the control group who received traditional teaching.

TED talks proved to be an effective tool for developing language skills: listening skills (e.g. Abdulrahman, 2016; Takaesu, 2013), oral presentation skills (Li, Gao, & Zhang, 2016; Kusuma, 2017; Aleles & Hall, 2016), vocabulary uptake and retention (Nguyen & Boers, 2019), and triggering motivation (Li, Gao, Zhang, 2016; Wang, 2018; Ahluwalia, 2018; Bianchi & Marenzi, 2016). Therefore, this study tries to make use of TED talks as a proposed ICT tool in an endeavor to support business majors to give outstanding presentations, it also hoped to use such a tool to increase learners' ability to retrieve vocabulary they learnt in TED conferences for future use whether in their presentations or in other linguistic contexts.

1.2 Research Questions

The primary question addressed in the study is whether ESP university students who attended TED talks online twice and summed up its content are able to give better presentations, pick up the meaning of more words from the in-put material. The second question of the study is that whether ESP university students are able to retrieve and reuse these vocabulary for future presentations through the out-put tasks. The secondary research question that need to be asked is whether improved oral presentation skills and enhanced vocabulary retention ability help reducing public speaking anxiety or not. As such, it is required to show whether students' ability to give hilarious presentations and to retrieve and reuse vocabulary learnt in TED talks increase self-confidence or not. This leads to decreasing the counter effect of anxiety associated with speaking in public for certain audience.

1.3 Relevant Scholarship

1.2.1 TED Talks

TED (Technology, Entertainment, and Design) Talks has been used to provide intellectually stimulating presentations since 1984. TED talks have been made available on the TED website, more than 1800 talks are publicly available along with a rich collection of 35,000 transcripts in several languages (Taibi, Chawla, Dietze, Marenzi, & Fatahu, 2015). These talks or presentations are delivered by native and some non-native speakers of English, transcripts of these presentations are downloadable for every person who get access to the website (www.ted.com) in over 40 languages (Aleles & Hall, 2016). TED talks cover different topics like sports, culture, fashion, politics, technology, etc. Therefore, there are many accents, words, and expressions that can be used in an English class in a didactic way (Maria, Junior, & Astrid, 2018). Hence, non-native speakers of English are encouraged to use these talks to develop listening skills and speaking skills, and to provide a contextual base for subsequent presentations.

TED talks represent an effective instructional tool for developing language skills due to its authentic nature. Talks of this kind provide learners with authentic and thought-provoking materials, it bestows learners with challenging themes in their field of concern or specialization. According to Field (2002), the authentic nature which feature TED talks provides students with opportunities to give a real-life talks and speeches. As such, business majors once join workplace require to give presentations to express their opinions and ideas. Thus, TED talks help business majors in both pre-service and in-service settings as it promotes the opportunity of giving stunning presentations.

Non-native speakers of English use authentic spoken materials through TED talks not only to convey their opinions, ideas, and feelings to other people, but they also use such a tool to impress their audience in order to accept ideas and to take certain actions. Business majors specifically need to convince others – whether they are seniors, managers or even customers – and persuade them with their points. According to Chang and Huang (2015), TED talks is devoted to spreading ideas, in the form of short, powerful talks. Therefore, these talks represent an appropriate tool for non-native speakers, especially business majors, who require to deliver persuasive, powerful talks to express their ideas in a concise way.

TED talks is a valued educational tool from two perspectives: First, it is a knowledge resource that contains valuable and accessible content and insights for learners. Second, these talks represent an educational material for language learning, especially it is facilitated through wide range of multilingual transcripts (Taibi, et al., 2015). TED talks is effective for the variety of genre prototypes and cross-disciplinary topics for being a useful instructional material (Coxhead, 2018), it also helps students understand genres that are potentially akin to their future careers (Loya & Klemm, 2016; Park & Cha, 2013).

In educational settings, TED talks help generate discussions among students in the classroom and stimulate critical thinking skills (Taibi et al., 2015), it helps learning more intriguing and subtle skills, the art of presentation, and engaging audience in public speaking. TED talks is therefore effective in English-language classrooms (Pittenger, Miller, & Mott, 2004; Zappa-Hollman, 2007) as it provides a meaningful and authentic input, which inspires teaching and learning through motivating discussions, knowledge-sharing and life-long learning (DaVia Rubenstein, 2012). The content provided in TED conferences serve as the best assessment method for incorporating the concept of communities of practice (Wang, 2018). Additionally, TED talks help teachers bring ideas into conversation and debate, it also supports critical thinking and questions in classroom discussion (Abdulrahman, 2016).

