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An Investigation into the Effectiveness of TED Talks Videos
to Improve Learner's Vocabulary Knowledge in the Speaking
Skill:

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

Dissertation submitted in partial fulfillment of the requirements for a
Master Degree in Sciences of Language

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Declaration

I, Razane Meral **DOU**, do hereby declare that this present work entitled “Investigation into the effectiveness of TED talks videos to improve learner’s vocabulary knowledge in speaking skill” is originally and authentically the result of my own independent investigation/ work. I certify that it has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information.

This work was certified and completed at Mohamed KHEIDER University of Biskra.

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Dedication

I would like to dedicate this work to the memory of my beloved grandfather “**Dou Messouad**”

I hide my tears when I say your name, but the pain in my heart still the same

May Allah grant you the eternal peace and el “Jannah”

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 my “*Mom & Dad*”

Who gave me love, peace and courage to be better person and thank you for teaching me patience and tolerance in the most difficult and challenging situations

May Allah protect you both for me

To my “*Aunty and Uncle*”

The source of inspiration, confidence and hope, who gave me the support I need

Thank you for being by my side in every step of my life

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

Nothing compared to the joy of having you in my life and the care you gave me

Thank you for being there for me through this trial in my life

To all my “**Friends**”

Who have listened without prejudice, help me without entitlement, and supported me without conditions. Thank you for the true friendship

To all my “**Supervisor & Teachers**”

Who were the source of guidance and advice you have bestowed upon me

Thank you for the hard work and the professionalism help

And a special thanks to the ones who read my work

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“In the name of Allah the most Beneficent, the most Merciful”

“In the name of Allah, who with His Name nothing can cause harm in the earth nor in the heavens, and He is the All-hearing, the All-Knowing”

All praise is due to God, I am extremely thankful to Allah who gave me courage to finish this work

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Abstract

To achieve a decent and high level in the speaking skill, especially for English as a foreign language (EFL henceforth) learners is an obligatory and important skill to communicate effectively. However, the ultimate aim of the speaking skill was not always assured, as was the issue for the majority of the third year EFL learners at Biskra University. In addition, the objective of the current study was to investigate the effectiveness of TED talks videos to improve EFL learners vocabulary in the speaking skill, and how teachers' attitude towards the method of acquiring vocabulary with public speaking videos for EFL students in English classroom. Methodologically, this research was carried out using a qualitative method approach, with a sample that consisted of a group from the third year students in the context under investigation. To gather data and confirm or disconfirm the hypotheses, we opted for two data collection methods: a teachers' interview, which was administred to nine teachers of oral expression, and an unstructured questionnaire addressed for students. Ultimately, the outcomes revealed that the students face intricate difficulties in vocabulary while speaking, and these difficulties were due to a number factors, in addition to the lack of practising and the way of learning the speaking skill. Besides, the questionnaire findings showed an interest on the part of these students towards the public speaking videos and agreed on the usage of TED talks videos to gain vocabulary and enhance the speaking skill. On this point, the teachers also believed on the fact that TED's videos are useful for EFL learners, as their wide range contribution of characteristics that enhance both speaking and vocabulary.

Keywords: EFL learners, ICT, methods of acquiring vocabulary, Public speaking, speaking skill difficulties, TED talks videos, Vocabulary

List of Abbreviations and Acronyms

LMD: Licence, Master, Doctorat

OE: Oral Expression

PS: Public speaking

EFL: English as a Foreign Language

FLL: Foreign Language Learning

ICT: Information, Communication and Technology

IT: Information Technology

TED: Technology, Entertainment and Design

PV: Productive Vocabulary

RV: Receptive Vocabulary

VLS: Vocabulary Learning Strategies

PC: Potable Computer

L1: First Language

I.e: That is to say

Q.1: Question One

W.W.W...: Word Wide Web

IELTS: International English Language Testing System

TOEFL: Test of English as a Foreign Language

RH: Research Hypothesis

RQ: Research Question

Dr.: Doctor

n.d: no date

P: Page

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General Introduction

Language is the means or method of communication between humans. It can be spoken or written. It is argued that speaking is the most common skill. In fact, the importance of this skill is that it is considered as the most important type of communication. This is so because people speak more than they write and speech is one of the language communication tools and it represents a fundamental pillar in the communication process.

The speaking skill is important to the development of students' speaking ability and therefore their ability to obtain an education. Students need a vocabulary to talk freely and so that others can comprehend what they are speaking. Otherwise, speaking is called the ability to communicate through language and to improve this approach EFL learners need to master several aspects: grammar, vocabulary, pronunciation...etc. In addition, this leads to better communication and speaking skill in the English language. Knowing how to speak in an oral communication has a great presence in our lives.

Nobody can deny the importance of oral production for EFL learners in the English language. It is reasonable since one of the indicators to measure one's ability of a particular language is his/her ability to speak the language, rather than the other language skills like reading, listening or writing. However, speaking is still the most challenging skill faced by most English language learners. Language learners usually desperate to improve their speaking abilities despite their proficiency in the other skills: reading, writing and listening.

The speaking skill also plays an important role for modern society but also for the future society, and there is no doubt that speaking is one of the most important types of linguistic activity for young and old. People use speech more than writers. That is, they speak more than they write. Therefore, speaking can be considered a form of linguistic delivery for humans, and as a result, it is considered the most important part of language practice and use.

The importance of teaching speaking skills in the language is shown in that it represents the practical aspect of language learning. Speaking skill is one of the language skills that depend on the speaker's culture in producing meaning and communicating it to the listener. Most educators see the need to pay attention to language production skills (speaking and writing, because of their great importance in education; and because they represent the functional side of language, in formulating ideas, and producing them with words expressing meaning in form and content).

In addition, the implementation of information, communication technologies in the foreign language classroom is vital and beneficial for the learners, especially in the oral expression session. In order for that EFL learners to speak fluently, they need the application of the ICT inside and outside the classroom. Therefore, it is very substantial for students to use visual aids during their OE classroom, such as TED talks videos it helps them enhance their public speaking and motivation during this session. TED Talks Videos are valuable educational materials, that allows students to learn the target language, enable them to be exposed to mother tongues, as well witness their usage of natural language. The usage of EFL students to TED talks videos facilitate for them the concept of public speaking, in order to communicate or present without the anxiety of making mistakes or the lack of self-confidence. At the same time, it improves their vocabulary and pronunciation, likewise provides them with inspiration and new ideas from different domains and fields.

1. Statement of the Problem

One of the difficulties that EFL learners face in the speaking skill is the lack of vocabulary; students do not have enough vocabulary and terminology to discuss certain topics in English. They often do not find the correct words to discuss while speaking. Therefore, speaking is the ability to employ verbal, linguistic, vocal and eloquence skills to communicate

and socialise with others at the level of comprehension or expression, and it is also known as the skill of transferring ideas and meanings from ideas to others in expression and flow with health and integrity in performance.

However, as we can see there are a huge number of EFL students that face this problem of vocabulary in the speaking skill because it is one of the essential proficiency for mastering to write, read, listen and speak in acquiring fluently this skill, this aspect should be mastered by EFL learners besides punctuation and grammar....etc. Students should gain and memorise numerous vocabulary to speak fluent, clear and good communication with the speaker. Therefore, learners cannot speak about anything, any subject or specific field without vocabulary and so on vocabulary is an essential skill for EFL learners to master the four skills. With mastering or learning the vocabulary English students can be able to speak with fluency, students should improve their level in speaking skill by paying attention to learning vocabulary because that leads to better speak.

There are different solutions to avoid this difficulty, which is the lack of vocabulary in speaking skill and to improve or make you learn and gain much more vocabulary and terminology in the target language. Consequently, one of these techniques is the use of public speaking videos, which deals with a variety of files that discuss different topics. Furthermore, it enables learners to enhance their speaking by gaining vocabulary knowledge, as it improves the listening skill and that leads to better pronunciation, as one of these public speaking videos are TED talks' videos.

Public speaking is the process, an act or art made by a speaker to perform a presentation (speech) in front of the audience, in order to entertain, influence or inform them and this will be an individual directly speaking to a live audience in a deliberate manner. Public speaking is usually the grasp of a single person as the formal individual face to face talking to a group of

listeners, public speaking is to motivate the listener or the audience to turn out into a better communicator with so many vocabularies.

2. Research Questions

This research seeks to answer the following research questions:

RQ1: Do students of third-year have a lack of vocabulary while using their speaking skill?

RQ2: To what extent can TED talk videos solve the learner's issue and help them to enhance their vocabulary in speaking?

RQ3: How far TED talk videos can increase the students speaking ability?

RQ4: What are the main techniques used by EFL learners to improve vocabulary?

3. Research Hypotheses

Based on the abovementioned research questions, we propose the following research hypotheses:

RH1: EFL learners have a lack of vocabulary when they speak.

RH2: TED talk videos are effective to help students to improve their vocabulary or learning new vocabulary to use while speaking

RH3: Speaking can be improved to develop the language skills with TED talk videos

RH4: acquiring vocabulary with public speaking videos is beneficial for EFL students in the English classroom.

4. Aims of the Study

Through the present research, we generally aim of this study at investigating the effectiveness of public speaking or TED talk videos to promote EFL learners' vocabulary in the speaking ability.

More specifically, this research work aims to:

- To find out how far the TED talk videos can improve student is speaking ability.

- Understanding to what extent public speaking or TED talk videos work in progress of the speaking ability of the third year classroom students at Biskra University.
- Investigate the effectiveness of the role of TED talk videos in settling EFL learners' problem in speaking skill.
- To see if TED talks videos can be a functional way to facilitate EFL student's vocabulary in speaking.
- To raise the student's awareness of how TED talks videos can participate in improving vocabulary knowledge proficiency in and out the classroom and support them in their English learning practice.
- We highlight the significance of public speaking videos as a beneficial way to learn vocabulary in and out of the classroom environment for rising learner's motivation.

5. The Research Methodology for this Study

For this research study, in order to confirm or disconfirm the hypotheses, we adopted the qualitative approach. This study was selected in accordance with the ultimate goal of our research, mostly related to subjective evaluation of perceptions, attitudes, views, and behaviours. Furthermore, to investigate the effectiveness of TED talks videos, as well as how it improves learner's vocabulary knowledge in speaking skill, we opted for a Case Study research design. The latter is seen correspondent to the nature of this study.

6. Population and sampling technique

The targeted population in this study was the third-year students of English at Mohamed Kheider Biskra University. The total number of students in the English faculty is approximately 314 students. Therefore, a number of 23 students participated consisted our sample. The participants were from different third-year groups. The choice of the third year students was because they were suitable to the nature of our investigation. Additionally, the sample selection was made based on a specific sample strategy in which the researcher picked

the participants of the study intentionally on the basis of the study's objective. In other words, the purpose behind the selecting of the third year sample is not made purposefully. but for several reasons.

7. Structure of the Dissertation

The following is the intended structure for this research work as this dissertation is organised according to the following outline:

Chapter One presents the theoretical background about both speaking skill and vocabulary. Initially, it provides the definition, elements, importance, characteristics of the speaking skill and the difficulties that learners face in the foreign language. Then, the second section is about the definition of vocabulary, types, importance, the techniques used and the vocabulary learning strategies for EFL learners.

Chapter Two displays an overview of the TED talks videos and the impact of ICT on students learning. First a brief definition of ICT, its benefits in the oral classroom, then the role of technology in teaching EFL, as well as the definition of public speaking, the benefits of studying it, the essential elements of PS and the importance and techniques of teaching public speaking are presented. Finally, introducing TED talks videos, the types and the advantages of using such videos in EFL classroom also the elements of a good TED talk will discussed in this chapter.

Chapter Three portrays the set of methodological features, the fieldwork and data analysis, as well as the interpretation of the results from the using two data collection methods: a teacher's interview and a student's questionnaire. Finally, this chapter synthesises and summarises the results and draws some conclusions.

Chapter One: The Speaking Skill and Vocabulary: A Theoretical Background

Introduction

1.1 Definition of the speaking skill

1.2 The importance of the speaking skill

1.3 The role teachers in teaching speaking

1.4 Speaking difficulties in foreign language learning classroom

1.4.1 Inhibition

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1.10.1 Visual techniques

1.10.2 Verbal techniques

1.10.3 Advantages of visual and verbal techniques

1.11 The vocabulary learning strategies for EFL learners

Conclusion

Introduction

The aim of this chapter is to present an overview of two important elements in learning any foreign language. This chapter is divided into two important sections. The first is to present the speaking skills (listening, reading, and writing). Furthermore, one of the most substantial elements of talking about speaking skill is the role of teachers in teaching speaking and how this skill will be improved. Moreover, in this section, vocabulary and its definition, types, techniques, strategies and especially its importance are displayed.

1. 1 Definition of Speaking

In the view of researchers, there are countless definitions of speech. According to the "Oxford Dictionary of Modern English" (2013), the spoken language is the act of using oral language to convey information or express emotions. Likewise, McDonough and Shaw (1993) define that "speaking is not the oral production of written language, but involves learners in the mastery of a wide range of sub-skills which, added together, constitute an overall competence in the spoken language" (p. 53). For Hedge (2000) the spoken language is, "A skill by which they [people] are judged while first impressions are being formed."(p.261). That is, speaking is a crucial ability that ought to attract a lot of attention in each the primary language and the second language since it reflects people's thinking and characters.

The spoken language ability is also defined as the skills that enable us to communicate effectively. It allows the speaker to communicate information verbally in a way that our audience can understand us. Also, it is an interactive process in which information is shared and listeners take action when necessary. Hence, it is important to develop both the speaking and listening skills for effective communication.

The same views are shared with Davies and Pearse (2000). For these two authors, “speaking takes place in real-time, we have to do a lot of things together: understand what the other person is saying, say what we want to do when we have the opportunity to speak” (p. 82). Furthermore, Baker and Westrup (2003) define, “Speaking as the use of language for a purpose. For example, sometimes instead of repeating sentences for students, students are given a topic and let them construct and speak their answers” (p. 7).

In order to be a good English learner, knowledge of grammar, vocabulary, pronunciation, intonation, and so on, are not enough to be competent, it is necessary to use and practise all these elements altogether in order to communicate successfully.

Therefore, it can be concluded that speaking is a human ability, which is directly produced through body language and symbols and is an interactive process of constructing meaning, which also involves generating information. Additionally, on the authority of the speaking skill Torkey (2006, p. 7) elicits:

Students’ ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language.

Otherwise, learners are required to enhance and demonstrate their oral or speaking competencies, such as pragmatics, discourse, grammar, pronunciation and especially vocabulary.

1.2 The Importance of Speaking

Nowadays many foreign language learners focus on improving and enhancing the speaking skill because they feel that mastering the speaking abilities of a certain language is an indication of mastery of all other abilities. Additionally, mastering the speaking skill, especially for language learners in a specific target language, will enable learners to communicate effectively, as well as to improve other skills.

For Ur (1996, p. 120), speaking is the main skill priority in foreign language learning. In his words, this idea is expressed as the following,

Of all the four skills (listening, speaking, reading, and writing), speaking skill seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowledge, and many if not most foreign language learners are primarily interested in learning to speak.

Moreover, the integration of the other language abilities demonstrates the necessity of talking. Speaking, for example, can assist learners learn and subsequently improve their vocabulary and grammar. Speaking also allows learners to express personal feelings, opinions or thoughts, share stories, inform or explain, ask questions, communicate or discuss with others. Thus, various language functions are provided thereafter.

The speaking skill is essential to achieve career success in real life. Baker and Westrup (2003) emphasise that this importance stating that: “...A student who can speak English well may have a greater chance for further education, of finding employment and gaining promotion” (p. 5). Therefore, it is important to learn how to communicate properly in English, particularly for those who choose to continue their studies working at the third level or in an environment where it is needed, due to globalisation.

According to Celce-Murcia (2001), “The ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.”(p.103). Thus, the integration of other language skills further highlights the importance of spoken language. For example, speaking can facilitate and develop learners their vocabulary and grammar thereby ameliorate their writing competencies, with the speaking ability students will be allowed to express whatever they want to express: feelings, thoughts, telling stories, opinions, communicate comfortably...etc.

1.3 Elements of Speaking

Learners need to be effective in the speaking aspects and social intellectual processing to be able to speak English successfully and fluently. According to Harmer (2001, p. 269) that “The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language ‘on the spot’.” That is to say, a competent speaker does not just opt to grasp the language features or elements...etc. it is rather a matter to have the capacity to understand and receive and convey ideas, thoughts and communicate concepts from one to another accurately. Respectively, this author cites As he cited two major elements of the speaking skill. These are:

1.3.1 Language Features

In comparison to the development of practical examples in language exercises, amongst the essential factors for spoken production are the following:

1.3.1.1 Connected Speech. Effective English speakers must be able to employ fluent 'linked speech' in addition to producing separate phonemes of English. The sounds are changed, removed, added or diminished with associated speech. That is why our initiatives aiming to improve their connected speech should involve students (Harmer, 2001, p. 269).

1.3.1.2 Expressive devices. English native speakers adjust the tone and stresses of some expressions, varying in volume and pace, bodily and non-verbal ways, how they feel (especially in face-to-face interaction). Thus, the employment of these instruments helps to communicate significance, they allow the extra passion and intensity to be expressed. If students are to be completely efficient communicators, they should be able to deploy at least a few such overlapping features and devices in the same way (Harmer, 2001, p. 269).

1.3.1.3 Lexis and Grammar. The usage of a number of frequent lexical sentences, particularly in the functioning of specific language functions, is characterized by spontaneous speech Therefore teachers should provide a range of sentences for diverse roles such as acceptance or discrepancy, convey surprise, shock or consent. Additionally, when students participate in certain circumstances, such as a job interview, we may also provide them with some relevant words that they may make at different phases of interaction (Harmer, 2001, p. 269).

1.3.1.4 Negotiation Language. Students are much benefitted by the use of the language of negotiation; they often request clarification if they listen to others of what they are saying. The teachers must thus provide them the essential words to question the other speakers for clarification. As stated by Harmer (2001, p. 270) “they use negotiation language to show the structure of their thoughts, or reformulate what they are saying in order to be clearer, especially when they can see that they are not being understood”.

1.3.2 Mental / Social Processing

If the mastery of language skills, such as those mentioned above is a portion of the productivity of a speakers, the success likewise depends on the quick processing abilities needed to talk (Harmer, 2001, p. 271).

1.3.2.1 Language processing. This refers to the learner's capacity to use languages in their thoughts to process the language in a consistent order so that the other interlocutors can understand it and get the intended meanings. Furthermore, Effective speakers need to be able in their own minds to digest the language and to place it in a coherent sequence in ways that are not just understandable but that convey the desired meanings (Harmer, 2001, p. 271).

1.3.2.2 Interacting with Others. Interaction with others: interaction with one or more people is most important. That implies that efficient speech involves a lot of listening, understanding the other participants and knowing how to turn or enable others to do so linguistically (Harmer, 2001, p. 271).

1.3.2.3 Information Processing. This concerns the capacity to digest information as soon as we receive it quickly, i.e. the speaking time receives information; the speakers should be ready to answer. It should be recognized, however, that this immediate response in many other language groups is very cultural and not valued by the speakers (Harmer, 2001, p. 271).

1.4 Teaching Speaking

Communicative efficiency is the purpose of teaching speaking skills. Applied to their existing skills, learners should be able to understand themselves to prevent misunderstanding in the message because of a defective pronunciation, grammar, or vocabulary. Furthermore, as listening, speaking is a communicative skill and it is vital and important in learning any language.

Besides, teachers need to take it into account developing student's speaking ability when teaching the English language. Al-Sibai 2004 (as cited in Al-Hosni 2014) claims, "Live at a time, where the ability to speak English fluently has become a must, especially who want to advance in certain fields of human endeavour". (p.22). In other words, the efficient use of

the target language has become, because of its significance in human existence, a vital aspect for teaching any language in order to transmit, understand and express: "pensions, ideas and sentiments..etc.". Additionally, according to Harmer (2007, p. 123), teaching speaking can be beneficial for three reasons: Firstly, it provides students with the opportunity for speaking the foreign language to know people namely teachers and classmates within the classroom. Secondly, in teaching speaking, students are given educational assignments where they take the advantage to express their knowledge simply and freely in order for them to diagnose their strengths as well as their weaknesses. Thirdly, teaching speaking creates all of the retained information about language grammar structures practised away by learners that, certainly lead them to speak fluently and without difficulty.

Good speaking activities can and should be extremely engaging for the students. If they are all participating fully - and if the teacher has set up the activity properly and can then give sympathetic and useful feedback - they will get tremendous satisfaction from it. In other words, the teacher has to assign students to conduct a speech task and only intervenes to provide guidance or correct errors when necessary, and this position enables teachers to comprehend the difficulties that students encounter during speaking exercises. So, when assigning a task to students, teachers should perform the assignment themselves in order to predict the challenges that the students can face and help prepare them with strategies for that mission (Harmer, 2007).

1.5 Speaking Difficulties in Foreign Language Learning Classroom

Students face difficulties in foreign language classrooms especially while dealing with speaking skill. As claimed by Ur (1996, p. 121) several elements can cause difficulties in speaking. These are as follows:

1.5.1 Inhibition

Students are worried about making mistakes while using the target language, afraid of criticism or shy. Ur (2000) points out “Learners are often inhibited about trying to say things in a foreign language in the classroom. [They are] worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts” (p. 111). In other terms and to be more specific, the fear of bleak feedback and criticism from the teachers and the classmates made a large issue with shy learners.

1.5.2 Nothing to say

The report of Rivers (1968) as cited in (Kouicem, 2010) declares, “The teacher may have chosen a topic which is uncongenial to him, the learner, or about which he knows very little, and as a result, he has nothing to express, whether in the native language or the foreign one” (37). Thus, here, the student cannot find what to say about for learners this topic is unclear or non-understandable consequently, they will not have anything to add or to express about both in the native or the foreign language.

1.5.3 Low or Uneven Participation

Similarly, students did not express their motives. Because the class is large and certain learners are dominant, only one participant can speak at a time, while others speak little or nothing at all, learners tend to say some of those expressions while they are not motivated with the teacher about the topic for example “I have no comment to say” or “I didn’t get the idea” which they believe they have nothing to say.

1.5.4 Mother-tongue Use

When all students use the same native language, they will even use it in the classroom because it is easier to use and they are less exposed. And the learner speaks his mother tongue in order to reduce the chance of contact. As Baker and Westrup (2003) report, “Barriers to learning can occur if students knowingly transfer the culture rules from their mother tongue to a foreign language” (p. 12). In short, if understudies proceed on utilizing the first language rather than the objective language, learning will get difficult if certainly feasible attributable to an absence of jargon.