1.2.2 Oral Presentation Skills

The teaching of oral presentation skills is stressed in many education settings, however, it has received little research attention (De Grez, Valcke, & Berings, 2010). Oral presentation is a good training for students to communicate their ideas, opinions, and even data to their audience over the presentation sessions (Hsu, 2012). According to Hay (1994), good oral communication skills are considered to be of significant vocational importance. It has been included as one of the “graduate capabilities” in many universities (Briggs & Tang, 2009, 4; Joughin, 2007).

Therefore, oral presentation skills represent an integral part of the success in the workplace (Dollisso & Koundinya, 2011), employers usually seek graduates with excellent presentation skills (Alshare & Hindi, 2004). As such, communication skills are crucial for fresh graduates and job seekers (Ghimire, 2010). In business and industry, leaders often focus on candidates’ communication skills in all entry level workers (Martin-Young, 1994). Hence, it is imperative for policymakers in educational institutions to focus on improving such skills in graduate preparation level. Also, instructors should adopt effective teaching strategies to support learners’ endeavors to improve their oral presentation skills.

Giving oral presentations represents an authentic activity, therefore, it can be assessed through common authentic tasks (Boud, 2010). These presentations are authentic forms of communication that graduates need in their future careers (Huxham, Campell & Westwood, 2010), that ranges from undertaking job interviews successfully to delivering crucial information to managers and peers. In addition to its power to express ideas and deliver information, oral presentations are valued because it provides learners opportunities to demonstrate a higher level of cognitive thinking (Kerby & Romine, 2009). Students’ sense of being questioned through such oral presentations increase their motivation to engage and understand the rationale behind what is being stated rather than reproduce the content not to appear foolish (Joughin, 1998; 2007; Hristova, 2014).

Due to its unparalleled importance for language learners in both graduate study and workplace, giving oral presentations should be scaffolded (Doree, Jardine, & Linton, 2007). Especially non-native speakers of English should be provided with gradual levels of scaffolding to help them to improve presentation skills. Besides, oral presentation skills require authentic tools for assessment due to its authentic nature. In addition, giving oral presentations usually represents an anxiety-provoking experience (Huxham, Campell, & Westwood, 2010; Joughin, 2007). Therefore, innovative teaching and learning tools are required to develop oral presentations skills, specifically technology-integrated tools such as TED online conferences or talks. TED talks coincide in nature with oral presentation skills as both of them are genuinely authentic in nature, it increases students’ motivation to give killer oral presentation for their audiences (Li, Gao, & Zhang, 2016; Maria, Junior, & Astrid, 2018).

1.2.3 Vocabulary Retention

Vocabulary learning, in recent years, has been one of the hottest topics of discussion for researchers, teachers, and curriculum designers. Vocabulary development is an important aspects of foreign language (FL) or second language (L2) learning and teaching (Candlin, 1988; Maiguashca, 1993; Hunt & Beglar, 2005; Schmitt, 2008; Knight, 1994; Ramezanali, 2017). Vocabulary is an essential component and a building block of language (Schmitt, Schmitt, & Clapham, 2001), vocabulary knowledge plays a critical role in improving communication skills (Zarei & Mahmoodzade, 2014). Thus, communication skills depend on the amount of vocabulary repertoire presenters obtained and are able to retrieve for future contextual use.

Vocabulary knowledge is an essential factor not only for enhancing oral communication skills, but also for improving the four language skills; listening, speaking, reading, and writing. Therefore, deficiency in vocabulary knowledge adversely affects the development of such skills (Gass, 1999; Zhang & Li, 2011). According to Paribakht and Wesche (1999), vocabulary acquisition is a recursive process that involves the integration of various kinds of knowledge along with gaining different levels of ability to use that knowledge in communication. In a related context, Nation (1993) views that vocabulary knowledge helps learners to use the language, language use increases vocabulary knowledge, then, knowledge of the words increases vocabulary knowledge and language use.

Lomicka, (1998) points that L2 learners learn a new language through reaching a certain vocabulary threshold to be able to develop linguistic abilities to use the language. L2 vocabulary knowledge and development entails the ability to both recognize the word (receptive knowledge) and use it correctly (productive knowledge) (Ramezanali, 2017; Schmitt, 2008; Nation, 2001). Vocabulary knowledge – for Nation (2010) – represents “the ability to recognize the spoken and written forms as well as the meaning of a word” (p. 47). Also, McCarthy (1990) states that for almost all language teachers, “the single biggest component of any language course is vocabulary” (p. 1). In his viewpoint, the lack of words to express a wide range of meaning, communication in L2 cannot happen in any meaningful way.

Despite its paramount importance, vocabulary learning is often considered to be “the least well catered of all aspects of learning a language” (McCarthy, 1990, p. 1). There are three approaches to enhance vocabulary learning, namely, incidental learning, explicit instruction, and independent strategy development (Coady, 1997; Hulstijn, Hollander, & Greidanus, 1996; Hunt & Beglar, 1998). Yoshii and Flaitz, (2002) reported that among the three, incidental vocabulary learning was viewed as an essential part of L2 vocabulary acquisition. Incidental approach for vocabulary learning can be viewed as learners’ acquisition of the meanings of words through engaging learners in other tasks such as comprehension of reading and listening passages.

Incidental vocabulary learning includes “message-focused activities”, it denotes a well-balanced language learning opportunities for learners to learn from message-focused activities and from direct study of language items. (Nation, 1999). There are, however, disadvantages for incidental vocabulary learning compared to more direct learning. It is not always an effective approach to vocabulary learning (Hulstijn, 1992; Mondria & Wit-de Boer, 1991; Nation, 1982). In addition, L2 learners run the risk of failing to verify the correctness of inferences and can learn words incorrectly (Carnine, Kameenui, & Coyle, 1984; Dubin & Olshtain, 1993; Huckin & Haynes, 1993; Hulstijn, 1992; Mondria & Wit-de Boer, 1991). However, these disadvantages can be easily overcome through the use of marginal glosses as one way to enhance incidental vocabulary learning (Hulstijn, Hollander, & Greidanus, 1996).

The focus of vocabulary leaning activities, in incidental/implicit vocabulary learning, is not on learning words, rather it is on the learners’ ability to understand the message of the oral or written exchange (Huckin & Coady, 1999; Akbulut, 2007, p. 501). Incidental vocabulary learning requires L2 learners to acquire unknown target words unintentionally as a result of engaging them in other learning activities, such as reading for pleasure or for gaining information (Choi, 2016; Choi, Kim, & Ryu, 2014; Huckin & Coady, 1999).

Intentional/explicit approach to vocabulary learning, on the other hand, refers to the learning process where the lexical items of the target language are learned with an explicit focus on form and meaning (De Ridder, 2002; Khezlrou & Ellis, 2017; Schmitt, 2008; Hulstijn et al., 1996; Hunt & Beglar, 1998; Laufer, 2005). The form-meaning link approach can help promote vocabulary learning (Schmitt, 2008), through the use of synonyms, antonyms, word substitution, multiple choice items, scrambled words, and crossword puzzles (Akubulut, 2007).

The intentional/explicit vocabulary learning, according to Schmitt (2008), gain a competitive advantage over the intentional/implicit vocabulary learning, as it always leads to greater and faster gains, and the most important, a better chance of retention and of reaching productive levels of mastery. In general, vocabulary learning results in

developing techniques and approaches that assist learners in gaining a large number of words; and then assisting them to retain the words longer.

Learning vocabulary is closely related to learners' ability to retrieve these words, phrases and expressions for future use in a written or spoken form. Retrieving lexis and words depend mainly on the memory, whether short-term memory for vocabulary uptake or long-term memory for vocabulary retention. Zhang (2004) states that depending on the amount of time the memory lasts, three types of memory have been detected: sensory memory, short-term memory, and long-term memory. Sensory memory refers to the shortest-lived memory that lasts for milliseconds to a few seconds. However, when the information lasts from several seconds to a few minutes, the memory is then called short-term memory. Short-term memory is referred to as primary/active/working memory (Preston, 2007).