1.6 Characteristics of the Speaking Skill

The characteristics of speaking competencies, according to Richards and Rodgers (2001), “fluency and acceptable language is the primary goal: Accuracy is not judged in the abstract but in context.” (p.157). That is to say, in the communication method, fluency and accuracy are the main characteristics of the method, and they are regarded as supplements to the completion of specific tasks. In the same way, Hedge (2000) puts forward an important point: “The communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary.” (p.61).

1.6.1 Fluency

As stated by Hughes (2002), fluency and coherence as the ability to connect various thoughts in a coherent way, that is the ability to speak at a normal level of continuity, speed, and effort. Speech speed and speech continuity are key indicators of consistency. Additionally, In order to improve oral English, learners need to have confidence in their abilities to Speaking and understand and pay to monitor and control their production pay attention to your speech.

1.6.2 Accuracy

Accuracy refers to the correctness of the words used. As long as, learners must be familiar with a wide variety of grammatical systems. Learners should be able to build abstract constructs and sentences, as well as lengthy and accurate sentences. One should keep in mind that the correctness and completeness of the language are more significant in terms of oral proficiency. Moreover, as claimed by Burns and Goh (2012), “Speech where the message is communicated using correct grammar. The notion of accuracy can also be expanded to include correct pronunciation according to target language norms” (p.43). Otherwise, accuracy is the right and correct use of the grammar, vocabulary and pronunciation in the language speaking skill.

1.6.2.1 Grammar. Grammar is a highly essential and crucial element in the language speaking skill as maintained by Parsons (2004) that “a grammar is a system of rules governing the structure and arrangement of language.” That implies that each language has its own grammatical structures, and we as students and learners of a foreign language need to comply with these rules to speak the correct language and to communicate the message in the proper manner.

1.6.2.2 Pronunciation. Apart from speaking and communicating to a public or in a group, foreign language learners frequently have anxiety and fear blunders or from making errors while pronouncing. Thus, the success of any language is in fact connected with the mastery of the sound system and pronunciation. According to Kelly (2000), “A consideration of learners' pronunciation errors, and of how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom” (p.11). That is to say, that the learner's incorrect pronunciation in the English language leads to poor communication and misunderstanding in the meaning delivered.

1.6.2.3 Vocabulary. In the absence of vocabulary knowledge, learners, especially in the English language, cannot communicate effectively, thus, if they are not able to speak vocabulary words, they cannot either write them or convey their thoughts. Vocabulary is therefore one of the most crucial parts of spoken language acquisition. Additionally, as claimed by Susanto (2017) “Vocabulary skill is often considered as a critical aspect of foreign language learners as limited vocabulary in a second language, impedes successful communication.”(p.183).

1.7 How to Improve Learners’ Speaking Ability?

Speaking competence is the most significant skill that boosts the foreign language. Thus, students need to enhance their oral skill, since writing the language on its own cannot allow the English learner to speak effectively in their daily life, communicate, ask questions, make requests, being able to convey thoughts ideas or even engage in discussion, and this due to the absence and lack of the speaking ability. Furthermore, in order to increase foreign language students speaking capacity, they need to gain and build confidence while addressing groups or individuals and try to acquire new vocabulary terms in order to use them in their speeches and conversations...etc.

To improve the speaking skill, according to Hussain (2018) and (as cited by Rao 2012), believes the following:

- Listening and speaking should be taught and learnt in quick succession. The teacher introduces the language item in the class and the learners situational it

- Speech is the best introduction to other language learning skills. Learning through speaking is a natural way of learning a foreign language

- Speech is important because it provides the opportunity for the practical usage of a foreign language

- Speech brings fluency, correction then accuracy among EFL learners; and - It enables the teacher to use the class time economically (p. 15)

1.8 Vocabulary: Definition(s)

The term ‘vocabulary’ can have different meanings for different scholars. According to Neuman and Dwyer (2009) Vocabulary can be defined as, "Words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (p. 385). In other words, vocabulary refers to words that a person can express or produce through, for example, speaking or writing, on the contrary, receptive vocabulary refers to all words that a learner can understand, including words that are spoken, written or manually signed.

Furthermore, according to Richards and Renadya (2002), “Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write” (p. 255). To clarify, vocabulary is a field where users who use the language need to face more challenges and do regular and independent work internally and express their thoughts and attitudes outside the classroom, and conduct effective and fruitful communication in oral or written form. Besides, Ur (1996,) adds that “Vocabulary can be defined roughly, as the words teachers teach in the foreign language” (p.60). However, vocabulary item may be more than just one word it could be two or three words: for instance, “grand-father” or “father in law” but they express one idea.

From the definitions above, it can be concluded that the difficulties that the learners face while expressing their thoughts or talking in conversation concern the use of words of the

language and that might not have clear meanings. In this respect, it is often claimed that vocabulary knowledge is often regarded as an important tool for a foreign language learner. The more this learner possesses a rich vocabulary repertoire, the more communication could be successful.

1.9 Types of Vocabulary

In the literature, according to Laufer, et al. (1998, as cited in Maskor & Baharudin, 2016, p. 262), the majority of leading scholars in this field decided to separate, recognised vocabulary knowledge into the field of writing, reading, listening and speaking abilities. Therefore, they split vocabulary into two common types: the passive (receptive) vocabulary and the active (productive) vocabulary as defined by Maskor and Baharudin (2016, pp. 263-264) as follow:

1.9.1 Passive (receptive) Vocabulary

Receptive knowledge of the vocabulary is known and comprehended by learners when they read or listen to a text, learners comprehend the significance of words and acknowledge that have caused them to grasp the text, but not utilized to write or speak. Therefore, the teacher usually learns receptive vocabulary in the manner in which he normally gives its meaning using the word in a phrase, but asks students merely to make a word and only to pronounce it (Nagy, Anderson & Herman, 1987; Webb, 2005)

In short, passive or as it called receptive vocabulary is noticed in the preceding definitions as a group of words that are taught only when the student listens or reads, learners don't utilize it for speaking or writing

1.9.2 Active (productive) Vocabulary

Productive vocabulary knowledge presumed to be understandable words that can be spoken by learners. In reality, students can speak and write these terms fluently. Thus, Productive vocabulary may be seen as an active word process since students may produce words to communicate their thoughts and feelings which others understand (Webb, 2005).

On the other hand, Laufer (1998) divides vocabulary information or knowledge into productive, regulated, and free language words. Controlled production knowledge indicates the ability to build words when the reference is supplied, whereas free production knowledge of the word is capable of spontaneous and unintended usage of words in particular terms, such as autonomous writing.

To sum up, the active (productive) vocabulary is the antithesis of the receptive vocabulary, as when someone utilises the language he enters into two modes of speaking and writing. However, when written, the active vocabulary is big yet opposite when spoken.

1.10 Importance of Vocabulary

Vocabulary is a vital aspect of foreign language instruction hence why which so many teachers concentrate on it. Therefore, Learning and gaining vocabulary will lead to better speaking competence and communication, particularly, in the language. It needs a lot of vocabulary to talk effectively as well as understanding others while talking. Consequently, a number of experts and scholars have researched the value for English foreign language students of vocabulary in speaking skills. Wilkins (1972) as cited by Thornbury (2002, p. 13) declares that “If you spend most of your time studying grammar, your English will not improve very much. You will see the most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!”

To explain further, grammar is seen as a major feature of speech; whereas, vocabulary knowledge, especially when speaking, is seen as most advantageous from grammar. Thus, students require vocabulary to communicate and debate inadequate vocabulary with others with weak vocabulary the message delivered will not be clear to the receive

1.11 Techniques Used in Teaching Vocabulary

In teaching foreign languages, vocabulary is a crucial aspect. That is why teachers depend on different ways to properly teach language. Here are some of the techniques or methods used concerning teaching vocabulary. For instance, Gairns and Redman (1986, p. 73-76) divide the teaching techniques into three principal types: Visual technique, verbal technique and translation. The purpose of these teaching techniques is to describe how important is the use of visual and verbal to teach vocabulary. Those techniques are divided into sub techniques: visual techniques contain visuals, mime and gestures, verbal techniques include the use of illustrative situations, use of synonym and definition, contrasts and opposites, scales and examples of the style then translation. Furthermore, learners understand the significance of vocabulary words, likewise, this may make teaching and learning more interesting for EFL students, due to these three basic vocabulary teaching techniques.

1.11.1 Visual Techniques

- **Visuals**

These include flashcards, pictures, and drawings for blackboards, wall charts and realities (i.e. objects themselves). They are widely used for conveyance and particularly good for teaching practical vocabulary items like food or furnishings and specific vocabulary fields such as places, occupations, people descriptions, activities (such as sport and verbs of

movement). Because this kind of techniques will to the learner simplifies the process of memorising and gaining more vocabulary terms.

- **Mime and gestures**

These are used predominantly to augment other techniques of transmitting meaning and significance. If a teacher taught an item like "swerve," he may develop a picture, using the blackboard and the action to strengthen the idea, in order for students to grasp and be easily comprehend the meaning.

1.11.2 Verbal Techniques

- **Use of illustrative situations: (oral or written)**

Teachers typically use more than one event or context to ensure that the learners understand the subject. When objects are more abstract, that is most beneficial. That is to say, that there is a lot of words that may be described by drawings and images, and it is also a great tool for explaining and understanding obscure terms.

- **Use of synonymy and definition**

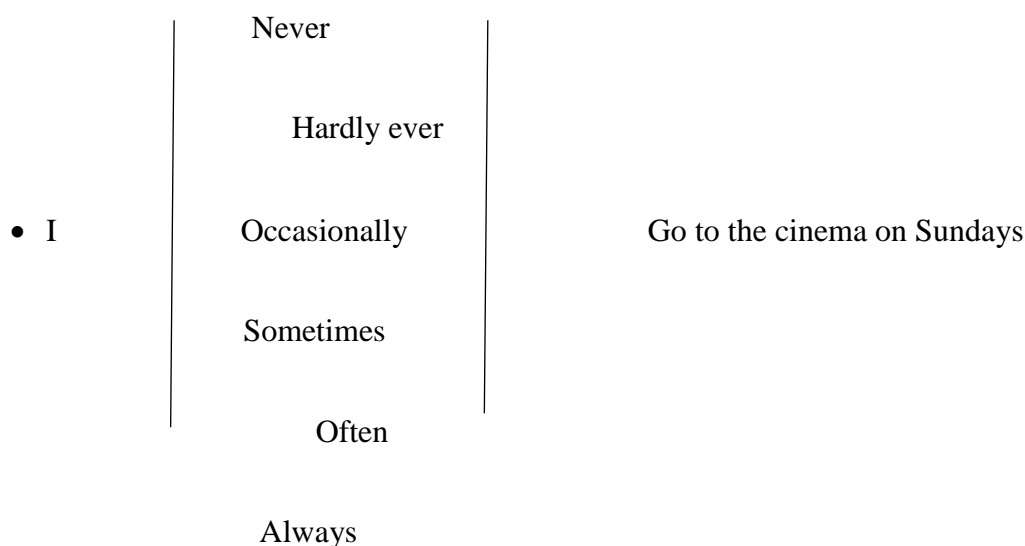
The definition alone is frequently inadequate and contextualized as a tool for expressing meaning. For example, the restrictions of the item normally have to be clarified, the examples, are usually necessary to clarify the item's boundaries. Therefore, Teachers frequently employ synonyms with low-level students for example "miserable" means "very sad", as well as with high-level students for instance "Bloke" which means "man".

- **Contrast and opposites**

This technique is the same as synonyms and commonly used by the students themselves, A new item such as “sour” can simply be presented by contrasting it to “sweet”, since intermediate learners currently know it they will ask about the word’s opposite. Nonetheless, the particular passage must be illustrated.

- **Scales**

It assists learners to acquire contrasting and related gradable objects that might be beneficial to check and feed new items. For instance, adverbs of frequency:



1.11.3 Translation

This strategy helps learners to clarify and explain the meaning of the words and translate them into the target language from the mother tongue, but it does not always express the extra sense of the item. Moreover, sometimes it might be seen as harmful since students continue to utilize the mother tongue as a foundation.

1.12 Advantages of Visual and Verbal Techniques

Ajabshir (2011) as cited in (Afrizal et al, 2015, p. 35) states the advantages of visual. They are as follws:

- a. Students remember vocabulary easier than has been presented by visual technique.
- b. Visual techniques help students associate presented vocabulary in a meaningful way.
- c. Students can visualize what the word means and related the word to the actual object.
- d. Visual techniques facilitate recall of vocabulary that word do not alone.

In addition, he cited the Advantages of Verbal Techniques describes the advantages of verbal techniques are:

- a. Verbal techniques allow students to learn word effectively in a different aspect.
- b. Learning synonyms of known words may be faster, because students may gain a large 6 amount of vocabulary knowledge from known synonym.
- c. Learning by using the verbal technique will develop students' memories.

1.13 The Vocabulary Learning Strategies for EFL Learners

EFL learners need to follow some vocabulary strategies that can help them to remember and perceive new vocabulary words. In this respect, Schmitt elicits (2000), "Commonly used VLS seem to be simple memorization, repetition, and taking notes on vocabulary. These more mechanical strategies are often favoured over more complex ones requiring significant active manipulation of information (imagery, inferencing, Keyword Method)" (p. 132). In other

words, that the VLS three key features: memorizing, repeat and taking notes, are the easiest and preferable ways to simplify student vocabulary learning processes, rather than the other strategies that complicated student language learning.

According to Schmitt (1997) as cited by Schmitt (2000, pp. 133-136), there are various vocabulary learning strategies about fifty-eight. Here are some of these strategies:

- **Determination strategies (DET)**

These first strategies are employed by a person to discover the meaning of a new term without the knowledge of someone else. Furthermore, this can be done by imagining a structural understanding of language, by deviating an L1 context or by utilising reference materials.

- **Social strategies (SOC)**

This technique is to enhance language development, by employing interaction with other individuals. As the learner can get knowledge about a new term from professors or colleagues and answer in several ways (synonyms, translations, etc.).

- **Memory strategies (MEM)**

It is a mental processing strategies that used in kind of pictures or grouping forms, a new word may be incorporated with several sorts of existing information (e.g. previous or known words) or pictures (e.g. images of the word form or meaning characteristics). Additionally, groupings are a key means that can help the learner to memorize

- **Cognitive strategies (COG)**

They are including repetition and the use of mechanical tools to learn the language, including the maintenance of notebooks. Furthermore, they are comparable to memory methods but not primarily focused on mental processes.

- **Metacognitive strategies (MET)**

Involve a conscious review of the study process and decide on the finest methods for studying. Thus, it involves determining on the most effective study, review techniques and testing for measurements improvement.

Table 1.1

Example of vocabulary learning strategies

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<i>Strategy group</i>	<i>Strategy</i>
<i>Strategies for the discovery of a new word's meaning</i>	
DET	Analyze part of speech
DET	Analyze affixes and roots
DET	Check for L1 cognate
DET	Analyze any available pictures or gestures
DET	Guess meaning from textual context
DET	Use a dictionary (bilingual or monolingual)
SOC	Ask teacher for a synonym, paraphrase, or L1 translation of new word
SOC	Ask classmates for meaning
<i>Strategies for consolidating a word once it has been encountered</i>	
SOC	Study and practice meaning in a group
SOC	Interact with native speakers
MEM	Connect word to a previous personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word to its synonyms and antonyms
MEM	Use semantic maps
MEM	Image word form
MEM	Image word's meaning
MEM	Use Keyword Method
MEM	Group words together to study them
MEM	Study the spelling of a word
MEM	Say new word aloud when studying
MEM	Use physical action when learning a word
COG	Verbal repetition
COG	Written repetition
COG	Word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary notebook
MET	Use English-language media (songs, movies, newscasts, etc.)
MET	Use spaced word practice (expanding rehearsal)
MET	Test oneself with word tests
MET	Skip or pass new word
MET	Continue to study word over time

Source: Schmitt, 1997.

Note: Reprinted from *Vocabulary in Language Teaching* Cambridge Language Educator University of Nottingham Copyright 2000 © Cambridge University Press.

Conclusion

As mentioned above, improving learners speaking ability is a hard task for teachers to make them enhance their vocabulary to improve their English speaking language. Therefore, in this chapter, we started with an overview about the speaking skill and how it is important for EFL learners, as well the difficulties that students often face and which should be treated as a serious issue. Additionally, its elements, characteristics and role of teachers in increasing learners speaking have also been presented and discussed. Next, we moved to the second part

in this chapter, which was about vocabulary as it is considered as the core of language use. We started by the definition, the types, and the importance of vocabulary in the speaking skill. Lastly, we discussed the vocabulary learning strategies EFL learners should consider in the speaking skill.

Chapter Tow: ICT and TED Talks: An Overview

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2.1.1 Definition of ICT in education

2.2 The benefits of using ICT in oral classroom

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2.13 Characteristics of a good TED talk

2.14 Elements of TED talks

2.15 The difference between TED and TEDx

Conclusion

Introduction

This chapter establishes the scope and intent of introducing the background as the first section deals with the definition and meaning of ICT as an advancing idea. The use of information and communication technology in teaching is important and it has a significant role in teaching and learning. On the other hand, public speaking is the key to a person's success in several features of life. Thus, it is essential for teachers to effectively teach courses and help students express their thoughts well in class. The second section of this chapter intends to provide and will try to shed light on TED talks videos, an overview about it, what are these videos: definition, brief history, types, the advantages of using TED talks in EFL classes. Then, we opted for the characteristics of a good TED talk then its elements and finally, we concluded this chapter with the difference between TED and TEDx.

2.1 Definition of ICT

Information and communication technologies (ICT) is a wide idiom for data invention (IT) that alludes to all correspondence advances, including the web, remote organisations, phones, PCs, programming, middleware, video-conferencing, interpersonal interaction, and other media applications and administrations empowering clients to get to, recover, store, send, and control data in a digital form. Likewise, ICT means a unified system of cabling (including signal distribution and management) or link system, it is also used to refer to the convergence of media technology such as audio-visual and telephone networks with computer networks (Pratt, 2019).

2.1.1 Definition of ICT in Education

The incorporation of ICTs into education is supposed to improve learners' skills in the target language as well to enhance their level. Therefore, Tinio (2002) claims that using ICT in the classroom will help cultivate learners' interest in the topics discussed, facilitate classroom

experiences for both teachers and learners, and shift the attention of the learning process to the learner rather than the teacher.

ICT is beneficial for EFL learners. It can contribute to changes in teaching practices, school innovation, community services, and especially the way of learning. Also, ICT can also have an impact on students beyond their knowledge of traditional school subjects. For example, videos have an impact and positive effect on student's motivation, such as their attitudes toward technology, instruction, or the subject matter. Besides, According to Rosenberg, (2001) and Steeples and Jones, (2002), the application of information and communications technology (ICT) in education is significantly changing learning and teaching methods. For example, the incorporation of computer-mediated communication with digital courseware, online libraries, and databases has resulted in the advent of a whole new type of educational environment known as e-learning or networked learning.

2.2 The benefits of using ICT in oral classroom

No doubt, the advantages of ICTs in the learning process are the reason why we are very connected in every aspect of the present generation to the use of technology, but their influence is largely reliant on their application. In fact, technological equipment and connection without human impact are not sufficient to increase learning; ICT needs the student to be truly engaged and a well-defined educational project to be regarded as an efficient instrument.

According to the available literature, Azemi (2017, pp. 112-116) states some of the benefits of using ICT in an oral classroom. These are as follows:

- **Enhancing motivation and engagement in the language classroom**

ICT encourages learners to become more interested in the learning process. In addition, instructor engages in meaningful contact, increase interest and motivation of the students through an increased amount of genuine content in classrooms (blogs, podcasts and digital films).

- **Promoting learners' autonomy and centeredness**

Recent approaches and techniques used by teachers for teaching the foreign language have been part of a wider reform, which encourages and expands the engagement of students and makes their education more involved.

- **Boosting interaction and communication**

ICT has increased and strengthened engagement and real communication between English users and learners. True, that there is no alternative for face-to-face contact but students have no time or money to go and learn from students in other areas of the world. For instance, a simple video or audio link to the Internet can allow language users to share information and ideas.

- **Enhancing multisensory delivery and authenticity**

Student motivation and interest in learning are increased by using blogs, wikis and podcasts to publicize student tasks and class successes of prospective authentic readers.

- **Boosting students' performance on written class assessment**

The efficiency of foreign language training based on ICT has been explored by research in diverse circumstances. Study reveal that the utilization of ICT-enabled English teaching settings caused gains in the language abilities of students, improved interest in language learning and raised their performance.

2.4 Technology in teaching EFL

Technology has a great impact on EFL student to enhance teaching and learning, precisely the English language. Therefore, technology can make students learn English both inside and

outside the classroom, for example, using public speaking videos. In this way, learners do not only learn efficiently and effectively by doing this, but they will as well learn all the linguistics skills and learn from their own mistakes which mean “self-awareness”. In relevance to these ideas, Abunowara (2016, p. 8) states,

The key to successful use of technology in language teaching lies not only in hardware or software but also in our human capacity as teachers to plan, design and implement effective educational activities. This, of course, can help bring out the best that human and machines have to offer.

In other words, it cannot be denied that technology is a beneficial method for EFL students. However, the education of learners from foreign languages is not just based on technology (i.e. software and hardware). It is indeed a matter of human potentials as plannings and designing how technology is used to provide the students with a good education. In addition, this will motivate learners and provide them with as much thoughts, ideas and creativity as feasible when students meet technology and machinery will be the best invention ever that the teacher could produce.

2.5 Public speaking: Definition

Public Speaking has been considered a useful and helpful way of communication that people can use to influence and share their thoughts and beliefs with others. PS is defined by Doyle (2019) as, “A soft skill that requires excellent communication skills, enthusiasm, and the ability to engage with the audience” (para. 2).

In other words, PS is a speech that is done publicly and a way to effectively communicate in front of an audience in a structured, deliberate manner intended to inform, influence, or entertain the listener. Moreover, according to Dlugan (2007), a useful presentation requires a speaker with multiple presentation skills, In short, a successful speaker should have a variety of skills, such as:

Know how to research topics of interest and support their views with convincing arguments (such as using facts and figures), metaphors, storytelling, and ethics make it as easy as possible for the audience to use the language.