In short-term memory, the information which is already being processed is to be kept, such as new words encountered for the first time (Baddeley, 2002). Therefore, vocabulary uptake for a short time is done in the short-term memory. According to Amirousofi and Ketabi (2011), short-term memory is fast, but has a very limited capacity to hold information in an active and readily available state for a very short time. Meanwhile, keeping information for a long time to be retrieved on demand requires a permanent store, hence, vocabulary retention happens with the help of the long-term memory. Zhang, (2004) points out that long-term memory is the memory which lasts anywhere from an hour to a lifetime. Long-term memory has an unlimited storage capacity and can hold an indefinite amount of information (Sweller Chandler, 1994), therefore, learning of any material, such as vocabulary, is the result of a change in a learner's long-term memory. Appropriate alterations to long-term memory should be the primary aim of instruction in vocabulary learning environments.

1.2.4 Speaking Anxiety

Among the four language skills, speaking is the higher skill to correlate with anxiety level. L2 learners may experience some level of speech anxiety regardless of their confidence level. In public speaking course, the main interest of instructors is to enhance learners' self-confidence hand in hand with their cognitive and academic presentation skills. Marsh (2017) concurs that when learners take public speaking courses, they may depend on how comfortable they are speaking in front of an audience. Instructors of public speaking may need to adapt their teaching to cope with the level of learners' speaking anxiety. Thus, instructors pave the road for learners to overcome their anxiety and to stand on a steady ground with their instructors to give perfect oral presentations.

Anxiety related with giving oral presentations or public speech stems from the inability to speak to audiences, fluent speakers may get stuck once they sit on the stage to give a public speech. The state of anxiety associated with giving public speech has been labeled different terms such as speech fear, social speech fright, speech anxiety, audience anxiety, communication apprehension, performance anxiety, and most often labeled as stage fright (Daly, 1978; Daly & Buss, 1983).

Though, McCroskey (1976) differentiates stage fright and public speaking anxiety; stage fright is a response to either the participation in or the anticipation of a public performance, such as a public speech, an oral reading, singing before a group, or even performing in an athletic competition before an audience. On the other hand, public speaking anxiety (PSA) refers to a situation specific social anxiety that arises from the real or anticipated enactment of an oral presentation. It is a sub-type of communication-bound anxiety whereby individuals experience physiological arousal (e.g., increased heart rate), negative self-focused cognitions, and/or behavioral concomitants (e.g., trembling) in response to an expected or actual presentation (Bodie, 2010).

Due to the fact that public speaking anxiety remains consistent, technology-integrated tools have impacted the way learners engage in public speaking. The traditional face-to-face public speaking channels may not be the only way to reach an audience. Web-based online presentations have greatly changed the way people interact with others (Jones, 2008). For example, a person can use a webcam to record a presentation which can be viewed by others later on. Dance (2002) and Morreale et al. (2010) concur that in a response to globalization, the emergence of Internet and the use of technology in education, public speaking courses have been changed and teaching/learning techniques have been revolutionized.

With the spread of using internet at colleges and universities, among other educational institutions, researchers (e.g. Botella, Hofmann, & Moscovitch, 2004; Lind, 2012; Tillfors et al., 2008) encourage instructors to make use of web-based tools for oral presentations and to coincide with the change. Lind, (2012) points out that instructors should be consistent and relevant through embracing the change to digital tools, therefore, students in the online oral presentation courses require not only be trained in rudimentary traditional oratory but also in digital online oratory.

TED talks or conferences may be helpful for L2 learners to watch and re-watch oral presentations in the target language on their own pace, they can slow it down, rewind certain parts of the presentation, or even replay the whole talk to get the ideas presented and uptake vocabulary for current use and retrieve them for future use.

2. Methods

2.1 Participants

Two intact classrooms of Egyptian students (N=64) learning English for Specific Purposes (ESP) participated in this quasi experiment. They were all 23 and 24 years of age enrolled in the College of Management Sciences (CMS), Sadat Academy for Management Sciences, Egypt. The objective of studying English is to prepare them for the workplace in banking, accounting, business and human resources management. The students' English proficiency level at the time of the experiment was equivalent to IELTS overall band score of 5.5 (i.e. upper intermediate). In addition to the aforementioned proficiency test, Webb, Sasao & Ballance (2017) Vocabulary Size Test (VST), which indicated that these learners had receptive knowledge of at least the 3,000 most frequent word families in English.