Dlugan (2007, para. 1) provides several essential skills every public speaker should have. These are as follows:

- **Organize ideas logically:** A well-organized presentation can be absorbed with minimal mental strain. Bridging is key
- **Complement words with visual aids:** Visual aids should *aid* the message; they should not *be* the message.
- **Research a topic:** Good speakers stick to what they know. Great speakers research what they need to convey their message.
- **Focus:** Help your audience grasp your message by focusing on your message. Stories, humour, or other “sidebars” should connect to the core idea. Anything that doesn’t needs to be edited out
- **Employ quotations, facts, and statistics:** Don’t include these for the sake of including them, but do use them appropriately to complement your ideas

For Jaffe (2015), “Public speaking occurs when one person prepares and delivers a talk for a group that listens, generally without interrupting the speaker’s flow of ideas” (p.2). In other terms, when a public speaker is willing to talk or open a discussion for a person or a group of individuals who are listening and preparing him/her to speak out through public speech, but without the speaker pausing while presenting or revealing ideas, because this may change the ideas that he wants to convey to the audience.

In the same vein, Docan-Morgan (2015) sees public speak as a strong model of communication involving a speaker who has a motive to talk, an audience who pays attention to the speaker, and a message designed to achieve a particular objective. That is to say, it is thought that good public speakers accomplish distinct abilities. For example, public speaker should be aware of how to investigate the issue and defend their beliefs through powerful arguments such as the use of facts and data. They must also learn metaphors, tell tales and observe ethics in order to make the speech accessible for the public.

2.6 The Benefits of Studying Public Speaking

Public speaking is an excellent way to create professional growth on multiple levels as it is useful in nearly all areas of life to improve communication skills. For Bernard (2017) there are several advantages of learning public speaking which will encourage learners to develop and get out of their comfort zone and to be good speakers in the future, 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 your career**

Effective public-speaking ability may contribute to advancing the speakers career as it indicates originality, critical thinking, leadership skills, equality and professionalism, attributes of great importance to the labour market. Moreover, it is a wonderful method to gain credibility to speak at events and conferences.

- **To build strong critical thinking**

Public speech is a good technique to acquire abilities for critical thinking, writing a discourse demands a great deal of attention, and it is not enough to have a message that has to be found how to customize it to suit the audience's demands. Which claimed by Zarefsky, (2005) is

that the “ability to form and defend your own judgments rather than blindly accepting or instantly rejecting what you hear or read” (p. 6)

- **To improve communication skills**

Personal connections, social interactions and job settings demand the speaker to express ideas to other individuals. Thus, the speaker need to learn how to adopt a calmly opposite stance, express his thoughts in an orderly and consistent way, and defend his beliefs and views towards others.

- **To improve self-confidence and decrease speaking anxiety**

The speaker trust can be greatly strengthened by the public. It is empowering to overcome the uncertainties and uncertainties that accompany public speech. In addition, it may be a strong reminder that you have significant ideas and thoughts with the world to contribute.

- ***To enhance the vocabulary and fluency***

The influence that the speaker's message will have on those words is important, and they must choose varied vocabulary for different audiences. Furthermore, the speaker should no longer utilize frequent filler words that we hear every day that shows that it may be unsure of what they are saying or anxious to talk, but rather flexible vocabulary.

2.7 The Essential Elements of Public Speaking

One of the writers who has been written in the field of public speaking is Joseph A. Devito (2015).In his he notes book that public speaking is a major part of speech and communication as well, and it has several essential elements.

2.7.1 Devito’s Elements of Public Speaking

As stated in his book, Davito (2015, pp. 5-8) yields seven major public speaking elements. These are as follows:

- **Speaker:** When speaking in public, the speaker is the one who presents the speech and delivering a lecture and is usually uninterrupted, unlike conversations where the speaking sessions are short and there are frequent interruptions.
- **The audience:** An audience is a group of people who listen or read the news or receive a message from the speaker. The public appearance of the audience is relatively large: from 10 to 12 people to thousands or even millions of people.

Contexts

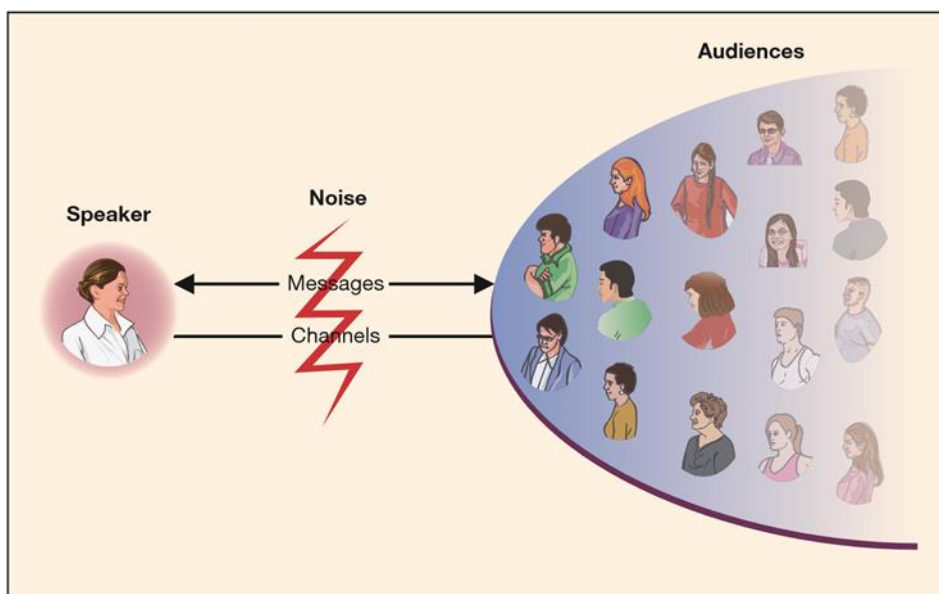


Figure 1.1 A Model of the Essential Elements of Public Speaking by Davito, J. A, 2015, p. 5

- **The messages and channels:** Public messages include verbal and non-verbal prompts to provide information or persuasiveness. You can send public messages through various channels. The public channel is just a medium for sending message.
- **The noise:** Noise is something that distorts the sound and stops hearers from hearing and understanding the message clearly, and it may not be sent or comprehended to the audience as just the speaker intended to.
- **The contexts:** It applies to the situation where the speaker and the audience took place. And there are three types of context; the physical context which is the actual location that you speak

because the speech will differ from place to place and the environment plays its role, the socio-psychological context; considers the relationship between the speaker and the audience.

- **Ethics:** You are responsible for considering the moral, right and wrong, or philosophical implications of the information because your speech will affect the audience. Ethical factors must be considered when formulating themes, presenting results, attracting attention, and performing any other tasks related to the audience.

2.7.2 Ghaz's Elements of Public Speaking

Ghaz's view (2019), agreed with Davito (2015) about the elements of public speaking. It contains seven elements, as well as Davito's elements. However, she disagreed about only one element which is "ethics" and she replaces it with another element called "feedback". Correspondingly, Ghaz's (2019) defines the element "feedback" as the input refers to the response to the message by the listener or receiver. It can be either verbal or not.

To illustrate from all the points of view by both Davito and Ghaz, seven public-speaking elements are seen. The key elements of this programme are the speaker, the audience, the message, the noise, the context and the channel.

2.8 Teaching Public Speaking

The objective of public speaking Teaching is to improve the communication skills of the students through constructive engagement. Kirkham (2021) considers, "Speaking in public is an important skill throughout school and life. Trying to master it can trigger fear and anxiety in many students" (para. 1).

2.8.1 The Role of the Teacher

When it comes to public speaking, the teacher will become an inspiration for students. First, the principle of contact between classrooms must be specified and the objects used to observe it

must be identified. This is accompanied by a debate on the teacher's and students' words and it can be emphasised that the teacher has a much higher voice than the students (Mc Cann and Knapp, 2019). The public speech of the teacher remains very regular and hence very important. McCann and Knapp (2019, p. 105) confirm such a claim. In their words,

...in addition to the power of the teacher as a model public speaker, any teacher can access abundant contemporary examples of speeches that resonate with learners and serve as possibilities to emulate to some degree.

Generally, the teacher will serve a public speaker, depending on the position that he/she plays in the classroom, as the teacher usually acts as a public speaker, while the students look like a crowd. The teacher may also be one of the key positions of a successful public speaker.

2.9 Techniques and Activities in Teaching Public Speaking

According to Kirkham (2021), “There are a variety of creative techniques and approaches out there to help you teach your students how to speak effectively in public” (para. 1). Consequently, Teachers may encourage their students to learn how to communicate publicly with the use of various classroom techniques and activities that are intended to improve their students' speakers in public. For Thomas (2019) there are many ways to teach public speaking, which are as follow.

2.9.1 Showing Them TED Talks for Inspiration

As cited by Thomas (2019) “Playing videos from TED Talks is a fantastic way for your students to see people giving professional-quality presentations in English.”(para16). That is to say, TED talks videos are beneficial for students to see public speaking videos and how they present and distribute the information by the body language and the confidence and good language, and in TED they only accept speeches from leaders and influential people.

2.9.2 Teaching the Importance of Body Language

Body language is a critical component of performance public speaking. For Thomas (2021, p. 3)

Good public speaking skills aren't just about using clever words and speaking clearly—body language is equally as important. It changes the way we people respond to us, as well as how they interpret our messages.

Therefore, watching TED talks videos can show to learners the importance and the power of body language to the performer.

2.9.3 Five Stress-Free Activities to Practice Public Speaking

Thomas (2019) also recommends several training activities that could assist students in learning public speaking skills in the English language. The below are the following classroom exercises:

- **Recite famous speeches:** making a speech is somehow hard for learners since it is very difficult for them they should compose beneficial speeches. The teacher here evaluates the learner's speaking skills rather than grammar or writing, they can deliver familiar speeches.
- **Give presentations in small groups:** standing alone in front of the whole class is something that makes the students uncomfortable. So here the teacher should divide their student into small groups, all of the attention will not focus on one individual learner. Then, after listening and monitoring the work of the other groups, each group will evaluate the other groups.
- **Assigning solo presentations using PowerPoint:** teachers must figure out a technique for shy students to present their work comfortably. However, the teacher can choose topics or allow students the opportunity to choose subjects in which they wish the presentations will

be with PowerPoint or Google slides instead. The Google Slides can be used as alternatives for students who do not have PowerPoint on their device. It's just as free and effective.

- **Do improvised presentations on random topics:** after that student gains some confidence and can present without any fear or shyness. Here the teacher will prepare a list of various topics and the students will choose randomly and without any preparation, they will try to make a presentation with the topic chosen.
- **Get dramatic with your class:** Teachers can design drama activities, including role-playing and reshaping famous scenes. In order, students practice public speaking skills because PS does not have to be only about presentation, such as the use of body language, language projection, intonation and improvisation, to make the conversation naturally and convincing.

2.9.4 Passing the Microphone

Thomas (2020) assumes that hands-on practice is effective in leading students to develop skills in public speaking. Hence, the teacher should dedicate a brief time to his/her speech to formulation and suggestions. Then students spend the rest of the time talking just enough to elicit the activities and give feedback.

To sum up, it is not a straightforward job to teach public speaking. In addition to the deliberate choice of such strategies and actions to improve the abilities of speakers, the effectiveness of this process is based on the essential role of the instructor as a public speaking model.

2.10 The Use of Videos in the English Language Classroom

Videos may expose students to the outside world, introduce various cultures, new locations and ideas. They offer an excellent means of integrating new content and language teaching

simultaneously – allowing students to explore a variety of topics and concepts, while still studying English. According to Canning-Wilson & Wallace (2000).

It can be argued that language found in videos could help non-native speakers understand stress patterns. Videos allow the learner to see body rhythm and speech rhythm in second language discourse through the use of authentic language and speed of speech in various situations. Videos allow contextual clues to be offered (para 9).

Besides, the video will also inspire and motivate curiosity for students. The use of visuals can help students forecast content, decipher ideas and interpret the environment which is brought into the classroom by the use of video teaching. In addition, and more important More importantly, Oddone (2011) explicits, “Many educational websites also provide access to videos (MIT world, Research Channel, Teacher Tube, TED, videolectures.net, and the specific YouTube EDUth)” (p.106). Consequently, students can focus on sites as an advantageous resource in language learning for interesting and useful videos. The combination of videos and language instruction will also lead to an efficient learning experience and can add to the participation of the school.

2.11 Definitions of TED Talks Videos

Various meanings were given to the videos of TED talks. First, as cited in TED Organization that TED talks started in 1984 in a conference in which the three domains (technology, entertainment and design) were the main concern. However, today it deals nearly with all topics such as science, business and global issues in more than 100 languages.

Furthermore, TED is a non-profit organization dedicated to disseminating ideas usually as brief, influential discussions and it does not exceed eighteen minutes (“TED“s Organization”, 2020, para.1). as stated by Windingland (2014) “TED talks, although typically fewer than 18 minutes long, pack a punch: unique ideas presented with passion” (p.4).

TED video talks focus on spreading innovative and popular concepts in the areas of technology and inspiring people: entertainment and design. According to Baeva (2017), “TED (Technology, Entertainment, and Design) is a non-profit organization which has been publishing various speeches and conference reports online since 2006.” (p.129).

From these definition we can deduce that the most interesting parts in TED talks videos are mostly conducted by people, whose mother tongue is not English which, in real-life circumstances, is what EFL students would meet. Those listening to TED Talks can also hear people who speak English with a variety of accents like German, French or Korean, and when they talk, they don't always have a flawless statement. This is helpful for English learners, and it will make them understand that they don't need to be afraid or ashamed while speaking English.

In conclusion, TED videos are a multimedia forum for speakers, thinkers, influential people in their respective fields, and politicians to give short lectures on helpful topics. That is why these speeches are to the benefit of audiences as a means to influence the minds of people and to change the future positively. In addition, and without forgetting its large impact on students listening and especially speaking skill it helps them enhance their skills easily, and the variety of presentations and topics make them learn several new vocabulary knowledge words.

2.11.1 History of TED Talks Videos

According to Lewis (2014) Richard Saul Würman, an American architect and planner, wished to build a kind of agora, a forum for ideas between technology, entertainment, and design – hence the acronym TED appears. Additionally, TED was the first event in 1984 in Monterey, California, and gave participants a look at the future, including touch-screen technology opportunities. Industries such as Nicholas Negroponte, founder of the Massachusetts Institute of Technology Media Lab (Para. 4)

Wurman is considered most responsible for TED's revival in 1990, which included speakers Bill Gates, Adobe co-founder John Warnock, MIT professor and expert on artificial intelligence Marvin Minsky, and Bran Ferren, a past president of R&D at Walt Disney Imagineering and founder of Applied Minds (Para. 7).

Since the start of the TED conversation in 2006, TED itself has produced many side projects. The National Public Radio's TED broadcast hour provides deeper topics by playing TED talks and interviewing speakers on other related topics.

In short, TED talk videos are a multimedia forum for speeches by public speakers, thoughtful individuals, and influential individuals in their fields on helpful subjects. These discourses help audiences to influence people's minds and to change the future positively.

2.12 Types of TED Talks

Reed (2016) through his study of recent TED discussions, has found that TED talks are in one or more of these special categories. In this connection. He points out the following 5 categories:

- **The biography:** In this category, the presenter should change their presentation format and add to it their personal touch, like telling a story about how the speaker deals with certain subject's field. "Tell a story about how you got involved in a certain topic or field. Did you meet a particular person during a semester abroad who changed the course of your life?" (Reed, 2016).
- **The Crystal Ball:** Here TED talks have interesting or probing titles so they seek to make the listener extremely curious. "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.” (Reed, 2016).

- **The Discovery:** The Discovery route is an attraction to take with any show, whether a presenter wishes to use a problem/solution plot format such as Adam Grant’s “The surprising habits of original thinkers, the speaker conveys his thoughts as a series of problems and solutions.” (Reed, 2016).
- **The Explanation:** Here a TED presenter chooses to explain and inform his or her presentation, an idea, a concept, a process, a service or a product, and more may be included in the topic.
- **The History Lesson:** the TED talker in this category explore surveys or recognize developments in the field with a related strategy in the next presentation.

To sum up, TED discussions may take various styles from what has been synthesised from the above types. According to Reed (2016) “Although this list doesn’t fully cover the gamut of presentation structures in the TED Talk universe, these 5 groups are ideal starting points for the presenter with structure troubles”. That is to say, They are characterised by mainly focusing on personal tales, forecasts and speculation, problems/solutions, narrative journeys of heroes, explanation and details, or exploration of studies and patterns. TED talks can also be divided into different categories, this means that TED speakers must pick the most appropriate form to match their ideas, and consider it.

2.13 The Advantages of Using TED Talks in the EFL Classes

The advantages of TED presentations as a research language content are as follows according to Baeva (2017, p. 129):

2.13.1 Usability

- The key implementation of TED is thought to be for hearing activities, but a script and subtitle are a huge help for students who want to polish their understanding skills.
- All TED recordings are made available for video and audio viewing online, and for potential offline viewing, it is available for free.
- Due to its hashtags, themes and main words, the website is easy to use. You can look for a conversation based on a key term or sentence (for example politics, human rights, poetry, transportation), but also set the duration of a conversation, its language and the date to be recorded.

2.13.2 Content

- Different accents and English nuances may be sensitized to students due to the number of conference attendees.
- Different themes and subjects in the TED conference led to fruitful conferences that could be useful in educational and scholarly teaching of the English language: socio- and political sciences, economic and business analysis, and general cultural and social knowledge.
- In addition, conversations will be more interesting if TED talks are using as an inspired tool.
- Often, if a student has a specific concept, there is a catalogue of playlists on subjects or speakers that enable further experimentation, thereby again involving a greater autonomy of learners. Besides, there is a suggestion engine that describes the desired presentation mood in general (funny, persuasive, informative, inspiring ... etc.)
- Additionally, to building effective and well-organized talks, students can benefit from TED lectures by presenting skills and techniques because TED talks are fresh and well-built

speeches mostly accompanied by diagrams, charts, pictures and video clips which are different kind of visual help.

Kelly (2018) has claimed, in the same way of thinking, that the TED talks can be useful to English learners in various ways as stated below:

- Talks about language: Students can see a few TED speeches delivered by language teachers and linguists. The conferences have material that will improve your understanding of English and tell them all about language in general.
- Simply listening: Native English speaking people from around the world deliver TED talks. Here learners are not asked to listen to TED conversations that only speak English to learn, but can instead see TED conversations dealing with topics that concern them. This will allow native speakers to increase their understanding and pronunciation skills and expand the repertoire of their vocabulary.
- TED transcripts: Students can read the transcripts and spoken words of any TED talk. This will help them improve their pronunciation and make it easier for them to understand what is being said.

In conclusion, as we have seen from both Baeva (2017) and Kelly (2018) that there are several advantages of TED talks videos on EFL learners, and based on the advantages previously described, teachers may use TED lectures videos as a valuable method for teaching in English. In English language classrooms, thus, these videos will play a constructive role.

2.14 Characteristics of a Good TED Talk

Waknell (2012) suggests five features, which he believes were shared by the strongest TED talks. Therefore, here are the five characteristics of a great TED talk

- **Simple:** The message must be straightforward, they won't have time to deliver something nuanced in 18 minutes (or less).

- **Clear:** Clearness of the message to the public is as critical as simplicity.
- **Original:** This is an important feature because it shows the difference between TED Talk speakers, about how the speakers express their information.
- **Relevant:** TED's viewers vote for innovations that are worthy of dissemination “Ideas worth Spreading”.
- **Enjoyable:** Perhaps the worst but the most critical part is the end. People don't spend decent money to get boring at TED, because the audience in TED wants to have fun and laugh at jokes...etc and at the same time gain information and knowledge about the topic, so they can feel that the subject that the speaker is talking is not boring.

In short, and of what was described above, the good TED discussions can be synthesised as Simple, Clear, Original, Enjoyable and Relevant. The presenter will definitely score with the audience if he can take a basic, original and important message and send it in a straightforward, original and pleasant manner.

2.15 Elements of TED talks

To have an inspirational TED presentation that contains concepts or ideas worthy of expression, demands the speakers of TED discussions to take those elements into consideration while presenting. The following elements of the TED talks were decided in this regard by the Armillars (2016):

- **Universal Theme:** The premise of the performer or the speaker speech must be universal. It should be plain, comprehensible and repetitive and it must be characterized by simplicity.
- **Catchphrases:** Your theory needs external confirmation, not just enthusiastic testimony; this is a critical component that can be executed in a memorable and easy-to-understand manner.

- **Memorable Models:** Create unforgettable names for the structures or procedures you've devised to help others appreciate your concept.
- **The Cool Factor:** Bring to your speech a cool component that makes it unforgettable, leaving the audience to say "Wow, that's cool." However, it really must be cool.
- **Powerful Visuals:** Videos, animations, pictures and physical visuals help the viewers remember your message. However, the speaker should avoid the overuse of visuals. And make sure that the ones you use can clearly and easily demonstrate your point.
- **Emotional Connection:** Creates an intimate relationship with the viewer with comedy, suspense and personal stories, Because of the emotion that will make them related.
- **Low Point:** In order to become humanized and connected, the narrator must bring the viewer to the low point, as well as increase the strength of his ideas.
- **Twist moment:** The speakers would inform the public why their minds changed and inspired, this is the time you explore the idea that you present or realize that a transformation has to take place.
- **Authenticity and openness:** This feature emphasizes being genuine and open-minded while speaking, not being phoney and imitating people since the audience is sincere and open and associated with the speakers.

From the above it can be inferred that a set of ten separate elements is included in the TED discussions, these elements are the universality of the theme, phrases“ catchiness, evidence, memorability of models“ names, surprising the audience, visuals as well as emotional connection with the audience, low point, twit moment, authenticity and openness. In order to conduct motivational and entertaining lectures, public speakers must also take these factors into account.

2.16 The difference between TED and TEDx

Both TED and TEDx are useful in many areas of life, but many people around the world are not distinguished between TED and TEDx. Because of this, Fidelman (2012) points out that the "x" in TEDx represent those people who are not on the camera or in the audience, but organizers of TED are Anderson and his team. As stated by Fidelman (2012): “The difference between TED and TEDx events is that the former takes more of a global approach while the latter typically focuses on a local community that concentrates on local voices” (para.3)

In other words, TED is primarily a global festival, while TEDx is a local event where the speakers and audiences are from the same venue.

Conclusion

As we have mentioned in this chapter, the benefits of ICT in EFL classroom and is considered as the core of teaching any language and especially English, which is and has to be fundamentally important for learners and in the field of teaching. Moreover, public speaking plays an essential role in the student's communication of the language and teachers of EFL classes must know it is importance and benefits for students. As we also mentioned Elements and the role of teachers in teaching public speaking, as well as, techniques and activities in teaching public speaking, as a next point, we added the element of the use of videos in the English classroom. Lastly, we have mentioned the definition of TED talks, brief history then the types, advantages, the characteristics of a good TED talk and the elements. Then, as the final element that we closed the chapter with is the difference between TED and TEDx.

Chapter Three: The Research Methodology for this Study

Introduction

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Introduction

In this current chapter brief account of the fundamentals of the methodology of the gathered information and fieldwork will be included. To clarify more, the first part will specifically introduce the most important research paradigms, approaches, designs or strategy, and data collection methods. Moreover, the data collection methods, their structure, aim, and how they were piloted and validated are elucidated. Next, the data collection and analysis procedures, in addition to the population and sampling technique will also be presented and discussed. The second section will display the results of this study, as well as the discussion and interpretation of these results. Lastly, we will end this chapter with the synthesis and summary of the findings.

3.1 Research Methodology for this Study: Choices and Rationale

This part attempts to offer an accurate and detailed description that mainly addresses the underlying theoretical basis of our study. Thus, a qualitative research design requires non-numerical data to be collected and analysed, in an attempt to grasp the problem of study, gathered and analysed within a single framework.

3.1.1 Research paradigms

A paradigm indicates a pattern, model, or a typical example including cultural themes, worldviews, ideologies and mindsets. Paradigms are generally framework or viewpoints. According to Guba (1994), “A paradigm may be viewed as a set of basic beliefs (or metaphysics) that deals with ultimate or first principles.” (p. 107). Furthermore, he adds that the fundamental convictions that characterise the paradigms of inquiries may be summarised by the replies to three fundamental questions presented to advocates of any particular paradigm. Then, the answer provided to one question in any sequence is interlinked, restricts how the others may be replied. We chose an order which represents, in our opinion, a logical priority (if necessary): The

ontological question, Epistemology question, Methodological question. On the authority of Guba (1994) “Positivism, constructionism or interpretivism and pragmatism are the three most famous paradigms; each can be further classified by analysing its ontology, epistemology and methodology.” (p. 108).

• **Axiology and Ontology.** Axiology focuses on your value in research, which is important because your value affects your research methods and the value of research results. Therefore, Hesse-Biber (2012) state,

Axiology means being cognizant of our values, attitudes, and biases and acknowledging how these might play out in research praxis in terms of (a) what questions are asked or not asked in our research, (b) what type of data are or are not collected, and (c) the type of methods, measurement, analysis, and interpretation that shape our understanding of the research process (p. 878).

Axiology addresses the nature of ethical behaviour. This term originates from the Greek word Axios, meaning value. Again, as cited in Killam (2013), and according to the Merriam-Webster (2013) dictionary, defining axiology as, “the study of the nature, types, and criteria of values and value judgments especially in ethics.” (p. 6)

First, Axiology is a word used in philosophy to speak of ethics, esthetics and faith; it also refers to what is valuable and ethical in science. The fundamental convictions about what is ethical are included in research paradigms that direct the decision making of the researcher.

Axiology for interpretivism as defined by Kawulich in (chapter3) “Constructivists assert that, since reality is mind constructed and mind-dependent and knowledge subjective, a social inquiry is, in turn, value-bound and value-laden”. (p.10). In other words, we recognise the value characteristics of research and report the values and biases related to the subject being studied,

which may undermine neutrality. Creswell and Clark, (2011) define pragmatism as a research paradigm that refuses to engage in controversial philosophical ideas like fact and logic; it agrees instead that there could be individual or multiple realities available for scientific inquiry.

Axiology, for pragmatism, is the researchers follow both analytical and subjective perspectives. Values are an important part of the interpretation of findings. Therefore, according to Morgan, (2007) as cited by Mertens (2010), “Contemporary researchers working within the pragmatic paradigm view the ethical goal of research to gain knowledge in the pursuit of desired ends.” (p.36)

Second, ontology is defined as a concept of reality. In the broadest sense, it involves existing problems. The researcher's ontological position can be objective or constructive. In the Merriam-Webster (2013) Dictionary as cited in (Liu et al., 2020), ontology is defined as, “A particular theory about the nature of being or the kinds of things that have existence.” (p.42). It can also be termed as the conceptualisation that one bears concerning the essence, form and life of truth. While the vocabulary in the literature differs, at the two ends of this metaphysical spectrum two different ontological points of view are generally recognized as existing: relation and realism (Killam, 2013).

In research, according to Rivas (2015), ontology refers to the researchers' belief in the nature of reality. From a philosophical point of view, it refers to the study of our existence and the basic nature of reality or existence. The concept of truth and truth determines the reality that can be understood. Regarding positivism, ontology is the essence of existence; positivists argue that a single, visible, time-consistent reality exists (known as naive realism). Part of the investigator's task is to find out this fact.

According to Wagner (2012), “Positivists believe that reality is objective and independent of the researcher’s interest in it. It is measurable and can be broken into variables” (p. 55).

Furthermore, the constructivist Schwandt, (2000) described what he calls “every day” constructivist thinking in this way:

In a fairly unremarkable sense, we are all constructivists if we believe that the mind is active in the construction of knowledge. Most of us would agree that knowing is not passive—simple imprinting of sense data on the mind—but active; the mind does something with those impressions, at the very least forms abstractions or concepts. In this sense, constructivism means that human beings do not find or discover knowledge so much as construct or make it (p. 197).

In addition, in pragmatism, ontology is defined by Blumer (1969) as, “The essence of society lies in an ongoing process of action - not in a posited structure of relations. Without action, any structure of relations between people is meaningless. To be understood, a society must be seen and grasped in terms of the action that comprises it” (p.17). In other words, action and transition are the core of a pragmatic ontology; people act in a constantly changing environment.

3.1.2 Research approaches

The variety in human and social science paradigms reveals that every model is used more widely than in other research studies. Besides, the research approach is the first element of any research project’s methodology. As stated by Creswell (2009), “ Research approaches are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation” (p.22).In other words, this strategy requires several choices and does not include the order in which they make sense to me and the order in which they are presented. The above definition of the type of research which is the research approach brings to light the fact there are three basic approaches to research. These are presented as follows:

3.1.2.1 Qualitative approach. Qualitative research is used to explain the environment or how people understand the universe. As claimed by Creswell (2009) a qualitative approach “is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.” (p.4). That is, qualitative research is a location for the world's observer. It consists of a series of content practices, interpreting the visibility of the earth; these activities change the environment and make the world into a series, including field notes, interviews, conversations, photos, records and self-reported memoranda.

Thus, qualitative science at this stage requires an interpretative, naturalistic approach to the universe, which suggests that qualitative scientists investigate objects in their natural environments, try to get a sense of phenomena or understand their implications. (Mertens, 2010). Furthermore, on the authority of qualitative research, Nachimas and Worth-Nachimas (2008) and as cited in Godman (2011) view this type of research as, “Qualitative researchers attempt to understand behaviour and institutions by getting to know the persons involved and their values, beliefs, and emotions”(p.257).

In addition, qualitative research involves the studied use and collection of a variety of empirical materials—case study; personal experience; introspection; life story; interview; artefacts; cultural texts and productions; along with observational, historical, interactional, and visual texts—that describe routine and problematic moments and meanings in individuals’ lives. (Denzin& Lincoln, 2011a, pp. 3–4).

3.1.2.2 Quantitative approach. Quantitative research employs deductive research in which researchers begin by assumptions and then gather data that can be used to decide whether observational evidence is available to confirm that theory. As claimed by Creswell, (2003) that “Quantitative research involves the collection of data so that information can be quantified and

subjected to statistical treatment in order to support or refute “alternate knowledge claims” (Williams, 2007, p. 66).

Additionally, in order to justify or deny the argument, the researcher may usually work with quantitative and numerical evidence. This guidance places it under the umbrella of the quantitative method. The use of hard data including numbers, statistics, measures and graphs is central to this approach (Symeou & Lamprianou, 2008). However, quantitative analysis is criticised because it does not thoroughly analyse human nature or allow the exploration of emotions and mental constructs of reality. While the majority of research still lies in this positive mindset, in some areas of research, a transition to qualitative research takes place.

3.1.2.3 A Mixed-methods approach. A Mixed-methods approach includes philosophical considerations that guide the data collection and interpretation in a particular study or sequence of studies, as well as the combination of qualitative and quantitative data. The main principle of the project is to provide a greater interpretation of research issues using both quantitative and qualitative methods in sequential (Greene, 2007) as cited in Creswell, (2011, p. 4). In addition, researchers who apply mixed methods use the research methodology to answer a specific question or series of questions, using both quantitative and qualitative evidence.

Additionally, according to Maarouf, (2019), for a mixed analysis, a researcher utilises a combination of quantifiable and qualitative approaches (designs and methods). This can be performed either simultaneously with both pieces, or sequentially with one part and the other part.

A mixed analysis process design is a technique in one study to compile, analyse and "mix" research, both quantitative and qualitative, to explain a research problem. Furthermore, the researchers appear to base the statements of expertise on pragmatic grounds a mixed-method

approach (e.g., impact-oriented, problem-centred, and pluralistic analytic). It uses analysis methods that require the simultaneous or concurrent collection of data in order to further explain research problems. Then, the report also includes collecting both numerical information (for example, on tools) and text information (for example interviews) to make quantitative and qualitative information available in the final database (Creswell, 2011).

In addition, a research methodology using mixed-methods used to gather and analyse both quantitative and qualitative data in the same sample. Mixed methodologies analysis is often built on the possible benefits of both qualitative and quantitative methods. As a result, researchers can explore various viewpoints and identify associations within our complex study questions.

Furthermore, the purposeful mixing of data collection and analytical analysis and evaluation of the evidence is needed for mixed methods of study. Moreover, the main term is 'mixed' and the data relation or convergence at a suitable point in the testing process is an important phase in the approach to mixed methods. Purposeful data integration allows investigators, from different perspectives and from different filters, to look at phenomena in their study landscape more panoramically (Creswell, 2012) as cited in (Fishler, n.d, para. 1).

3.1.3 Research design(s) / strategy (ies)

It is recognised that an investigation strategy is a step-by-step action plan that guides your thoughts and efforts and enables you to conduct investigations in a systematic and timely manner to obtain high-quality results and detailed reports. It enables researchers to decide on and effectively establish the research approach that is suited for the subject of their investigation, the research strategy also supports the specific form of research that has to be carried out (experiment, survey, review, case study, correlation, etc.).

According to Kerlinger (1986, p. 279), a strategy is an action plan designed to attain a certain objective, the notion has historically had military origins in connection with the job of generals. They give an overview of activities, the way they planned special combat actions as part of a wider overall victory strategy, and how they relied on precise preparation to achieve their objectives.

A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is the complete scheme or program of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data (as cited in Hoadjli, 2016).

At the same time, Thyer (1993) realises that a research strategy is an overview or a thorough plan of how a scientific study should be performed through operational variables, how the data collection instruments should be selected to test hypotheses or how data should be analyzed (as cited in Kumar, 2011).

In relevance to a research strategy, the choice of a research design is also based on the nature of the research problem or problems, the personal experiences of the researchers and the study audiences. Correspondingly, Jovancic (2020) suggests five sorts of designs that could be advanced in a research project. These are a descriptive research design, a correlational research design, an experimental research design, a diagnostic research design, and an explanatory research design.

- **A descriptive research design**

In order to explore one or more variables, the descriptive research design may employ a large number of research methodologies. In contrast to experimental research, the researcher does not control, but just observes and measures any factors. Furthermore, the researchers are mostly

concerned with the description of the subject of inquiry this is a theory-based design, it is used to study case studies, naturalistic observations, surveys, etc. in addition. This process comprises the gathering, analysis and submission of data. It allows the researcher to communicate the issue statement so that others can comprehend the requirement for such a study, we do not undertake descriptive but exploratory research without a clear definition of problems (McCombes, 2019).

- **Correlational research design**

According to McCombes (2019), a correlation design evaluates the link between two variables without the control of the researcher, it seeks to see whether there is one:

Table 3.1

The Correlation Design Types

Positive correlation	Both variables change in the same direction	As height increases, weight also increases
Negative correlation	The variables change in opposite directions	As coffee consumption increases, tiredness decreases
Zero correlation	There is no relationship between the variables	Coffee consumption is not correlated with height

Additionally, as its name implies, correlation design enables researchers to establish some sort of relationship between two closely linked subjects or variables. It is a sort of study that is non-experimental and requires a minimum of two data groups; for example, it may be used for case-control studies and observational research.

- **Experimental research design**

Regardless of whether it is a field experiment, controlled experiment or a quasi-experiment, this is one of the sorts of research design that sets out a connection between the cause and effect of a given event. As it is stated by Bevans (2019):

An experiment is a type of research method in which you manipulate one or more independent variables, and measure their effect on one or more dependent variables. Experimental design means creating a set of procedures to test a hypothesis (para.1).

Moreover, the researcher observes the impact of an independent variable on the dependent one. In general, this type of study design helps solve a particular problem by modifying the independent factors to see how the dependent variables change.

- **Diagnostic research design**

Diagnostic research is one of the sorts of research designs to investigate the underlying cause of a certain event or phenomena. It may learn more about the elements that may be confronting your users with specific problems and challenges. This research strategy normally comprises three research phases: problem inception, problem diagnosis, and problem solution.

- **Explanatory research design**

The phrase is self-explaining. Again, the explanatory design of the researcher is employed in order to expand and investigate concepts and hypotheses further. This type of strategy is used to develop the missing parts of the unknown aspects of a certain subject and to explain them.

- In terms of type, research strategies can be divided into categories: qualitative, quantitative or mixed methods.

3.1.3.1 Qualitative research strategies. The link between data obtained and observations, based on mathematical calculations, determines quality research. Statistical approaches can be used to demonstrate or refute theories relating to a natural event. The researchers rely on qualitative approaches of study design which determine the "why" and "what" respondents have to say about a given hypothesis existing. Furthermore, ethnography, case study, longitudinal, phenomenology, and action these research designs are parts of the qualitative research types (Question Pro Survey Software, 2021).

3.1.3.2 Quantitative research strategies. Quantitative research is used in circumstances when it is vital to draw statistical findings in order to gain actionable knowledge. Experimental and non-experimental research designs are parts of this type. According to “Statistics Solutions” (2021), experimental research designs are what many laypeople believe about research and often entail manipulating variables and altering the participants' assignment to conditions, a typical experiment may include the comparison of a control unit with a treatment experimental unit, (i.e., a variable is manipulated)

3.1.3.3 Mixed methods strategies. According to Axinn and Pearce (2006), “Mixed methods design refers to the use of two (or more) research methods in a single study when one (or more) of the methods is not complete in itself” (p. 9). In order to reach some of the phenomena of interest that cannot be obtained by the use of the first method alone, we define mixed methods as the insertion of one or more methodological strategies and approaches borrowed from the second procedure into the research study alone. The application of a mixed-methods design enhances or completes the investigation as if one single method were utilized.

3.1.4 Data Collection Methods

Data collection is the process of collecting, assessing and responding to specified questions, testing theories and evaluating results on the variables of interest, by means of a structured process. The part of data collection is common to all areas of research – including astronomy, physics, science, enterprise, etc. The focus on maintaining correct and honest collections stays the same although the approaches are disciplinarily different. As claimed by Kabir (2016) that “Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotese, and evaluate outcomes” (p.202)

All data collection aims to catch quality proof that then leads to rich data analysis, which enables compelling and trustworthy answers to questions. In order to preserve the credibility of science, reliable data collection is important, regardless of the study area or preferences for the definition of data (quantitative and qualitative).In short, whereas the approach to quantitative research uses tests and close questionnaires, the qualitative approach uses interviews, focus group, observations, newspapers, documentation, story collecting, the think-aloud technique and open questionnaires. On the other hand, a semi-structured questionnaire and/or a mixture of tools can be used for the mixed-method approach.

- **Qualitative data collection method**

The qualitative data collection method or the qualitative research includes collecting and analysing non-numeric data to understand concepts, views or experiences (e.g., texts, videos, audio). Additionally, it can be used to gain a thorough understanding of a problem or generate new ideas for research, and in quantitative research, there are different tools: interview, focus group, observation and questionnaires.

- **Interview**

As defined by (Cannell and Kahn, 1968, as cited in Heggart, 2020, p.236) the interview is:

a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction or explanation.

Nkpa (1997) adds that “It should be realized that an interaction takes place among the interviewer situation, the interviewee and the interview schedule” (p. 82). In this respect, it is essential to ask questions during the preparation of an interview schedule that may provide as much information as feasible concerning the research phenomena and can address the purposes and purposes of the research. The quality of an interview must be open-ended, unbiased, sensitive, and intelligible questions (i.e., need more than one yes/no answer).

Ideally, an interview should start to answer questions simply and then on to harder or more sensitive themes. This can serve to make the respondents more comfortable, create trust and relationships and frequently produce rich data, which further enriches the interview. (Gill, 2008). Interviews are mainly divided into three types: structured, semi-structured, and unstructured.

The structured interview is essentially an oral questionnaire, it has a pre-defined list of questions with little change and no follow-up areas; the answer to the question deserves further elaboration (Gill, 2008). As a result, they are relatively fast and easy to use. These features are especially useful when clarification is needed on certain issues or when the interviewee may encounter reading or arithmetic problems. As stated by Dornyei (2007, p.135):

the researcher follows a pre-prepared, elaborate 'interview schedule/guide', which contains a list of questions to be covered closely with every interviewee, and the elicited information

shares many of the advantages (for example, comparability across participants) and disadvantages (for example, limited richness) of questionnaire data.

In addition, a semi-structured interview is suited for unknown qualitative trends and problems, the exploration of new research topics of interest, and phenomenon graphic investigations. It consists of several key questions that help to define the areas to be explored. It also allows the interviewer or the interviewee to deviate to more attentively searching for an idea or reaction.

Moreover, an unstructured interview is sometimes called the “Ethnographic Interview”. Punch (2005), claimed that there are seven aspects of unstructured interviews. These aspects provide a useful checklist of things to think about when planning data collection by the unstructured interview:

- Accessing the setting
- Understanding the language and culture of respondents
- Deciding on how to present oneself
- Locating an informant
- Gaining trust establishing rapport
- Collecting the empirical materials.

Therefore their utilisation is often taken into account only where considerable detail is necessary or essential. Inhere, nothing is known about the topic (or a different perspective of a known subject area is required). That is why everyone prefers the other two types of unstructured interview.

- **Focus group**

Focus groups are interview-style but for a small group. They are sort of detailed interview in a group with meetings established in terms of the proposal, size, composition and interview processes and interactions within the group are the topic or target of analysis. In their responses to ideas and contributions during the conversation, participants affect each other. Thus, the moderator encourages discussion on comments or topics; this methodology generates vital information in terms of the transcripts of the group conversations and the reflection and annotation of the moderator. Kerren et al. (2007, p. 75) see focus group as:

A form of group interviewing but it is important to distinguish between the two. Group interviewing involves interviewing a number of people at the same time, the emphasis is on questions and responses between the researcher and participants. Focus groups however rely on interaction within the group based on topics that are supplied by the researcher.

As well, focus groups have a large number of common features. There is more for them than just reading comparable data from numerous participants, which is discussed for research purposes on certain topics. This discussion is conducted by a researcher, observed and recorded (sometimes called a moderator or facilitator). In order to retain the credibility of the presented data, the Focus Group results should thus be shared with respondents. A procedure known as member checks may be carried out, which enables responders to verify with experience their accuracy.

- **Quantitative data collection method.** The quantitative data collection method creates concrete objective measurements and the statistical, mathematical or numerical analyses of data obtained by-polls, questionnaires, surveys or the manipulation via computing techniques of pre-existing statistical data. It focuses on collecting and generalising numerical data across individual groups or explaining a particular occurrence.

- **Questionnaire**

A questionnaire is a tool for the collection of data that contains several questions and/or instructions for the collection of information from respondents. In other words, a questionnaire is a research tool consisting of a series of questions and other suggestions for collecting information. Though typically intended for statistical analysis, this is not always the case.

Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers (Brown, 2001, p. 6).

The questionnaire is similar to the interview by containing these three types. It can be structured (containing closed questions), unstructured or quasi-structured (using just open questions) (arranged to include a mixture of both closed and open-ended questions).

The structured questionnaires (close-ended questions) are the ones in which the answer is controlled or guided. This may appear as a closed-form since the questions are essentially brief, need a "yes" or "no" response from the respondent, or check an item from a list of answers. Besides, questions that require yes or no answers are also called "dichotomous questions" (QuestionPro Survey Software, 2021). As claimed by Acharya (2010, p. 3):

Structured questionnaires include pre-coded questions with well-defined skipping patterns to follow the sequence of questions. Most of the quantitative data collection operations use structured questionnaires. Advantages of such structured questionnaires are fewer discrepancies, easy to administer, consistency in answers and easy for data management.

Additionally, the unstructured questionnaire (open-ended questions) includes questions that let the reply in their own terms to offer replies. This type of questions is often used in exploratory

studies as they result in themes and insights that were not predetermined by the researcher. As stated by Acharya, (2010, p. 3):

Unstructured questionnaires include open-ended and vague opinion-type questions. Maybe questions are not in the format of interrogative sentences and the moderator or the enumerator has to elaborate the sense of the question. Focus group discussions use such questionnaire

3.1.4.1 The students' questionnaire

The questionnaire was online due to the pandemic situation of COVID-19. It was submitted to 30 students via the internet (a Facebook group). It took three weeks to be answered. They were selected purposefully regarding their familiarity with technology tools nowadays or personal situation, gender, level...etc. Concerning the students' level of 3rd year was from elementary level to upper-intermediate.

3.1.4.1.1 Aim and structure. The design of this unstructured (open-ended) student's online questionnaire was to collect exploratory data (qualitative information) for efficient understanding. This questionnaire aimed to investigate how TED talks video can improve third-year students' vocabulary knowledge in speaking skill. Moreover, one of the other objectives was to know whether these students find difficulties in oral expression. In addition, it sought to present TED talks videos as a tool to enhance their level in speaking and to see whether the students had used it before in or outside the classroom and what they think about it as a tool of learning several skills.

Concerning the structure of the student's online questionnaire, it comprised 18 questions. They include open-ended questions and were divided into three sections:

Table 3.2

The Questionnaire Sections, Item and their Content

Section	Item	Content
Section one	1-2	Personal information
Section two	1-6	Information about the speaking skill
Section three	1-11	Improving Vocabulary through TED Talks Videos in Public Speaking

- Section One:** Contained two questions about personal information. In order to discover if the majority of the participants were males or females, and whether studying the English language was imposed on them or their personal choices plus the justification in both cases.
- Section Two:** Included six questions concerning general information about the speaking skill. It is about knowing which skill is important for them, especially in the English language. Moreover, its purpose was to see if their level in speaking whether is improving with time or not. In addition, it tried to know about the hours spending in oral classrooms, whether they are enough for them or they need more hours because if so it will be an issue for students. Additionally, it targeted to understand whether they use the internet for educational purposes and which type of websites they visited.
- Section Three:** Covered eleven questions about improving vocabulary through TED Talks Videos in Public Speaking. This section is a combination of three elements that are: vocabulary, TED talks and public speaking. The major reason is to see where there is a problem in the speaking skill; and whether it is in vocabulary, grammar, spelling...etc. Furthermore, the questions were meant to discover the frequency of using TED talks videos inside or outside the classroom setting for educational purposes, and if public

speaking videos are important to them and what will add for EFL students this kind of videos.