As all the data in both proficiency test and VST were normally distributed, *t*-tests for independent samples were run to compare the two groups' L2 proficiency test scores and their VST scores. No statistically significant difference was found in either their L2 proficiency scores or their VST scores, with $t = 0.76$ ($p=.63$) and $t = 0.81$ ($p=.71$), respectively.

2.2 Input Authentic Material

Because the existing ESP program already focused mainly on the oral presentation skills, but lacked an equally well-developed listening component, TED talks without captions and without giving the students access to the transcript. Obscuring the effect of captions and transcripts was intentionally so as not to let students to focus on reading rather than listening (Winke, Gass, & Sydorenko, 2013; Montero Perez, Van Den Noortgate, & Desmet, 2013). In addition, the main purpose of the program is to equip students with the skills to cope with authentic materials in listening, this is through providing TED talks without captions or transcripts. However, the written component is not altogether absent for the authentic listening input, some of the visuals were included in the selected TED talks.

Students with the same level of both L2 proficiency and vocabulary knowledge were asked to rate a selection of TED talks on various topics with regard to their comprehensibility and its appeal. Based on the feedback students gave concerning the appropriacy of TED talks and its appeal, a 10-minute talk about successful business was chosen. Also, 20 words in this talk belonged to the frequency band more than their base level (i.e. 3,000 word families) were selected as the potential target items. The choice of these words minimized the likelihood that the participants might already know these words prior to the experimentation.

2.3 Oral Presentation Assessment Sheet (OPAS)

Oral presentation skills of business majors were assessed through an oral presentation sheet, which the researcher designed. It includes items to stand on the weaknesses and strengths in the students' presentations in term of prepared visual presentations and the presenter him/herself. The rubric includes assessing students' ability to introduce the subject clearly and rounds off with a conclusion (given 2 points), the speaker's voice quality (given 1 point), the tone and pitch including the use of pauses, intonation and stress to persuade audience (given 2 points), speakers' ability to speak clearly and fluently about an unfamiliar subject; correctly pronounces words (given 3 points), the correct uses of vocabulary (given 3 points), the correct use of basic grammar with unfamiliar subjects (given 6 points), the organization in term of: (a) addresses main points and (b) supports them with details in presenting a point of view (given 10 points), and finally the demeanor in term of two criteria: (a) appears confident and in control while presenting; (b) looks at the audience (given 3 points). Therefore, the total score of the speaker ranges from 0 to 30 points.

2.4 Vocabulary Uptake/Retention Test (VURT)

The researcher designed a test for the purpose of assessing business learners' ability to store and retrieve vocabulary learnt. The test includes 20 word-meaning task, these words were presented orally by a native speaker's voice "machine recorded voice". Students have to recall as many words as possible, hopefully all of them, in both test sessions. Vocabulary order was changed in the second test session to overcome the adverse impact of recall. The scoring scheme differs according to the administration of the test; i.e., the first administration with the purpose of assessing students' ability to uptake as many words as possible, adopts a more flexible scoring that gives 0 for the totally incorrect answer, 1 for the totally correct answer, meanwhile ½ point is given to the partially correct answers. However, the second administration of the test with the purpose of

assessing students' ability to retrieve as many words stored for future potential use in similar academic settings, used a more strict scoring scheme that gives 0 for the totally incorrect answer, 1 for the totally correct answer, meanwhile no fractions were given to the partially correct answers. Notably, the word order differ in the second test setting so as to eradicate the positive effect of remembering.

2.5 Personal Report of Public Speaking Anxiety (PRPSA)

Personal Report of Public Speaking Anxiety (PRPSA) is a 34-item scale McCroskey (2013) developed for measuring fear of giving oral presentations and public speaking. Each item in the scale is rated on a 5-item Likert scale ranging from 1 (*strongly disagree*), to 5 (*strongly agree*). Twenty-items are negatively formulated, e.g., “*I feel anxious while waiting to give my speech*”, and 12 items are positively formulated, e.g., “*I enjoy preparing for a speech*”. In the analyses of these data, the positively formulated items of PRPSA were reversed so that high scores on the scale has been consistently reflected higher fear of public speaking. Cronbach's alpha of the scale has been shown to range from 0.84 to 0.94 (McCroskey, 1970; Hsu, 2012; Mörtberg, Jansson-Fröjmark, Pettersson, & Hennlid-Oredsson, 2018).