3.1.4.1.2 Piloting and validation. Both piloting and validation are obligatory steps. The piloting of this questionnaire was done face to face with three third-year students. The participants were kindly asked to read and answer the questionnaire extensively and carefully in order to provide their feedback, as well as they, were asked for their opinion about the level of questions, organisation, content and layout of the questionnaire.

In this respect, the openionnaire was very helpful to clarify things, such as if there is any issues or difficulties in the questionnaire. On the other hand, four teachers in the field did the validation phase of this questionnaire, but the key source of the guidance and feedback in the questionnaire development was our supervisor. The operation was done by sending them an email of the questionnaire in a word format. Additionally, their comments concerning the question formulation, layout, language, and instructions.

3.1.4.2 The Teachers' Interview

To fulfil the study objectives, a teacher's interview was also utilized as an instrument for data-gathering as well to address the OE teacher and examine the influence or the effect of audio visuals (TED talks) as a technique to improve EFL learner's vocabulary knowledge in speaking skills.

3.1.4.2.1 Aim and structure. The major purpose of this interview was to enhance the student's insight by gaining vocabulary knowledge into the speaking skill in EFL courses through public speaking videos, such as "TED talks from the teachers' perspective and solve any issue he faces through this interview. In other words, the significant aim of the interviews was to determine the fundamental problems that EFL students are encountering in the oral expression

module from the teacher's perspective. Besides, one of the goals was also to capture the teachers' perceptions towards the use of TED talk videos outside, and especially inside the classroom.

With regard to the teacher's interview structure, we followed our supervisor's instructions. First, we sent an interview request letter to several teachers, who demonstrated real interest concerning the interview topic. Additionally, we arranged a face-to-face meeting with nine teachers who have experience in the oral expression module. The interview was conducted in an available room at the faculty while the duration was between approximately 15 and 20minutes. Then we gave them a consent letter to sign in order to accept a recorded interview by cell phone, thereby the interview contains 10 questions and it was guided by open-ended questions. the questions were concerning the teacher's background information and their experience, then some questions about students level and the issues that students face in gaining vocabulary, in addition, to the use of TED videos inside the oral classroom, and if this kind of videos can improve students public speaking.

3.1.4.2.2 Piloting and validation. Subsequently, this data collection tool was verified and reviewed as well by our supervisor and expert teachers in order to reduce the ambiguity and duplicate, on which may arise from these interview questions. Thus, the supervisor and teachers reviewed the interview questions pertaining to their language, wording and relevance, and just one question was adjusted at this phase in the process. This was the first question about the teacher's degree. It was replaced with another one. Additionally, the piloting stage was done with three professional interviews. The interview was arranged in time between approximately 17 and 23 minutes.

Table 3.3

The Interview Sections, Items, and the Content for their Inclusion

Section	Item	Content
Section one	1-2	Personal information.
Section two	3-6	The students level and difficulties and to deal with it in the oral classes.
Section three	7-10	TED talks videos

3.1.5 Data Collection procedures

We used two separate data collection methods in an attempt to acquire the essential information related to our study issues. The current study was conducted according to the qualitative method approach. Thus, the student's questionnaire was the first data collection tool the main approach we relied upon for collecting the essential data. It was an online questionnaire targeted mainly third-year EFL English students of the Mohammed Khieder University of Biskra, the data was gathered in a short period of time about two (2) days as maximum.

On the other hand, the data collecting procedure was concluded with the second tool in gathering data that was the interview that was done with an expert teacher in oral expression. It lasted for two weeks to complete the gathering data needed. Therefore, the total of the interviewees were nine teachers who taught the oral expression module, and the majority of these interviewees were males and just two females. It was held in an empty room at the university. Additionally, the

duration of each interview was between 15 to 20, and the teacher's interview was recorded with their permission, of course.

3.1.6 Data analysis procedures

Data analysis is considered as a key stage for all researchers throughout the investigation process. Marshall and Rossman, 1999, as cited in Abd Manaf. El, 2011) cleared that data analysis, is defined by, “is the process of bringing order, structure, and meaning to the mass of collected data” (p. 173). Consequently, the techniques used by a researchers in analysis will rely much on whether they have opted to do qualitative or quantitative research, and personal and methodological preferences and educational backgrounds will influence their decision (Dawson, 2007). Notably, the qualitative data which used in this study is encompasses several elements and approaches that combine to make meaning of the information gathered. This will encourage researchers to learn about the data they have collected, to search for any links that might relate the data to each other, to identify codes and topics and, ultimately, to present the collected material and prepare it for download (Kawulich, 2004)

Largly, as there are several procedures that can be used to analyses qualitative data, in the present study we opted for the content based approach to analyse for the teacher’s interview and on the other hand the descriptive analysis for the student’s questionnaire. which was defined by Dawson (2009, p. 122), as “Using this method the researcher systematically works through each transcript assigning codes, which may be numbers or words, to specific characteristics within the text”. As well as the descriptive analysis which common in the qualitative research, it is frequently contain tables of samples and means, dispersion methods like as variance or standard deviation, and cross tabulations or 'crosstabs' to carry out many different hypotheses. These theories often reveal disparities between subgroups (Rawat, 2021).

3.1.7 Population/ sampling technique

The sampling technique for this study for both student's questionnaire and teacher's interview, as we select the non-probability (purposive) sampling method. In the case of non-probability samples, instead of random selection, the researcher chooses samples based on his subjective evaluation. There are both practical and theoretical reasons why unlikely sampling may be the best approach to utilize in some situations (Roeser, Beuker and Manchaiah, n.d.). There is always the concern of partiality in such instances especially when the researcher selects volunteers purposefully. Thus, the results cannot be generalized to a broader extent. The sample cannot be representative of the population as a whole. Nevertheless, it is mostly used in applied linguistics since it is simpler and less complex (Cohen et al., 2007).

The population is determined by Walliman (2001) as, "A collective term used to describe the total quantity of cases of the type be which the subject of your study. So, a population can consist of objects, people or even events, e.g. schools, miners, Revolutions". (p.232). Thus, the population of this present study included experienced teachers of the oral expression module and the third-year students of English at the Mohamed Khieder University of Biskra. The current student's questionnaire was sent online via the Facebook application was answered by 30 students from different groups.

Accordingly, the selection of the population was based on purposive response sampling. It was done in a limited period. Moreover, the main objective of a purposive sample is to focus on specific features of a population that is of interest so that we can best answer your research questions. Instead, it is an option that changes according to the sort of sampling strategy used. The purposive sampling technique is defined as, "operates on the principle that we can get the best information through focusing on a relatively small number of instances deliberately selected on the basis of their known attributes (i.e. not through random selection)"(Denscombe, 2010, p. 34).

3.2 Results of the Study

3.2.1 Results of the Students' Questionnaire

Section One: Personal Information

Q01. Are you?

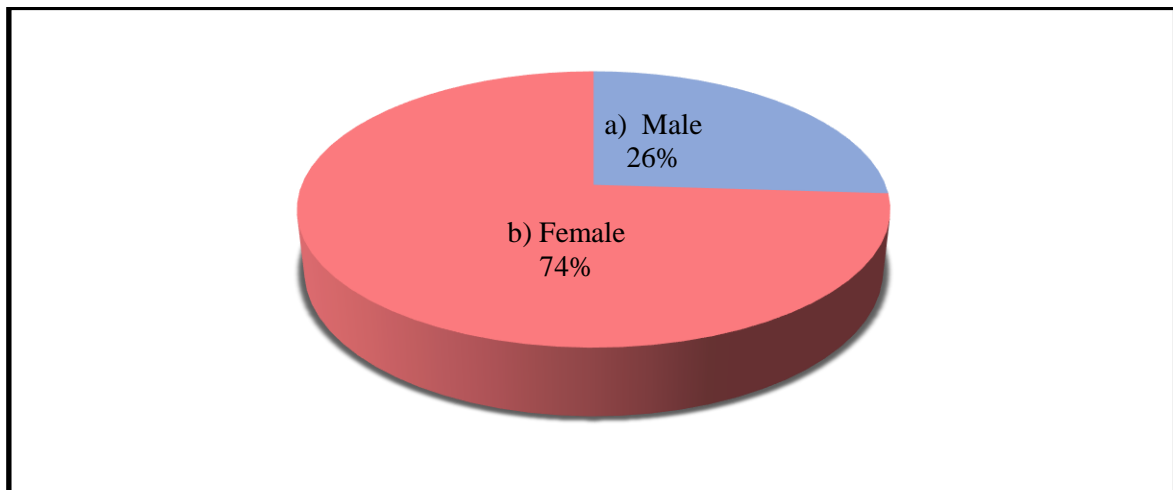


Figure 3.1 The student's gender

This question sought to know which gender, male or female, dominates the field of language study particular in the Section of English. As it is illustrated in the diagram above, 23 participants contributed to this questionnaire. More precisely, the majority of participants are women since they present the higher estimated percentage, which is about 74% that is (17) female. Whereas the male participants are only present for 26% of the sample, that is about (06) students. However, that the majority of the sample participants are females; consequently, this was due to their interests and the desire to study the English language more.

Q02. Is studying the English language your choice or imposed on you? And why?

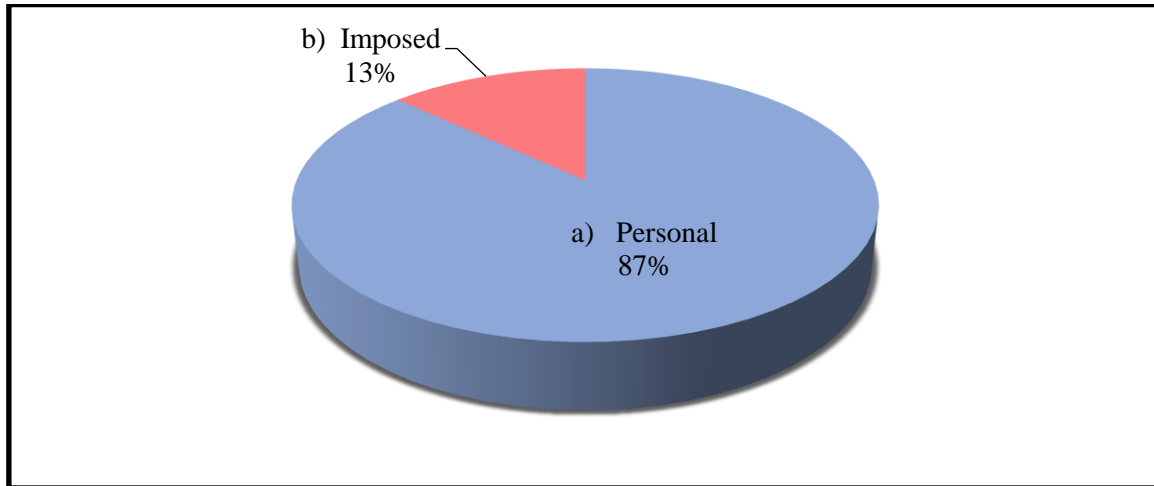


Figure 3.2 English language choice

This question aimed at finding out whether EFL participants chose to study the English language by their own choice or imposed on them. Of course, the majority was their personal choices about 87% in percentage and (20) in participants; on the other hand, a minority was imposed to them not their choice in percentage was about 13% and in participants (03). Therefore, behind these participants' answers, there are a variety of reasons. The reasons will be divided into two (02) categories: The participant who wants to study it by their personal choices and the ones imposed on them. First, the reasons why students prefer to study the English language by personal choice, the majority of answers were because they love the English language or their love all languages and the English language was their favourite.

For the participants who love it, this love was from their childhood when they were young while some students want to study it for personal purposes like they want to travel or their desire is to communicate with others may be natives...etc. as the participant said "I was really interested to learn and communicate with English, maybe because I was considered it as a matter of elegance plus to its international language and I 'd like to travel a lot", and a fewer because they are interested in the American culture.

Second, the other category concerned those whose study of English was not their personal choice but it was imposed on them. As the responses indicated, this was in order to do their parents desire even if they failed in several scientific fields and to become an EFL student was the only choice. An example of this was stated by one of the participants “Tried so many scientific fields in so many different universities and transfer after another to come into the conclusion which is following what I'm really good at and that's being an EFL student.”

Section Two: Information about the Speaking Skill

Q01.Classify the following skills according to their importance, if the speaking skill is at first, justify why

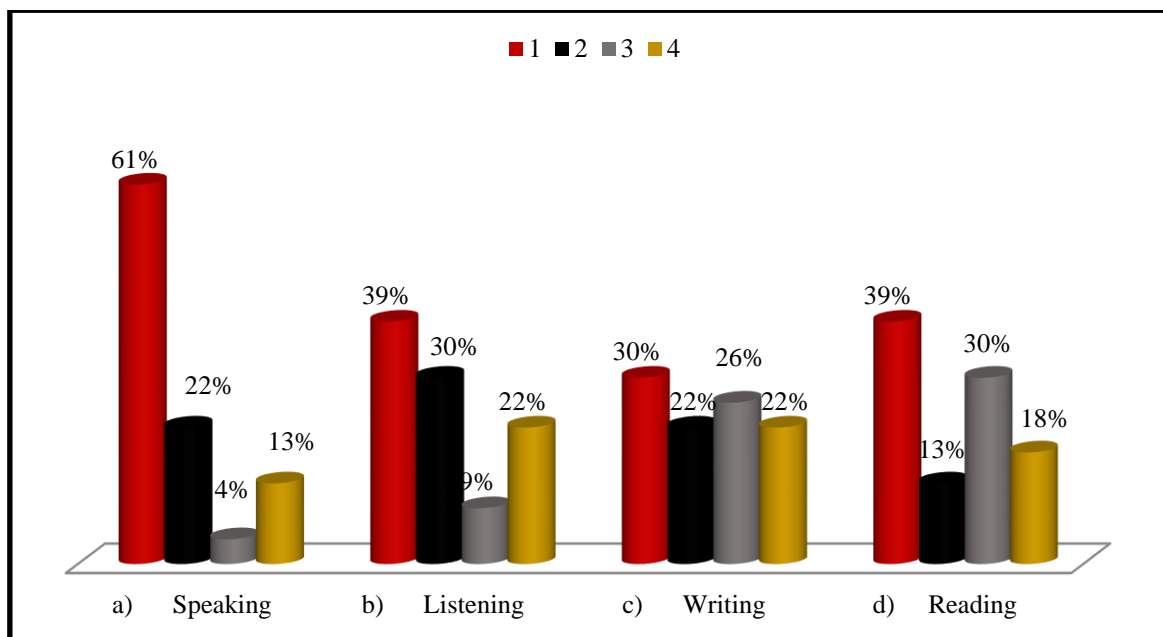


Figure 3.3 The participant’s an important skill

The question above was in accordance with the student's perspective to determine the most significant skills. As the diagram presented in the table, the majority of participants, about 61%, voted for the speaking skill that is the most important for them; whereas, 9% voted for listening

and other 9% voted for reading as a first important skill and a minority of 7% who voted for the writing skill.

Therefore, according to the student's selection, we can conceive that their interests are more about speaking skill, than the other three skills “listening, reading and writing”. Next, we required them to justify their answers if they voted for the speaking skill as their first choice. A considerable number of participants consider the first important skill is speaking because every language starts with speaking and as we can put the child as an example, the first thing acquired by the child is to speak the mother tongue language. That is to say (language= speaking) if the person cannot speak the language that means that he can neither read it nor write.

Besides, students consider speaking as the skill that allows them to communicate effectively “Without communication skills, the ability to progress in the working world and in life, itself, would be nearly impossible”, as well it gives them the ability to convey information verbally in an understandable way for the listener. In accordance with a minority of participants, it views the speaking skill as a fundamental tool for expressing themselves, and their views and thoughts can defend their opinions. However, some of the participants who want to travel abroad are those whose main target is to study English and the first skill, Let us take an example of one of the participants who stated, “Travelling abroad is basically one of our targets we study English and here absolutely we need the speaking skill the most in order to communicate with people and it takes a lot of practice to improve it unlike the other 3 skills”.

Q02.Do you think that your level of speaking skill is improving? And what is the purpose?

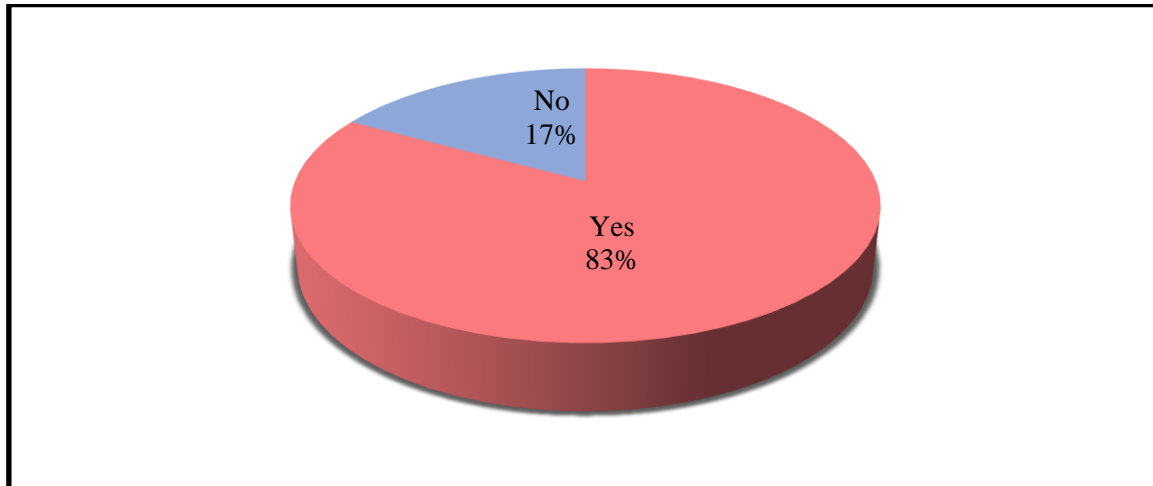


Figure 3.4 The student's improvements level in speaking

Including this question, we intended to investigate clearly the degree of the improvements of the student's speaking skill and conceive whether for the majority of students or participants their level is improving or not. In a point of fact, it provided a variety of responses that may perhaps be classified into two different groups according to the level of the English-speaking capacities of the participants. The majority of participants who responded were 83%, that is the number of 19 students that their English level is improving; whereas, a minority voted 17% about four participants that their English level is not improving. This returns to several purposes. First, the majority of students, whose level in the language is improving, is because they practice daily inside the classroom and outside by communicating with others, watching native speakers videos as TED talks and try to memorise and imitate the vocabulary words.

Besides, while the students are learning in the classroom, they use the English language when making communication, or discussion with their classmates who can give them feedback and correction. Regarding this idea, one of the participants, stated the following: "Because while I'm learning in the classroom, I use the English language when making communication, or discussion

with my classmates who can give me their feedback and correction. Thus, it would help me to avoid these mistakes while speaking”.

Second, for the minority of participants that their answer was with no, the main reasons were that they do not have enough time to practice whether, inside the oral expression session. They are limited with time they do not have time for activities or watching educational videos, playing games that can acquire vocabulary...etc, it was as claimed by one of the students “because my time is limited, I work and I study in the same time that’s why I do not have time to do anything that can improve my English language”. Furthermore, students who have a lower level in speaking and do not improve because they do not use tools to enhance their languages such as reading books, magazines, articles and journals...etc.

Q03. Do you think that the hours devoted to studying the oral module are enough to produce a good speaker? Justify your answer?

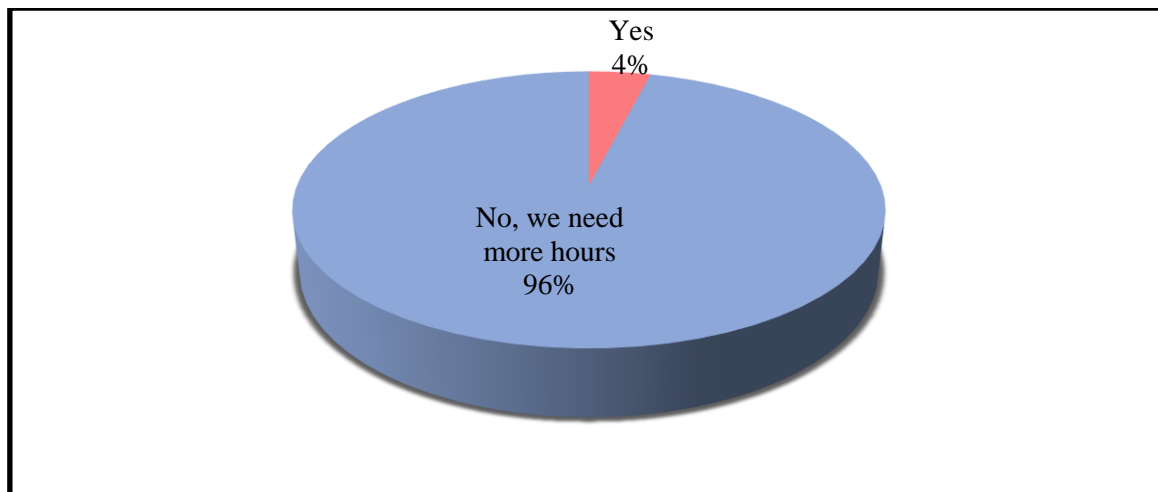


Figure 3.5 The student's agreements on the hours of oral expression

The above question dealt with the participants’ suggestions towards the hours devoted to studying the oral expression module, if they are enough or not to produce a good speaker. Consequently, the majority of participants voted with they need more hours to be enough in

studying the oral expression, about 96% as (22) participants who wanted more hours to develop the speaking skill which means the whole sample agreed on the response “No”; whereas, a very tiny amount of participants who sees that the obtained hours are enough, which are about 4% as (1) students.

The two sorts of responses need to be divided into two categories, the first category which the participants did not agree on the number of hours assigned for the oral expression session. For the reason that “one hour” per week is not sufficient for EFL students to have opportunities to practice the language and to strengthen their speaking and communication level, that takes time especially when students watch videos, playing games or presenting...etc. in the opinion of the participant that: “The more you speak the more your speaking skills become better And we only have 1 hour of this module per week so in order to accelerate your progress you need to practice out of university.”

Furthermore, it is in the oral expression session that participants get to speak freely using the target language, and some see that the oral sessions are needed for our comfort and fluency. Finally, one of the main purposes is the crowded classrooms; it is not enough since there are more than 30 students in each class so 1 hour is not enough for all students to practice their language. The second category is that students agreed on hours assigned because the students need to practice the language in every module, not just the oral expression such as participating, making presentation...etc. and especially to practice the target language in daily life not just inside the classroom, as a comment of a participant “I don’t see that practicing the language must be just in the oral expression module, I see that we practice English in every module and also in our life.”

Q04.Do you permanently practice the English language to improve your speaking skill via Internet (chatting, watching English videos, reading books online, etc.)? and why?

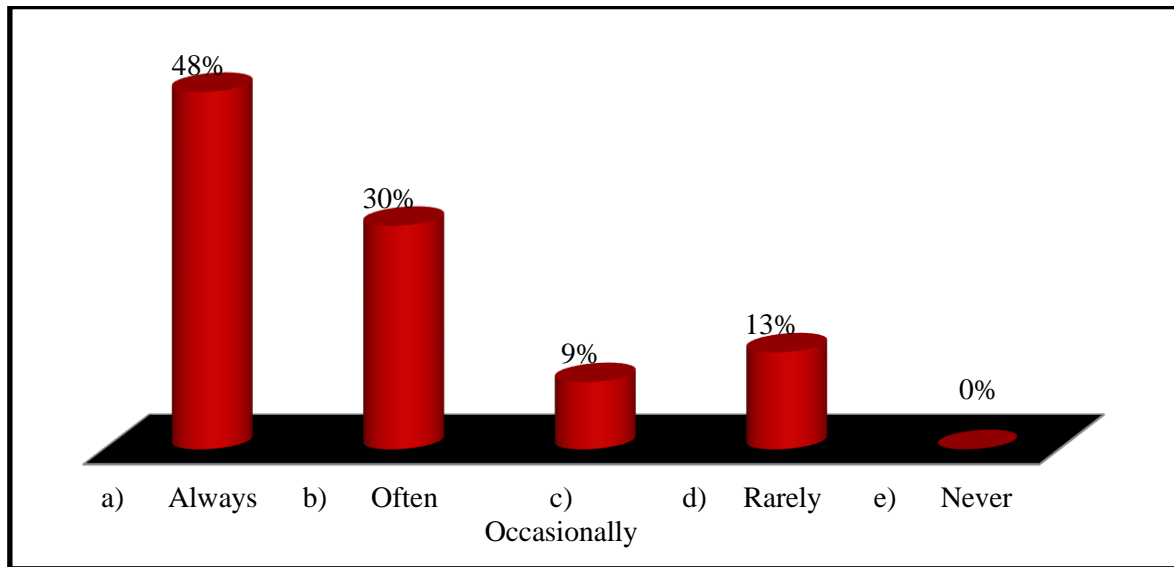


Figure 3.6 Improve the student's speaking skill via the internet

By posing the question above, we tried to study the viewpoints of participants as to whether they permanently practice the English language to improve students speaking via the internet or not. Thus, a considerable number of participants were using the internet as a beneficial tool to practice their speaking skill, they were counted as 48% means twenty (11) students who use the internet "always" in order to communicate with others (native speakers), watching a lot of videos to acquire more vocabulary and pronunciation, as well the participants who use it "often" were 30% about seven (07) student's and that is because they are limited to the time between university studies, revision and the given homework.

In addition, a small number of 9% and approximately two (02) students were "occasionally" using the internet, because students find it as a time consumer particularly when they are students and study frequently "every day". Finally, others vote "rarely" about 13% in numbers of students were about three (03) the main reason was as well the lack of time and because of the poor network, as one of the students stated that: "because the internet is very week in our region". Besides, teachers do not encourage students to use the internet for improving their level in

English speaking kill, as specified by a participant “The Oral teacher never give us videos to watch at home or something like that we can use the internet with”.

Q05.Which types of websites do you mostly visit? Justify your answer?

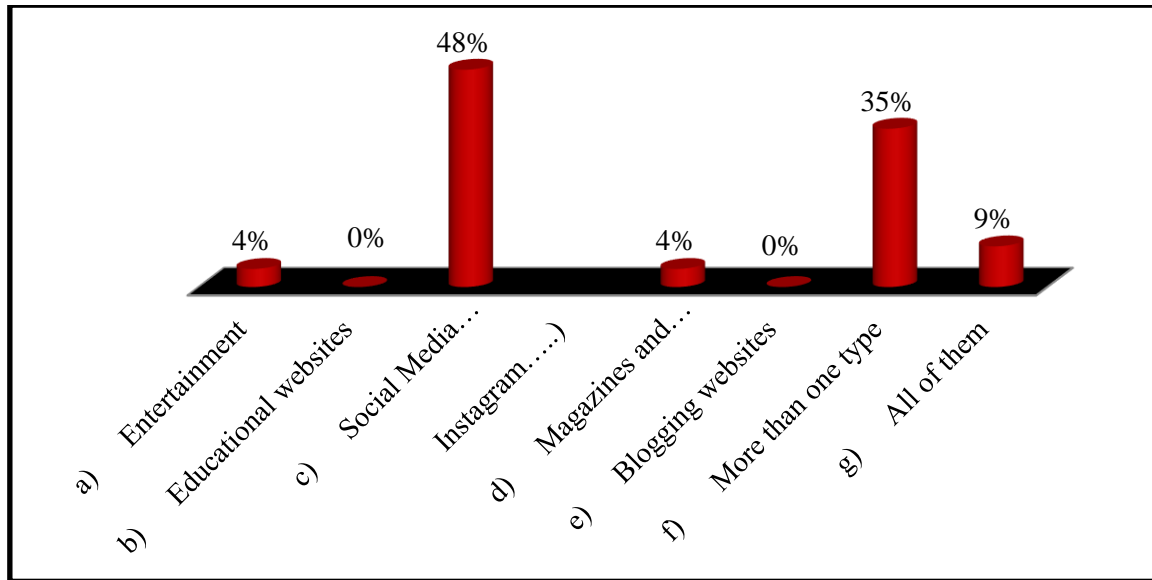


Figure 3.7 The student’s most visited websites

The intention of this multiple choice question was to pinpoint and discover the types of websites that student mostly prefers to visit. According to the participants’ responses, they were divided into seven categories which are (social media, education websites, entertainments, magazines and news websites, blogging websites, Youtube, motivational websites). First, a big number of 48% are using “social media” such as (Facebook, Twitter, Instagram...etc), and that is because while using social media students feel interested and enjoyable, they do not feel bored for example they communicate with their friends or people from all around the world as claimed by a participant “I prefer communication and discussion, so using social media will provide us with these abilities to talk or chat with peoples and friends.”, follow the stars news “I find all the news in it”, posting pictures, videos and they can also beneficiate from online English teachers...etc.

The second category is “educational websites”, students percentage were 40,9% because educational websites comprise websites with games, movies or materials that operate as the instruments for improving learning and supplementing instruction in classrooms. These websites assist make the learning process enjoyable and attractive, especially with this generation. According to one of the participants that “I use educational websites because they are beneficial for every language learner to learn more about how to speak and pronounce the language”.

The third category was “entertainments” in which 4% of participants visit this type of category in order to watch funny and interesting shows or performance, gaming, movies, new...etc. as one participant stated that “I visit entertainment sites for fun and see what's new, also to enhance my vocabulary knowledge”. Furthermore, participants visit entertainment sites to develop their oral competencies as in another student words “More attractive and I can do both having fun and developing my speaking skills”.

A percentage of 9% goes to the participants of the fourth category for both “blogging websites” and “magazines and news websites”, blogging websites are informational and online journals where persons can share information and share views as one of the students said that “I like blogging websites to exchange ideas.” Whereas magazines and news websites are mostly visited in order to read articles, stories, photographs and advertisements, as well to share news and follow famous people...etc. but with the target language. In accordance with a participant, “I love reading too much especially celebrities life stories”. The last category is the fifth one, in which the percentage of participants was 4% for both “YouTube and motivational websites”.

For YouTube, the students can watch and learn about the English language in many ways, such as “watching movies, vlogs, food channels, gaming, sports, fashion and listening to music...etc.” All this with the English language is for gaining more vocabulary words and to improve their pronunciation and knowledge in several domains. Respectively, a participant

declared, “I visit YouTube a lot to follow what interests me the most and to improve my English”, and for motivational websites which can inspire the students and give them a variety of topics discussed to learn vocabulary, pronunciation, information about several themes, as one of the participants responded, “ the most visited websites for me are the motivational ones as TED talks videos, I beneficiate from them so much I gained more vocabulary words and learn more how to talk the language”.

Q06.According to you, how much can the speaking skill help you to be a good English language user? and why?

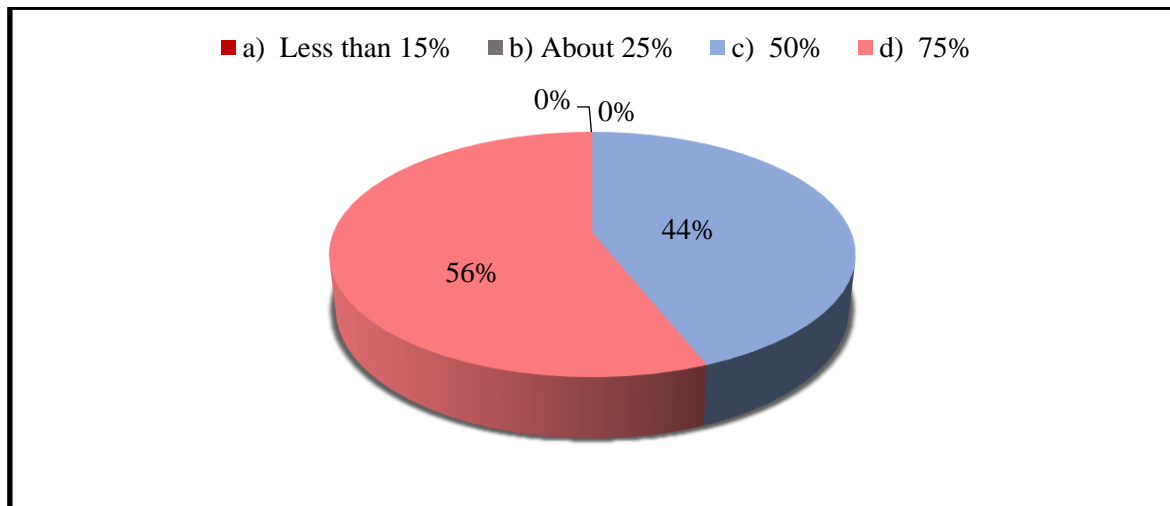


Figure 3.8 The improvements of speaking skill to be a good speaker

According to the question asked to the participants about how much can the speaking skill help you to be a good English language user? Through this question, our intention was to characterize how much the students think that speaking can enhance the English language in percentage. The participants were divided into two sections. The first one was devoted to 56%, which means that the majority of participants considered speaking as the skill that can produce a good English speaker. This was because several reasons come to interplay. For example, it is

considered that the center of language to be good in the English language is the mastery of the speaking skill first.

In fact, speaking skill is one of the competencies that a language user should be competent in it. It is so because through this skill we can share information, communicate with others without any fear... etc. Additionally, a good speaker is a good writer, listener and reader. That is why, for a child, the first thing s/he acquires is how to talk a language. Moreover, 75% of the participants thought, "Through speaking, we can learn new words, exchange ideas and correct each other's mistakes which will support us to avoid these mistakes in writing. Also, speaking skill helps us how to pronounce well through listening".

In addition, if a student is able to speak fluently s/he can get a good level in writing, listening, and reading. The participants saw that all the skill issues are born from the lack of speaking because it is rare to find students with good speaking and poor writing or reading. According to one participant's viewpoint, " When I was weak in communication or speaking in general, my three other skills were very poor, but when I became a fluent English speaker my other skills become better, for example, I gained a lot of vocabulary, sentence structure, grammar...etc."

In the second section, the participants voted for 44% about (10) for, which means that the speaking skill will take half in helping students become good English users and the other half split up on the other skills. That is to say, "language is all about communication, and the first natural way of communication is speaking. Language is speaking and other skills came after speaking." in agreement with this last participant, another one commented that "I see that 50% is the right percentage for speaking because if you can read and write without speaking all that you have learnt will vanish".

From these participants 'views, the speaking skill percentage is higher because it is the first skill that the student can develop to become a better English user with a good level. As a piece of evidence, it has been noted, "Speaking and practising how to speak a language are and will be the easiest way to accomplish the goal of language acquisition. Speaking makes the mind process the code (language) that you're inserting in it gives you the product which is training your brain how to process hearing and producing a language faster."

Section Three: Improving Vocabulary through TED Talks Videos in Public Speaking

Q01. How much do you think that vocabulary is an interesting element in speaking skill? Justify your answer?

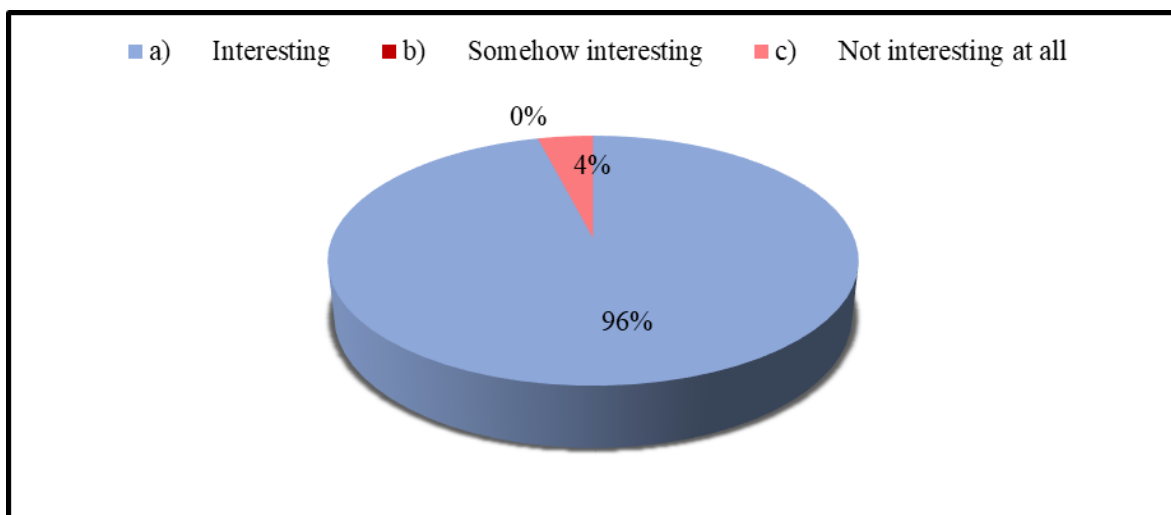


Figure 3.9 If the student's find that vocabulary interesting in speaking

This question was asked to the participants to know how much vocabulary is an interesting element to the speaking skill. In fact, the majority of participants considered that vocabulary is interesting. 96% participants voted for "interesting", and a minority about 4% voted that vocabulary is "not interesting at all". Only one student chose several reasons. To make this statement more explicit, first, the participants considered it as an interesting element in speaking because vocabulary makes students understand and communicate effectively in different fields; as

well, it is an important element to produce sentences. Some participants declared, “Vocabulary is the basic unit of the language because without a great amount of vocabulary we can't speak and we may be misunderstood due to the lack of vocabulary knowledge”.

Additionally, another answer was similar to the first one. That is, “If the learner uses the appropriate and well-chosen vocabulary, his/her speaking skill will be more interesting and proficient, and if we are not good at vocabulary our language will become poor and not understandable”. Obviously, without a sufficient vocabulary, the students will not be able to explain things in certain situations.

The second section is according to just one person. In his point of view, Vocabulary is “not interesting at all”. According to this participant, “Vocabulary is not that interesting for me because it is for me to gain new words whenever I watch to movies or videos...etc. Consequently, one of the students did not find any difficulties in gaining vocabulary and they see it as an interesting element.

Q02. How do you prefer learning to speak? And why?

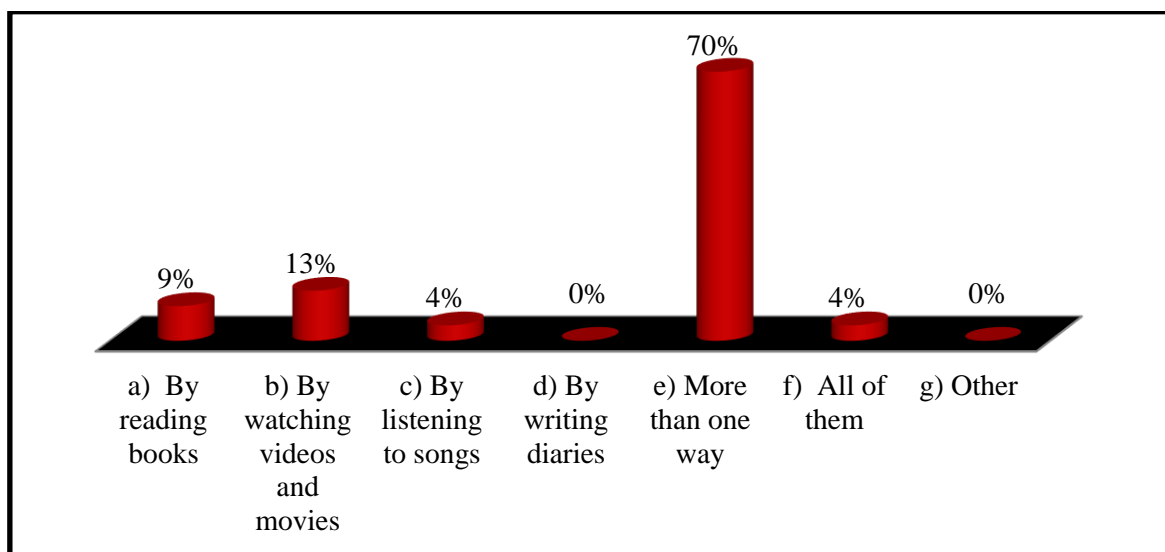


Figure 3.10 How students learn to speak

The current question intended to answer how students prefer learning to speak. Is it by “watching videos and movies, reading books, listening to songs, and by writing diaries”? According to the majority of participants, they voted that they prefer learning speaking “by watching videos and movies”. The reason behind this is that these techniques or means are entertaining students not to feel bored and at the same time interesting and efficient ways to use for EFL students while others see from their own perspective that this tool helps them a lot because they are audiovisual learners.

Additionally, as claimed by one of the participants, “Watching movies or listening to songs makes it enjoyable and at the same time an interesting touch to learning and this will push me to learn more”. For 70% of the participants, they prefer to learn to speak “in more than one way”. Changing the way of learning is a beneficial strategy for amusing and effective learning. Moreover, the category who vote for “Listening songs” This is because they find it an enjoyable way. At the same time, songs are easy to memorise because we listen to music and sing while that will be easy to save a good amount of new vocabulary.

Q03.How using technology in EFL class is a good strategy for effective learning?

Using technology for students in EFL class

By including this question, we wanted to ascertain that using technology in EFL class is a good strategy for effective learning but in what way and if it can be an effective strategy. Interestingly, the respondents seemed to share common responses but they were stated differently. Some explained that since we are in the technology decade, we need to cope with the new education. At the same time, it is effective, especially for EFL students to improve the four skills. As one of the participants commented that, “It is a very good strategy because, now, technology can be an easy tool to practice and learn a lot about the English language, and we can use it to

watch many educational videos especially in oral sessions.” While some participants proposed as well how it can be used and an effective way “It is good in the fact that we can watch videos together at the classroom and then discuss the content of the video. We will gain a lot of vocabulary, pronunciation in an interesting way”.

Moreover, others see it as an encouraging tool for students, as an idea started by one of the participants “it makes learners interested unlike the traditional ways of teaching, they can apply it in oral courses as games for example by showing pictures and gassing the name or by presenting videos with a lot of vocabulary words and try to guess the meaning...etc” participants were very up to the strategy of using technology in EFL class; they found it an interesting and encouraging way for them to learn and to improve their speaking skill.

Q04.Which of the following language elements can be improved when using audio-visuals? And why?

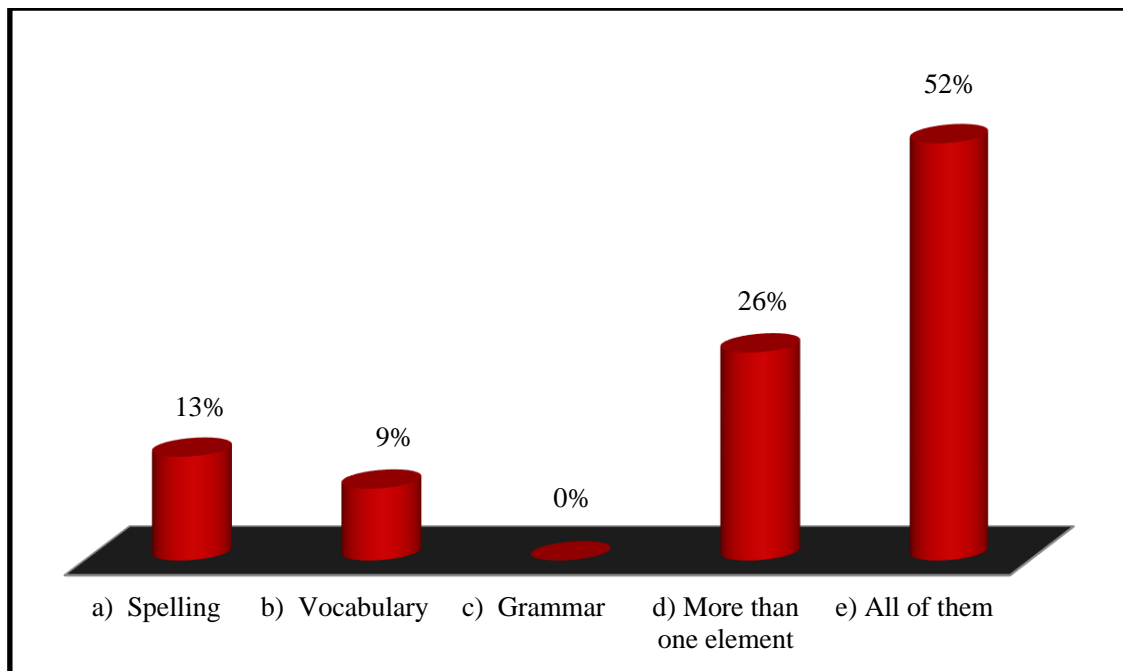


Figure 3.11 Language elements that improved while using audiovisuals

By incorporating this question, we wanted to see the point of views and choices of the participants about which elements can be enhanced while using audio-visuals. The participants voted on three important elements, “spelling, grammar, and vocabulary.” They needed to select one or “all of them”, and half of the respondents voted on “all of them.” This means that about 26% of the participants are visuals. The participants explained that audio-visual methods are good for learning a foreign language because these methods can improve more than one skill. Consequently, they believe that they need to visually see information to remember it because visual learning encourages them to process what they are seeing and filter it in their brains.