3. Results

The primary research question addressed in this study is whether the insertion of oral input task - more precisely, TED talk or a presentation entitled “*Women in Business: Entirely unremarkable*” presented by *Kristen Hall* - for business majors to watch it twice; the first watch to write a summary for the vocabulary uptake test, and the second watch to give a similar presentation of their own and to respond to the vocabulary retention test. The essence of the question is whether the viewings of the TED Talk positively influence both vocabulary uptake/retention and oral presentation skills or not. It should be noted that no teacher intervention to direct learners' attention to the target words or even to clarify the words meanings (beyond clarifications given in the TED Talks itself). Also, no hints were given to learners to ask them to use particular words in their written summaries.

Table 1. The descriptive statistics for the scores obtained under the two treatment conditions (TED Talks and traditional teaching classroom) on the business majors' oral presentation skills

Group	Pretest scores	Posttest scores	Posttest Observed <i>t</i> -value	Cohen's effect size <i>d</i>
Control	10.75(1.64)	11.04(1.36)		
Experimental	10.66(1.83)	22.66(2.53)	46.99*	5.43

* $P \leq .001$

It is clear from the data represented in table 1 that there is a statistically significant difference between mean scores of the control and experimental groups in the posttest of the oral presentation skills. It is revealed that the experimental group, who were exposed to TED Talks, surpassed their colleagues in the control group, who received traditional teaching practices.

The second research question addressed in the study is whether ESP students who attended TED talks online twice and summed up its content are able to pick up the meaning of more words from the digital in-put material. The main focus here is to make sure that students are able to retrieve and reuse these vocabulary for future presentations through the out-put tasks; on the short run (uptake) or on the long run (retention).

To examine whether the participants' knowledge related to the meaning of the target words is different in the two experimentation conditions prior to the experiment, a *t*-test for independent samples was carried out. Findings showed that there is no statistically significant difference was detected between the scores of the experimental and control groups in the pretesting: $t = 0.41$ ($p = .68$). It is therefore secure to attribute any difference in the vocabulary gain between the experimental and control groups to the proposed online learning environment; TED talks.

To stand on the presence of the differences among the three testing conditions; pretesting, the immediate pretest, and the delayed posttest, one-way ANOVA tests for correlated samples were carried out. A significant difference was found in both conditions (TED talks and traditional teaching practices). In the pretest, both groups achieved low in both immediate and delayed vocabulary retention, however, in the posttesting implementation of vocabulary retention test, participants in the experimental group who watched the TED talk are able to retrieve more words easily compared with their colleagues in the control group who received traditional lectures

followed by tasks, activities and exercises. With regard to the long memory retrieval of stored vocabulary, i.e. retention of words on the long run for future uses, participants in the control group failed to retrieve the majority of vocabulary they were tried to store in the two previous exposure. On the contrary, participants in the experimental group retrieved almost all words at ease. This showed that both the uptake and the retention were significantly larger when non-native English speakers were exposed to perfect native speaking model, however, the positive impact diminishes with the continuing traditional teaching techniques that may lack motivation and enthusiasm, with $t=12.15$ ($p \leq 0.001$), and $t=12.57$ ($p \leq 0.001$), respectively. Cohen's effect size d was also computed to examine the difference in lexical uptake and retention between the experimental group who were exposed to an online oral input to produce two forms of outputs; written output in the forms of summary writing and vocabulary uptake/retention test beside the oral output in the form of giving an oral presentation, and the control group who received traditional teaching practices. Such a difference was consistently found to be large, with $d= 3.51$ in the case of uptake scores and $d= 2.57$ in the case of the retention scores.