About 13% of the participants had chosen ‘spelling’ as the second language element that can be improved when using audio-visuals. They explained that audio-visuals are essential methods that help students learn how to pronounce certain words appropriately. In short, the majority of participants believe that spelling can be well improved when using audiovisuals.

Additionally, 9% of the participants selected “Vocabulary” as the third language element that can be improved while using audio-visuals. The participants claimed their view by stating that: “Through listening to certain videos, they will be able to learn how to spell the words correctly. In addition, watching this kind of videos will help them learn more vocabularies.

Q05. TED talks are influential videos from expert speakers on several domains (education, business, science, tech, and creativity....etc) they aim to share knowledge and ideas through short talks and presentations. Do you use TED Talks videos for educational purposes? And justify your answer?

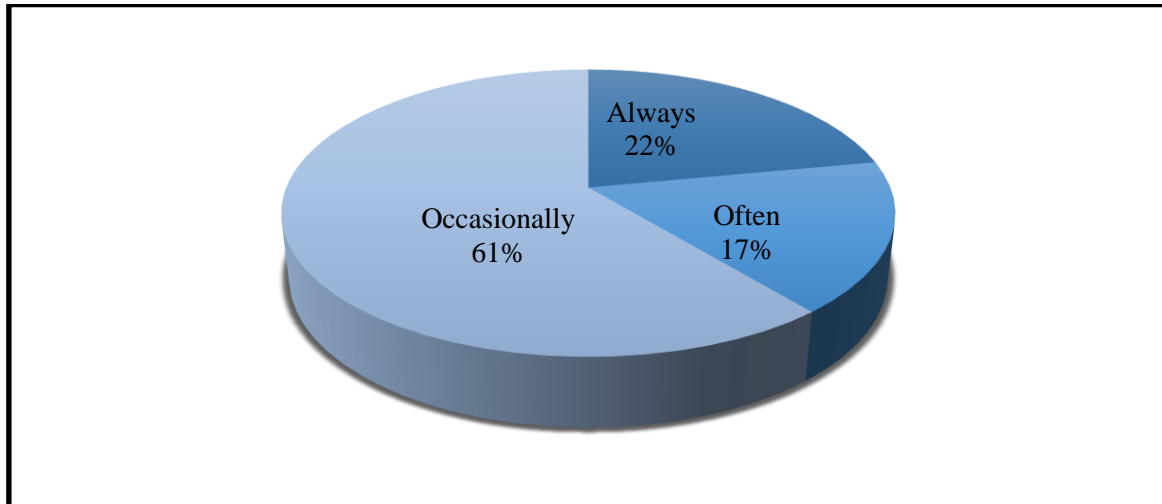


Figure 3.12 If students use TED talks for educational purposes

To make sure that the participants understand the question, the researcher provided them with a brief definition about TED Talks videos. The majority of students, with a percentage of 61%, stated that they used this kind of videos for educational purposes just “occasionally”. According to them, the reason of using them occasionally is related to many factors: the poor network and lack of extra time. In addition, teachers do not encourage them to use ted talks videos. One of the participants stated that “TED Talks videos are very interesting, we can learn from them many things, but I used them occasionally because teachers do not give them much importance or make us use them in activities or the classroom presentations.”

Few students, with a percentage of 17%, stated that they ‘often’ use this kind of videos for educational purposes. As explained by one of the participants: “I just use TED talks videos when I feel that I need to practice my English or gain new vocabularies.”

The third category, with a percentage of 22%, stated that they ‘always’ use this kind of videos because they want to learn how to present “the body language, how to tell jokes in the middle of a presentation, and how to relax while presenting.

The last category, which represents 0% of the participants, stated that “never” use Ted talks videos for entertainment and free learning because all participants were using this kind of videos, because it is the only way to keep them interested in learning the English language.

Q6.What do you think of watching TED talks videos to enhance English as a speaking skill compared to other ways?

This question has been posed to see the participants’ point of views about watching TED talks videos to improve their English as a speaking skill compared to other ways. Consequently, all respondents (100%) agreed that watching TED videos can enhance the student's English language. The students’ answers were very positive towards this kind of videos. The majority of them consider TED as an effective tool that student can use, especially for those who have a low level of speaking. Besides, they claimed that TED is considered the easiest way compared to other ways. It makes them inspired and motivated because of public speaking videos. As claimed by one of the participants “Watching this kind of videos do not only improve your speaking skill but also it helps you to express your ideas with fewer mistakes, less anxiety and motivate you to share your thoughts and with others.”

Q07. Do you see that the use of ICT (information, communication and technologies) develop the student level in speaking skill, and how?

This question intended to see what the participants think of the use of ICT to develop their level in the speaking skill and how it will do that. The majority of students think that the use of information, communication and technology is very helpful nowadays, especially by using it in educational purposes. According to one of the participants “The use of ICT will develop the students’ level in speaking skill. In other words, providing for example videos which contain native speakers who speak and express their ideas using the English language will help the listener to

improve his/her pronunciation because a native speaker is a perfect example to enhance the speaking skill.”

Information communication technology takes a great deal of our lives especially in education. It helps students develop their linguistic competence and their language learning skills (reading, speaking, writing and listening). This because it offers them the opportunity to be exposed to the target language through the use of audio visuals such as TED talks videos.

Q8.Do you agree that through TED Talks videos, you can learn about delivering ideas, gain more vocabulary, improve body language & improve your public speaking skill, and why?

Through this question, the researcher attempts to know whether students agree or disagree that through TED talks videos they can learn about delivering ideas, gain more vocabulary, improve body language and enhance their public speaking skill. All participants agreed on the fact that TED talks videos are beneficial and through them, they can learn a several of things and that returns to several reasons: first, because TED talks are public speaking performances; through them, student can learn how to present without any anxiety, increase their self-confidence and help them develop their linguistics and para linguistics competence (body language)... etc.

Moreover, according to one of the participant “Yes, Ted talks videos provide us with a variety of people talking about their own respective fields. It would be great to learn from their body language and the vocabulary that they use.” Through TED talks, students can learn new vocabulary words from the speaker and they help them improve their body language. Thus, this kind of videos helps students to present ideas without any anxiety, shyness or stress, as it is a good way for students to gain vocabulary knowledge and pronunciation.

3.2.2 Results of the Teachers' Interview

Section One: General knowledge

Q01. Would you specify your degree?

Table 3.4

Teachers' Degree

Option	Number
Doctora	04
Magister	03
Master	02
Total	09

Q02. For how long have you been teaching the oral expression module?

Table 3.5

Teachers' Period of Teaching

Interviewers	Span (years)
A	03
B	02
C	08
D	06
E	02
F	03
G	05
H	03
I	01

Over time, we have discovered that teachers' personal information has a cumulative effect on students' learning outcomes. Therefore, we will start with these questions and consciously interview teachers in charge of oral English classes. This kind of questions and teachers answers will help to understand whether these factors will influence your decisions, this question was intended to know how long their career in teaching oral expression module. Thus, in the first question, the nine teachers do not possess the same educational level degree as four teachers have a doctoral degree, three magister degree and just two teachers who hold a master degree.

On the other hand, The second question intends to know how long their career in teaching the oral expression module, and as it is presented teacher's answer is ranging from 01 to 08 years of teaching oral expression module at university. Besides, their experience in the module will help us to discuss the following results.

Q03. What are the main difficulties that students face in the oral expression module? And why?

This question aimed to reveal the most difficulties in oral expression that students face but from the point of view of teachers whose responses were summarised in the following table:

Table 3.6

Students' Oral Expression Difficulties

Interviewers	Oral Difficulties	Reason
A	Difficulties to generate ideas, psychological issues such as anxiety and stress, competency-based issues and vocabulary, pronunciation and grammar or sentence structure.	-Lack of reading and communicating with others inside or outside the classroom
B	shy and being stressed, fear of making mistakes in grammar, vocabulary and spelling, unpreparedness, fear the reaction of their classmate's	-fear of making errors and mistakes in front of others -lack of preparedness, cannot express themselves
C	Be a reluctance to talk, lack of confidence, lack of vocabulary their speech, lot of grammatical mistakes, lack of exposure and pronunciation	- lack of reading &practice is the major reason -very fragile background or very weak -the ways of teaching
D	Categorize them individually and collectively: are shy they hesitate to participate, poor mastery of the foreign language especially terms of vocabulary and expressions.	-not in touch with the foreign language because they use it only in the classroom not outside or for academic assignments and Homeworks.

E	Shyness afraid of making errors, poor linguistics background anxiety of being judged and lack of vocabulary	<ul style="list-style-type: none"> -lack of self-confidence, lack of practice the language even in the oral expression session - lack of reading to gain more vocabulary -lack of time so they can feel free to express themselves.
F	-Many factors are affecting students oral performance, some of these factors are related to learners themselves. Thus, we may call these factors “Internal” factors, the big issues that students face is in vocabulary, grammar and pronunciation in speaking the language.	<ul style="list-style-type: none"> - lack of self-confidence -the fear of making mistakes at the level of vocabulary, grammar and punctuation -plus the anxiety, shyness and the fear of public speaking in general. -classroom environment and the curriculum.
G	The psychological barrier: because they feel ashamed and shy sometimes impressed, the topic is not interesting to them or they don’t have the appropriate vocabulary used in the topic.	<ul style="list-style-type: none"> - lack of practising the language outside the classroom -they don’t try to gain new vocabulary in different topics. -watching educational movies
H	Problems with pronunciation and in the fluency of speaking, in vocabulary	<ul style="list-style-type: none"> -lack of communication outside and inside the classroom -the influence of mother tongue -lack of reading and they need to listen more to videos, tv channels

<p>I</p>	<p>Students are not fully prepared, fear of making mistakes, fear of being judged by both teachers or students and poor vocabulary and knowledge.</p>	<p>-lack of communication the language outside the classroom -lack of reading and watching educational videos.</p>
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The teachers were asked to identify the most prevalent problems that students experience while speaking. Some teachers face difficulties in generating ideas, this means that students do not have enough knowledge about the topic. Others do not participate in the oral classroom while many students cannot produce correct utterances. In addition, the nine teachers were also selected to answer this question, which was about identifying the causes that can lead to oral difficulties in students' expression. As long as the teacher is the class member who knows the most about the situation, as well it is a valuable and beneficial source of knowledge and information. One of the common reasons are:

- **Lack of practice and communication inside or outside the classroom**

The majority of teachers selected this reason as one of the main reasons that students face in the oral expression module. The interviewees considered that lack of communication with others inside or outside the classroom is a reason for low level in speaking. Certainly, the more students talk, the better they become fluent in oral expression or speaking skill in general. Therefore, teachers need to maximise their time in offering many chances for oral practice.

- **Lack of reading and watching educational videos (lack of exposure)**

The nine interviewees highlighted this problem as the main issue for students that is the lack of reading and watching educational videos because these tools will gain students more knowledge and vocabulary. This is exactly what teacher (H) calls our attention to “lack of reading and they need to listen to more videos, tv channels...etc. in order to gain more vocabulary, spelling,

and grammar”. That is to say, students will improve their level easily especially in the oral expression through videos.

- **Psychological factors**

Psychological factors (anxiety, shyness, low self-confidence and lack of motivation) that appear on students in speaking inside and outside the classroom, especially in front of their classmates and teachers can be the result of the student’s fear of negative judgments and sometimes of unpleasant comments. In addition this maybe due to their degraded level in the vocabulary knowledge (lack of words) and poor grammar.

Section Two: Teachers’ practices in the teaching of oral expression

Q04.How would you describe your student level in speaking?

Table 3.7

Student’s Speaking Level

Interviewees	Students level
A	-The majority of students' level is just below intermediate, because an intermediate in this in this level, usually does not face any problems with language production or written and spoken language.
B	-generally, student’s level is from upper beginner which is somehow rare, and we have a lower intermediate, and some students like only six (06) from (45) who are upper-intermediate but most of them are intermediate & lower intermediate.
C	-students are classified into categories: 10% who are very motivated, competent enough to be at this level (Upper-intermediate), and the majority who show their ups and downs, sometimes they are good and sometimes they

	are not (intermediate), then the minority who are weak especially when it comes to oral expression.
D	-generally, speaking is average, individually speaking some students are excellent and others have poor achievement in terms of language level.
E	-the majority of student's level is average but most of them use informal English, and we have a minority who have a poor language which is below intermediate, and a small number who are upper-intermediate.
F	-students have different levels and that is based on their oral performance, we can categorise them according to years for example; 1 st student is considered below-average, and the level of 3 rd -year students is good, while the majority their level is average and a minority who are excellent speakers about 10% - the differ from one to another but the majority are above average, are better than average and some students are upper-intermediate.
G	
H	- the majority of students have a good level of speaking (intermediate).
I	- divide students into just two (02) categories which is the majority level is average, and some students are below average in oral expression.

The question was posed to the teachers about the level of their students in speaking. Their answers reveal that the majority of those interviewees agreed on one common answer which is "average". The teachers classified the level of their students into three categories, which are “lower intermediate, intermediate, and upper-intermediate”. For instance, four teachers (b, c, f, d) agreed on that the level of the majority of students in speaking is average, and only a minority of students (10%) who have upper intermediate level.

According to them, this is the result of having poor linguistics competence (vocabulary, grammar, spelling and pronunciation) and a low background knowledge about the topics (having problems in generating ideas). This confirms what teachers stated about their students different speaking difficulties in the previous question (3). Consequently, this maybe due to the lack of practice and the lack of exposure to the English language to reading, listening or watching authentic or non-authentic materials. Concerning the minority who has upper-intermediate level, interviewee (C) linked their level in speaking with their good competence and high motivation. S/he asserted that “10% who are very motivated, competent enough to be at this level (Upper-intermediate)”

Q05.In your point of view, what are the difficulties that prevent students to use their vocabulary successfully in oral expressions sessions?

Table 3.8

The student's difficulties in the use of vocabulary

Interviewees	Difficulties
A	<ul style="list-style-type: none"> -students commit certain errors or mistakes when it comes to grammar. -They have a huge problem with vocabulary because we can see this in their writing or their speech - they overuse some terms, small vocabulary vessel
B	<ul style="list-style-type: none"> - the students with low intermediate and even advanced students have lack synonyms, how a word can be used in a variety of settings. -Stress: they rely on the basic vocabulary when they get stressed -the unpreparedness

<p>C</p>	<ul style="list-style-type: none"> -the fear of trying new or advanced vocabulary. -students don't have enough or a wide range of vocabulary -they can not use a variety of sentence structure
<p>D</p>	<ul style="list-style-type: none"> -this could be a lack of exposure, reading, communication - don't take risks of using the new vocabulary words especially in speaking
<p>E</p>	<ul style="list-style-type: none"> - it is difficult for students what it means to know a word - problems communicating their ideas -struggle in using the words in different contexts. -learning more vocabulary words by reading & watching videos...etc
<p>F</p>	<ul style="list-style-type: none"> - lack of reading, lack of practice, lack of communication among the students themselves, besides to other sequential factors of shyness, difficulties of public speaking in the classroom like presenting and make speeches...etc. -lack of the oral practice
<p>G</p>	<ul style="list-style-type: none"> -lack of reading or watching interesting videos -some students have a lot of vocabulary but unfortunately, they do not have the ability to select adequate terms and use them appropriately. -lack of communication outside and inside the classroom

H	<ul style="list-style-type: none"> -students find difficulties in expressing themselves -impressment - being afraid of making mistakes, -lack of reading - lack of background and vocabulary words -lack of watching videos
I	<ul style="list-style-type: none"> - lack of confidence - using terms in an appropriate context.

Through the responses of the interviewees, one can dived the students who have difficulties in the vocabulary while speaking into two categories: the first category include those who have poor or low level in vocabulary. For this the interviewee (A) stated that: “They have a huge problem with vocabulary because we can see this in their writing or their speech and they overuse some terms, this is because small vocabulary vessel (size)”. Besides, interviewee (B) asserted that they have lack in synonyms and they do not how a word can be used in a variety of settings and only relay on the basic vocabulary when they get stressed. Concerning the second category the interviewee claimed that “some students have a lot of vocabulary but unfortunately, they do not have the ability to select adequate terms and use them appropriately.” As results of this difficulties, students cannot use a variety of sentence structure (interviewee B) and they commit sentence error or mistakes in vocabulary in their writing and speaking; in addition to students cannot use terms in the appropriate context (interviewee A).

The fact that, the students have different difficulties with vocabulary knowledge is due to a variety of reasons. For example, interviewee (C) attached these difficulties with student’s unpreparedness and with their fear of trying new or advanced vocabulary. The difficulties can be

also the results of the lack of practice and lack of exposure to the English language through reading (interviewee D), and due to the lack of watching effective and interesting video as well as to students no self-confidence (interviewee E).

Q06. As a teacher, what is the right way you see that can encourage your students to use the language outside the classroom?

Table 3.9

Using the language outside the classroom

Interviewees	Suggestions
A	-the most efficient solution might be exposed to the target language in different ways such as in movies, songs, games...etc.
B	-contact with the language not only speaking it - most importantly listening to the language every day and reading it then use it in different ways: communicating with others, using your phone in English, watching movies, videos, tv shows...etc.
C	-voluntary listening, reading and speaking -watching different and enjoyable videos specially in what they are interested in.
D	-some activities inside the classroom that encourage the students to use the language outside the classroom (try to link activities with daily life), activities such as solving a real-life problem

<p>E</p>	<p>-involving students in intensive reading and dialogues as speeches, conversations and open discussions that enrich the improvement of the skill.</p> <p>- to tackle realistic and motivating topics which appeal to the public</p>
<p>F</p>	<p>-give them interesting and enjoyable tasks and activities outside the classroom, for example, ask them to do an interview with people or making videos about a topic of the student's interests.</p> <p>- to be active in social media and try to communicate or chatting with natives speakers, joining to natives Facebook groups...etc</p> <p>-advise them to listen to music, watch motivational videos like TED talks.</p>
<p>G</p>	<p>-choose something they really love and try to do it in English like listening to music, watching movies, video games</p> <p>-joying clubs</p>
<p>H</p>	<p>-to talk to their pairs, friends and classmates in the target language outside</p> <p>-watching videos with plenty of new words.</p>
<p>I</p>	<p>-to create a supportive environment such as hanging out with friends who speaks the language this will engage students in real conversations</p> <p>- listening to public speaking videos ‘the more you hear the more you speak.’</p>

According to the interviewees, several ways can encourage students to speak the target language outside the classroom. First, the majority of interviewees suggested that watching audiovisuals could be an encouraging way for the learner to practice the language outside the classroom such as watching movies, videos like public speaking videos, playing games all the enjoyable tools and at the same time. As suggested by interviewee (B), “it is voluntary which make the student volunteer practice it” because students should not feel they are forced to do such thing. Then, interview (C) added that “it has to be intrinsically generation” because when students feel that they are imposed or its an assignment from a teacher they hesitate to do it, here the students will be more motivated which helps them to have a higher chance to pick up more vocabulary word.

Moreover, as interviewee A stated, “the most efficient solution might be the exposure to the target language because the more they're exposed to the language, the more they are going to learn efficiently and not just acquire certain vocabulary”. Therefore, reading and practicing the language with the environment and friends will encourage the students to practice it outside. In addition, as a minority who suggest that activities will encourage students to use the language outside but enjoyably, as the interviewee (D) “opt for some types of activities in which students work together and solve a real-life problem inside the classroom” because solving real-life problem make them think about it even outside the classroom.

Q07.Do you use TED Talks videos inside the oral expression classroom for educational purposes? And how? if you use it.

Table 3.10

The use of TED talks videos in oral classrooms

Interviewees	Yes _ No	How using it?
A	Yes	- was an educational video and for the sake of comprehension means they watch the video and they have some questions to answer about.
B	<i>Yes</i>	-used it as a tutorial for public speaking, to show how public speaking is done, what we need in public speaking and to show students the basics of public speaking such as how to address one idea, clear a mind, objective and not being distracted...etc. and used it for pronunciation purposes.
C	Yes	-chosen a TED talks video in my own choice and another time with the students choice and ask them to do a presentation or an “exposy” used it as a warm-up for discussion but sometimes not the whole videos just a section of it, as a source of further discussion on a topic and one time, ask from them to pick up specific terms from the video to find meaning as an activity or task.
D	<i>No, but entended</i>	-entended to use them as an activity for example to listen carefully to the topic chosen then try to find the new words meaning and employ them in a sentence.

E	<i>Yes</i>	-used it just once as a task, make the students listen to a short video then interpret it in their own way and word.
F	<i>Yes</i>	-but as a form of a given activity for students to watch a selected video from TED talks outside the classroom, then after watching we used an activity about the video’s topic to include the new vocabulary words learned from the videos.
G	<i>No</i>	
H	<i>Yes</i>	-used them just once, as practice for language in speaking and hearing but just short video.
I	<i>No</i>	

This question concern was whether or not teachers are aware of the idea of TED talks videos, and whether they use it in their oral expression classes or not. The majority of interviewees admit that they used TED talks videos for educational purposes, and that is because it helped students in acquiring the language fluently from the natives, makes them better public speakers in the future, allows them to become good pronouncer of the English language and non-natives speakers. Furthermore, most of the interviewees used TED talks videos as a presentation or activities to motivate students inside the oral classrooms. However, a minority of three interviewees did not use it but they were intended to unless as interviewee (H) justified that “because of the lack of materials such as data show and as well time” made an issue for them, interviewee (D) justified as well that “due to some technical problems we did not have the chance to do so”.

Q08. What is your opinion about the implementation of TED Talks videos to improve student's public speaking skills?

Table 3.11

Teacher’s opinion about the implementation of TED talks videos to improve student’s public speaking

<i>Interviewees</i>	<i>Opinions</i>
A	-TED videos are very good as a teaching technique, but at the same time, we should be careful while choosing the topic. It interests the student.
B	-TED talks are a very interesting and effective platform to show and to introduce students to public speaking because they are a variety of people come from a different context and explaining a variety of topics such as science, psychology, history, culture, politics, economy, art...etc. which make the student listen to different word or new word in different domains this is why TED talks are important.
C	-This platform is very rich, handy and accessible students can learn a number of techniques related to public speaking. They can learn the body language, posture, how to start, develop and end a presentation, how the student can make a joke in a presentation and how to move from something to another.
D	-very rich speaking platform especially for foreign language students But lack of time is the issue of not be able to use such videos. But TED talks are very interesting videos you can learn a lot from them as a student or even teachers.