Table 2. The descriptive statistics for the scores obtained under the two treatment conditions (TED Talks and traditional teaching classroom) on the business majors' vocabulary uptake and retention test

Groups	Pretest scores		Posttest scores		Posttest Observed t -value	Cohen's effect size d
	Uptake Scores	Retention Scores	Uptake Scores	Retention Scores		
Control	7.16(1.50)	7.95(1.82)	7.35(1.52)	9.07(2.40)	12.150	3.51
	6.98.(1.59)	8.04(2.01)	12.70(1.52)	13.20(1.99)		
Experimental						

The secondary research question that need to be addressed is whether developed oral presentation skills and enhanced vocabulary uptake/retention abilities help reducing public speaking anxiety. As such, it is required to show whether students ability to give hilarious presentations and to retrieve and reuse vocabulary learnt in TED talks increases self-confidence, this leads to decreasing the counter effect of anxiety associated with speaking in public for certain audience.

Notably, public speaking remains one of the major fears among people from different aspects of life (McCroskey, 2005), learners usually feel worried, anxious and irritable when they are forced to speak in front of certain audience. Even great speakers are not even immune to the associated uneasiness or anxiety of speaking engagements (Kankam & Boateng, 2017).

Table 3. The descriptive statistics for the scores obtained under the two treatment conditions (TED Talks and traditional teaching classroom) on the business majors' personal report of speaking anxiety scale

Group	Pretest scores	Posttest scores	Posttest Observed t -value	Cohen's effect size d
Control	105.38(4.67)	104.01 (5.28)		
Experimental	103.01 (5.01)	88.79(3.45)	13.97*	3.30

It is evident that TED talks, as an authentic activity, help reducing the business major's public speaking anxiety through providing a native speaking model to imitate. Using TED talks help learners to know their own audience, regardless of how practiced your learners be at public speaking, there are some very effective strategies to use to deliver engaging talks.

Speaking performance apprehension especially happens under formal or in some cases informal situations that can potentially hinder people from fully achieving their academic or, in some cases, professional goals (Lightbown & Spada, 2001). Speaking apprehension includes a sense of uneasiness and unexplainable fear usually accompanies or follows a speaking experience that has been referred to as speech anxiety (McCroskey, 2005).

Semi-structured interviews with participants revealed that TED talks represent an effective educational tool for developing both hard cognitive skills (oral presentation skills, vocabulary retention), and affective skills (anxiety level). ESP university students interviewed reported great gains, participants lists certain reasons to adopt TED

talks as an effective educational tool. ESP students view that the introduction of TED Talks is beneficial with regard to money, as the video-recordings are available online for free without any charge except the Internet connection expenses, such high-quality presentations offered completely free of charge.

Another important issue students raised as a direct reason to use as educational tool is that TED Talks deliver thought-provoking ideas in an entertaining way, it is both high-quality and interesting tool for providing language learners with precious ideas for listeners. In addition, it is possible for learners to attend live TED Talks within one's community. Independent TEDx events, which are often hosted by educational institutions, allow interested individuals to interact directly with the speakers and to continue discussions after watching these talks or presentations (Nicolle et al., 2014).

In addition, participants also emphasized the psychological aspects of watching TED talks, they perceive that watching confident presenters help them increase self-confidence. Giving perfect oral presentations or public speeches entails paramount degree of self-control, it is the art of express the self and impressing the other. Therefore, TED is a style of giving presentations, lectures, and speeches that deserve to be appreciated and imitated by language learners.

4. Discussion

Regarding the primary research question, when business majors were asked to sum up the content of TED Talk to respond to vocabulary uptake test before watching it a second time to give a presentation about "effective models of businesswoman", experimental group who were exposed to online authentic input achieved higher than their colleagues in the control group who were taught through traditional teaching practices. The gained knowledge in both oral presentation skills and vocabulary uptake/retention based on a strict speaking skills rubric and a strict vocabulary scoring method that gave credit for partial knowledge, respectively.

In a large scale survey of Canadian students, Berman and Cheng (2001) found nonnative-speaking undergraduate and graduate students ranked speaking tasks as more difficult than listening, reading, and writing assignments. Moreover, Radzuan and Kuar, (2011) and Woodrow, (2006) have attested to the anxiety non-native English-speaking students experience when delivering formal presentations in English (Leopold, 2016).

Providing students with effective environment enables language speakers to speak fluently and interact freely with each other. Such a motivating environment encourage learners to speak freely without anxiety and apprehension. Traditional strategies of instruction do not provide learners, especially non-native speakers of English, with such encouraging and stimulating environment (Salem & Abu Al-Diar, 2014). Public speaking anxiety is one of the factors affecting students' oral production in the target language. It results in various problems such as students' reluctance to take part in the speaking activities. Eventually, it may lead to students' poor performance (Melouah, 2013; Mohamed & Wahid, 2009).

The advancement of technology and online services has been remarkable, for example, Youtube, MOOCs and TED Talks offer tremendous amount of authentic learning material and inspire instructors to develop classes utilizing these services, especially in the field of ESP (Hashimoto, Fukuda, & Okazaki, 2015). TED Talks are of high educational value for the availability of linguistic support, being the innovative and engaging content, and the clarity of the presentation structure. Talks available on TED website provide listeners with full subtitles and transcripts in various languages, it enables the incorporation of content into language instruction with ease for both teachers and students (Carlo, 2014; Denskus & Esser, 2015).

5. Conclusions

TED talks suit the nature of ESP courses as TED talk presenters share the latest innovations in a variety of fields including science and technology. As such, these talks are inherently interesting for students, thereby increasing enthusiasm for study (Rubenstein, 2012; Sugimoto & Thelwall, 2013; Taibi et al., 2015). Moreover, the structure clarity of the presentations lend themselves easily to teaching oral presentation skills (Cain, 2016). In his study, Nugraheni (2017) concurs that online videos represented in TED Talks duly improved students' public speaking skills from the viewpoints of both students and lecturers. Gwee, and Toh-Heng, (2015) envisaged that developing student oral presentation skills can be possible with the help of mobile devices. TED presentations also enhance spoken academic discourse (Theunissen, 2014). The use of TED Talks provided students with all the communicative elements that allow them to use English to express their ideas. TED videos provide learners with useful authentic materials and subtitles to encourage them to learn target languages (María, Junior & Astrid, 2018).

In addition, TED Talks promote the learners' abilities to store and retrieve vocabulary especially in ESP courses. Nguyen and Boers, (2018), illustrate the potential of TED Talks as a source of authentic audiovisual input in

EFL classrooms. Their study revealed that TED Talks videos positively influenced nonnative students in Vietnam through improving their abilities to uptake and retrieve vocabulary presented through such an audiovisual tool. In addition to being a source of authentic materials, TED Talks represents a textual input, students usually benefit from engaging with the TED Talk videos and the meaning-focused oral output activity.

The current study focused mainly on the permanent and everlasting gain in ESP students' oral presentation skills on the long run in their university study level. Upon joining the workplace, business majors make use of gained knowledge. Good communication is an important skill needed in professions to ensure effective communication with audience and professionals (Ali et al., 2012). Traditional strategies of oral communication skills development are rarely motivating, therefore, technology-integrated tools for enhancing communicative skills are viewed to be interesting and motivating. Accordingly, Fukkink, Trienekens, and Kramer, (2011) view that formal video review has been found to be effective in improving communication skills learning in professionals with frequent client contact. In their study, they reviewed 33 experimental studies that deal basically with the impact of using video feedback allowed course participants in initial vocational training or refresher courses, who worked in domains requiring contact with people (e.g., social workers, doctors, nurses, teachers, psychologists), to improve their interaction or communication skills. Findings revealed that participants' use of their own video recordings and the interaction skills improved their interaction or communication skills.

TED speakers seek to make their ideas accessible to those outside the field by delivering short, carefully prepared talks. TED speakers sometimes tell audience delightful stories of the impact of their talks. Fortunately, this form of public speaking has proved hit online, to the extent that more than 1 billion TED Talks are viewed annually. TED organizers have worked hard with hundreds of TED speakers, helping fine-tune their messages and how they deliver them (Anderson, 2016) to both impress people and to express themselves.

Talk Like TED is a tool for anyone who wants to speak with more confidence and authority. It is really helpful for those who delivers presentations, sells products, and services, or leads people who need to be inspired. While you may never speaker at an actual TED conference, you can succeed in business through delivering TED-worthy presentations, which represent a bold, fresh, contemporary, and compelling style that help you win over your audience (Galo, 2014).

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