E	-it will be very fruitful because it teaches students academic English not like in movies and songs i.e. well pronounced, well-articulated English. It helps them to be strong and independent because usually because they contain inspirational stories and experiences
F	-TED talks videos are short and sweet and everything about TED supports learning. Watching TED talks will inspire learners to be more motivated and most importantly is to enhance their public speaking because they have very weak performance while presenting.
G	-I see that those videos are very useful and helpful for the EFL learner to learn speaking and how to speak (use body language, self-confidence...etc.).
H	-it is a great technique because students will acquire language, topics, motivation...etc. but the time of the oral session, unfortunately, is not enough.
I	-it is very good way to enhance learners four skills and especially their public speaking because they have the anxiety talking in front of classmates, teachers and public in general, so I see that TED talks videos are very beneficial.

The majority of interviewees showed a positive attitude towards the implementation of TED talks videos to improve student’s public speaking skill. They see this platform useful for the students to acquire the language easily. For instance, interviewee (B) asserted that: “TED talks are very interesting and effective platform to show and to introduce students to public speaking because

they are a variety of people come from a different context and explaining a variety of topics such as science, psychology, history, culture, politics, economy, art...etc. which make the student listen to different word or new word in different domains this is why TED talks are important”.

According to him/ her this kind of videos is beneficial because they expose students to the different English speeches, which are performed by speakers from different nationalities, cultures and disciplines (natives and non-natives speakers). Consequently, this will increase EFL learner’s familiarity with a different accents, and will enrich their vocabulary size of multiples disciplines. Additionally, interviewee C “This platform is very rich, handy and accessible students can learn a number of techniques related to public speaking. They can learn the body language, the posture, how to start, develop and end a presentation, how the student can make a joke in a presentation and how to move from something to another”. For this interviewee, this TED videos are easy to access they are effective for developing EFL students public speaking (speaking in front of a lot of audience). Through this videos students can learn how to use the different aspects of public speaking (the body language, posture, how to tell jokes...etc.).

To sum up, these TED talks videos are not only effective for developing EFL student’s linguistic competence (grammar, vocabulary and pronunciation) but also for enhancing their para linguistic skills.

Q09. What can you suggestions dealing with the use of TED talks videos to improve student’s vocabulary in speaking skill?

Table 3.12

Dealing with TED talks to improve vocabulary in speaking

Interviewees	Suggestions
A	-my attitude towards using these videos is very positive, because I believe that exposure to language is the most important thing, TED Talk videos are very informative, they are very educational, they are very steachers considerommunity.
B	- I would like to follow this “PPP” teaching approach which means present, practice and produces to introduce new vocabulary, through TED talks we make the student listen and acquire new vocabulary words, then students then discuss the vocabulary and try to employ those words in a presentation or test...etc.
C	-using such videos is very helpful and beneficial for students especially to improve their vocabulary and pronunciation in speaking skill, and my suggestions are to try to find more time for this kind of videos inside the classroom so that student beneficiate from them.
D	- need to provide the necessary equipment so that student can have access to the kind of videos easily in the classroom because we can not guaranty the students control outside the classroom unless we have the equipment “ internet, sophisticated laboratory...etc.” we introduce those videos and try to encourage the students to follow them even outside the classroom
E	- should select a brief or average length and variety of topics that seem interesting and exciting for students and at the same time give the atmosphere for learning.

F	<p>- TED are beneficial videos for students, I suggest a TED talks video that I have watched, then after watching it at home, I will be asked to look for all the new vocabularies they have learned and try practising them in a proper way, maybe be to do another task where they use the same vocabulary in a proper way.</p>
G	<p>- really great idea, I will use it as soon as I get the opportunity because it is helpful on too many levels not just the English and mainly in vocabulary. I highly recommend doing it.</p>
H	<p>- the suggestions is to have the tools needed so that we can work with it in the future</p>
I	<p>- TED talks videos can be used inside or outside the classroom and it is very helpful in both ways, just outside the classroom we have very limited time, and using this type of videos is time-consuming, it can not program in every session due to time but at least once every two weeks. But also we can share this kind of videos via email groups, Facebook...etc. it will be less time-consuming.</p>

The interviewer aims through this question to ask the respondents to suggest some ideas for using this videos as an educational material. All of the participants consider TED videos to be an effective material and used in EFL oral classrooms. According to them the success in using such videos in the classroom required the availability of the necessary materials such as: laboratories, data show, micro phone, internet....etc. (interviewees D & H).

One of the respondents (interviewees B & F) suggest that the following “PPP” teaching approach which means “present, practice and produces” will be an effective strategy for teachers

to introduce new vocabulary terms. Through TED talks, teachers make students listen and acquire new words then ask them to discuss the acquired vocabulary and try to employ it in presentations or tests. Moreover, two participants asserted that the use of this videos can be a time consuming. They suggest either to devote more time for the use of these videos at least two or three times per two weeks (interviewee E) or select a brief or average length videos about topics that seems interesting and exciting for students (interviewee I).

Q10. In your opinion, what are the benefits that the students can gain from the use of the talk videos?

Table 3.13

The benefits gaining from TED talks videos

Interviewees	Benefits
A	-acquiring language skills like grammar, vocabulary and spelling...etc. and other skills that may be developed - learn how to be a good public speaker -get rid of anxiety and stress through public speaking videos -get more motivated while watching this kind of videos (how people use the language, word, body language and self-confidence ...etc.
B	-developing the students listening skills “both comprehension, critical listening” -acquiring new vocabulary words “learning words in context” not just word in isolation because the speaking giving the background and context not just words. -pronunciation how to spell words, through listing they will acquire the words correctly spelt

C	<ul style="list-style-type: none"> -students can learn a lot of words in different contexts from TED talks videos, related to many life aspects -learn how to handle a subject even if the subject is not that interesting at the beginning so they can make something out of scratch. -learn the para linguistics features -gain more vocabulary knowledge
D	<ul style="list-style-type: none"> -students can enrich their vocabulary from the use of TED videos -have an idea of what going on in the target community - some pronunciation developments. -develop the student’s public speaking.
E	<ul style="list-style-type: none"> -TED talks improve soft skills such as ‘speaking publicly, break the sequential barriers while speaking, improve oral proficiency and skill. -learn how to face the audience -lose the obstacles of fear, shyness, panic and gain self-confidence. -develop the soft and oral skill -vocabulary and pronunciation...etc.
F	<ul style="list-style-type: none"> -watching TED videos inspire students and give them a motivational boost while studying. -help students improve their oral performance by getting rid of shyness, anxiety issues, and fear of stage. -gain a lot of vocabulary through these videos from different contexts. -improve the student's interview techniques, conferences and meetings.
G	<ul style="list-style-type: none"> -teach the students public speaking skills “ how to more, addressing the audience, when telling a joke and body language” -beneficiate from new vocabulary -they gain confidence -being inspired by successful people. - well pronounced and articulated English
H	<ul style="list-style-type: none"> -acquire from TED talks videos the correct language from both natives & non-natives. -helps students gain confidence

I	<ul style="list-style-type: none"> -they learn how to speak, how to use their body language and be convincing. -to raise students awareness about the importance of different topics concerning different fields -make the student well engaged in the topics presented. -acquire the body language. -learn words from a variety of context “business, science, sports, politics...etc.
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The interviewees mentioned a variety of benefits that the students can gain from the use of TED talks videos, interviewees agreed on some benefits such as acquiring languages skills like “grammar, vocabulary and punctuation”. Then it helps students develop their oral skills and public speaking skills such as “body languages or the gestures that the performer do while presenting and gain confidence...etc.”, on the loss of fear and the anxiety while presenting, talking or communicating. Therefore, each of the interviewees added other elements that they see as beneficial for students. In addition, interviewee H added that “acquire from TED talks videos the correct language from both natives & non-natives, because acquiring English correctly is somehow hard for students but with this kind of videos it will be easy.” On the other hand, interviewee D added that “to have an idea of what going on in the target community because we can not isolate the target language from its community. If we understand how they live, think, speak and how they deal with issues, it will be helpful to learn the target language.”

3.3 Discussion of the Findings

The aim of this present study was to investigate the effectiveness of TED talks videos to improve EFL students vocabulary in speaking skill, In other words, is whether this kind of videos “TED talks” are effective for students to develop their speaking in the English language and what they can achieve from it. Furthermore, the first thing that we addressed is to find out about the

difficulties that the students facing in their speaking skill and seeking to remedy them. Then, we sought specifically to discover what may be achieved as final results.

We have collected data from our research and processed it using two distinct data collection techniques of qualitative analysis (student's questionnaire and a teacher's interview) to help us obtain reliable results and to draw conclusions. Through this section the researcher is going to discuss the main results gathered from these tools. First, from the student's questionnaire revealed: The majority of participant's share the same level which is 3rd-year, but their level in speaking skill is different. In addition, the data gathered showed that speaking abilities are crucial for students but they are demanding and challenging.

Additionally, we noticed that the participants in the student's questionnaire, as predicted, have difficulties in oral communication despite their competencies and abilities in other skills and that was due to several reasons:

- Lack of constant language practices in and outside the classroom.
- Lack of vocabulary knowledge
- Lack of self-confidence and shyness
- Difficulties in organizing ideas
- Public speaking anxiety
- Lack of exposure to the English language through reading and watching videos
- Fear of making pronunciation or grammatical mistakes

Secondly, the results of the teacher's interview showed that public speeches and group debates in oral classes are common abilities that EFL students have to master. In other words, the

majority of teachers, consider and believe that public speaking is significant due to its essential effect on the oral performance of EFL students. When students get the opportunity to speak in front of their classmates and observe responses, the student will be driven to gain new ideas and to offer thoughts next time, which will lead to new ideas. for this, as claimed by Yee and ZainolAbidin (2014), that with public-speaking skills learning, students may build confidence to persuade others more effectively about ideas and opinions that they want to express via their personal and social interactions, academic improvement, and most importantly career benefits, through public-speaking practices,

In addition, every teacher also stated that the students big fear is while they present in front of their peers and classmates for oral presentations. In particular, several teachers observed that a big percentage of the students are experiencing these issues, this shows the difficulty of oral sessions for most EFL students, due to the challenges in public speaking.

Moreover, the findings also showed that teachers have positive attitude towards the use of TED talks videos in oral expression classes. Since they can develop student's linguistic and para linguistics skills. This videos also help students learn to deliver speeches in front of their mates without any anxiety, shyness, low self-confidence and any fear of making mistakes.

In other words, the two data collection methods utilised in gathering data were to display for both students and teachers point of view or attitude toward the use of TED talks videos to improve the EFL learners vocabulary in the speaking skill. Thus, they agreed to all ideas and queries we asked and those who did not use this sort of videos declared that the main reason was due to lack of materials and shortage of time for the oral expression session. However, the students who answered the questionnaire were supporting the notion of using TED talks videos both inside and outside the classroom and they voted that they needed additional hours to attend oral expression session the same as teachers.

3.4 Synthesis and Summary of the Findings

This section will be devoted as a first independent remark on the results to a more detailed discussion and interpretation, As noted, this study aims to increase the vocabulary knowledge of EFL students in the speaking skill using TED talks videos, as we sought to investigate key factors during our inquiry with the aim of clarifying the main findings of the study. At this stage, the research questions that are addressed through the implementation of the fieldwork and the analysis of the qualitative data are necessary for the present study. In addition, and as regard our research issues, we have designed a non-structured questionnaire and teacher's interview for the sample in order to gain clear foundations and a thorough understanding of the most important reasons a student could have while speaking English in a specific sample. Besides, discover the elements that cause student's speaking difficulties in oral classes. We are doing to answer our research questions as follows:

Q1. Why do students of 3rd year have a lack of vocabulary while using their speaking skill?

The majority of both teachers and students agreed that learners have issues with their speaking skill and this due to the lack of practice of the language inside and outside the classroom. In addition, vocabulary is considered to be the most important component of the speaking because the lack of vocabulary make student's struggle with speaking while presenting or communicating with others...etc. Furthermore, both teacher's and student's link having difficulties in vocabulary while speaking with the following reasons:

- Lack of reading
- The limitation of sources of information and knowledge about words
- Lack of practicing the language inside and outside the classroom
- Lack of visiting educational websites

- Lack of watching interesting and educational videos inside the classroom

Q. 2 To what extent can TED talk videos solve the learner's issue and help them to enhance their vocabulary in speaking?

TED talks videos are enjoyable and at the same time beneficial for students to acquire new vocabulary knowledge that enhances their English language speaking. they will develop many other things: self-confidence, increase the ratio for the audience better understanding and communication with others about any field...etc. Additionally, interviewees were 100% agreed with the use of TED talks videos to solve the student's difficulties and offer them the opportunity to learn new vocabulary words and gain knowledge and a variety of information and increase their public speaking to become better English language speakers. Furthermore, the questionnaire participants as well have concurred that the use of TED talk videos might solve the learner's difficulties and help them to enhance their vocabulary in speaking due to the extent of the information, vocabulary and knowledge in the video, the students who used it before they saw developments is their speaking skill. Learners required to use such videos inside the classroom for better results.

Q3. How far TED talk videos can increase the students speaking ability compared to other ways?

Compared to other ways, TED Talks is an example of an inspiring videos where the audience may share their experiences. Through this kind of videos students will be exposed to the English language from different natives and non-natives speaker. This will develop student's language competence (linguistics and para linguistics competences); increase their vocabulary size, pronunciation and grammar. In addition, it will helps them learn how to deliver speeches clear, correct and fluent speeches without any difficulties (shyness, low self-confidence...etc.).

Q3. What are the main techniques that can encourage EFL learners to improve vocabulary outside the classroom?

The findings result for the interview with oral expression teachers and from their perspective that the main techniques that can encourage the EFL learners to improve vocabulary outside the classroom were to advise students to read more “ stories, articles, magazines, books...etc.” and to watch and listen to more educational videos like TED talks to gain “knowledge, information, vocabulary words, pronunciation...etc.” practice activities inside the oral expression session such as “ watching videos and apply the vocabulary taken from the video in sentences, playing video games with the English language because games contain conversations in the target language, try to listen to the English language “ songs, motivational videos, audio stories...etc.” and to be active on social media in order to communicate with natives or friends in the field.

Moreover, assuming that the answers to the student’s questionnaire were comparable to the ideas of the instructor, the students might be encouraged to utilise TED videos inside and outside the classroom and to play video games and listen to song lyrics since such techniques are interesting and fun for the students.

Conclusion

In conclusion, in this chapter, we evaluated, outlined and examined the information collected. Essentially, the validity of the study hypothesis was assessed using the student's questionnaire and teachers’ interview as data-gathering tools obtained from qualitative collection instruments. In this study, this chapter was divided into two sections. The first section contained the theoretical background of the research methodology and in section two we dealt with the fieldwork and the analysis of the gathered data obtained from qualitative and from both tools. Thus, the sample of both the students’ questionnaire and teachers’ interview, the students of the third year and the interview administered to the EFL teachers at Mohamed Khider Biskra. In general, in this study, the outcomes of both questionnaire and interview revealed some interesting results which

validate the research hypotheses and highlight that the use of this kind of videos “TED talks” may help the EFL students improve their vocabulary in speaking skill.

General Conclusion

The present research aimed to identify the effectiveness of TED videos to improve learner’s vocabulary in speaking skill in English learning, in particular when this kind of public speaking videos being the main technique for the development of vocabulary. Besides, the fundamental objective of this study was to try to show the premise of the utilisation of TED lecture videos may benefit EFL students in the classroom.

The first chapter of our study dealt with the intensive relationship between the speaking skill and vocabulary. Because speaking is the most important skill and that it constitutes a hindrance for learners more than listening, writing and reading, it is related to the improvements of vocabulary knowledge. If the students’ vocabulary level is high, they will be effective speakers of the target language. Consequently, due to the lack of several factors but especially vocabulary, the level of students is not improving as a result of several causes. As we took the issues faced by the majority of English university students into account.

That most learners have difficulties in speaking due to the lack of practising the English language inside and outside the classroom, which cause negative effects on their speaking competencies. Moreover, the teachers who teach the oral expression module often use traditional teaching techniques and methods that could have a big impact on their desire of learning the language, especially while using topics or activities out of the student’s interests.

Based upon the findings of chapter two, we come to conclude that the use of ICT’s and the audiovisual supports make the lectures more realistic, pleasant and appealing, have a great and positive influence on the vocabulary for EFL student. While the impact of ICT in learning EFL students is widely interesting and a good strategy for effective learning. Therefore, the teacher’s

attitude towards teaching English and especially the speaking skill and the right way to gain vocabulary terms is through visual aids videos such as public speaking videos “TED talks”. Besides, a percentage of 100% from the students’ questionnaire and the teachers’ interview agreed on the fact that visual aids or more specifically PS videos are very interesting and beneficial in improving learner’s vocabulary in their speaking capacity.

Additionally, the kind of videos that enhance the student PS by listening intensively are TED talks videos, as there are different difficulties that prevent learners from public speaking performances and presentations and how to use their verbal and body language. More crucially, the data showed that anxiety is the major psychological barrier, because most students are uncomfortable in public speaking. Furthermore, both teachers and students are aware that TED talks videos claim that these latter could assist them and reduce public speaking problems for students.

Implications and Recommendations

In this part, we attempt to highlight the relevance and impact of the current study, as well as the crucial advice for certain particular actions to be followed in particular circumstances. Moreover, this study demonstrated the efficacy of this study and produce a useful way for EFL learners to enhance their vocabulary by using video TED presentations. Besides, students will gain new vocabulary words, how to pronounciate correctly, how to present...etc.

- It is recommended that a mixed-method approach data collection should be employed for future research on this kind of study such as “treatment and questionnaire or an interview”. We could not do it due to the lack of limited time.
- Teachers should adopt technology and employ new oral expression teaching techniques like TED films, which give students useful approaches for their learning.

- Teachers should realise that the oral expression sessions are more likely to be held for students to talk or present themselves rather than for instruction.
- Teachers need to motivate and encourage the students to practise the language even outside the classroom in an enjoyable and at the same time beneficial way that will interest the students
- Teachers need to apply these TED talks videos technique inside the classroom for better vocabulary improvements, better spelling, remove the anxiety to public speaking...etc
- Students need to practise the language regularly by watching movies or communicating with a friend and try to improve their vocabulary knowledge in several fields.
- • A number of presentations should be organised in order to strengthen the student's public speaking.
- Teachers need to give opportunities to all students to practice the language orally in the oral expression session.

Limitations and Suggestions for Further Research

- The unforeseen societal restrictions of the COVID-19 are one of the main limitations which has greatly hampered our study.
- Firstly, we struggled due to our time constraints for gathering qualitative data that are the questionnaire for the students and the teachers' interview since we did not begin as early.
- Secondly, we have developed an online questionnaire, and that was the issue we faced: Unlike an ordinary questionnaire, not a big number of students have answered the online questionnaire and just 32 did. Additionally, the researcher faced some problems with the teachers' interview since some teachers rejected to do a recorded interview, and some did not have enough time for interviews.

- The duration of the questionnaire was slightly long and a number of respondents who took part in the study noted the loss of interest. This led to provide incomplete questionnaires and contributed to the low response rate of the study.
- Some students found it difficult to explain their thoughts in an open-ended questionnaire while doing it. Therefore, we found empty justifications and perhaps they were lazy to defend their responses.
- In real fieldwork, collecting the data required additional time and we did not have sufficient time to gather precise qualitative data. This problem has, however, placed substantial limits on the interpretation of the data due to the limited time

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Appendices

Appendix 1: Interviewees Informed Consent**Informed Consent****Interview date :****Research title:****Teacher name:**

- Investigating the effectiveness of TED talks videos to improve learners vocabulary knowledge in speaking skill: the case of Third-year students of English at Biskra University.

Description of the research study:

- I am conducting this research study to gather information about the difficulties that learners face in speaking skill and to find a solution for this issue. Through this study, we aim at investigating the effectiveness of TED talk videos to improve learners vocabulary knowledge in speaking skill.

Dear teacher,

You are kindly requested to participate in my studies /research work, Your experience, answers and your knowledge will make a significant contribution to this research.

- I admit that my participation during this research studies is voluntary.
- The interview will be recorded. And transcript will be produced
- The transcript of the interview will be analysed by Dou razane meral as a research investigator
- The interview will last approximately 20 to 30 minutes.
- Any summary interview content or direct quotations from the interview will be anonymised so that you cannot be identified.
- I have read and understood the explanation provided to me

By signing this form, I agree to the terms indicated above.

researcher contact details:**Teacher's signature**

email: razanemirale0@gmail.com

Dou Razane Meral

Mouhamed khider University of Biskra English section.

Appendix 2: The Teachers Interview Questions

Q1. Would you specify your degree?

Q2. For how long have you been teaching the oral expression module?

Q3. What are the main difficulties that students face in the oral expression module? And why?

Q4. How do you describe your student's level in speaking about communicating in English?

Q5. In your point of view, what are the difficulties that prevent students to use their vocabulary successfully in oral expression session?

Q6. As a teacher, what is the right way you see that can encourage your student to use the language outside the classroom?

Q7. Do you use TED talks videos inside the oral expression classroom for educational purposes? And how?

Q8. What is your opinion about the implementation of TED talks videos to improve student's public speaking skill?

Q9. What are your suggestions dealing with the use of TED talks videos to improve students vocabulary in speaking skill?

Q10. In your opinion, what are the benefits that the students can gain from the use of the TED talks videos?

Appendix 3: One of the Interview Samples

Sample A

Interviewer: The researcher

Interviewee: Teacher A

Researcher: Hello sir, I am Dou Razane Meral. Thank you for accepting my request, to answer some questions in order to gather data to my research which entitled “An Investigation into the Effectiveness of TED Talks Videos to Improve Learners Vocabulary Knowledge in the Speaking Skill”. Because the answers will provide me with will add a lot to my study.

Interviewee: You are welcome, I am happy to provide you with the help and the answers you need.

Researcher: The first question is about your degree, would you justify your degree?

Interviewee: I hold a doctorate degree

Researcher: For how long have you been teaching the oral expression module?

Interviewee: Currently, I'm not teaching oral expression, but I have taught it for, I think, three (03) years.

Researcher: And what are the main difficulties that students face in the oral expression module?

Interviewee: Some of the issues they may find with comprehension, it means when we ask them to provide something for the first time, it would be a bit difficult for them to generate ideas, etc. But I think a solution to this problem is very simple in which we try to bring new topics that are very close to learners. When it comes to language production, in oral expression, I think, some psychological issues such as anxiety and stress, other competency based issues, and they really impede or stand as a burden for them to practice language.

Researcher: What about vocabulary, do students face difficulties in this material?

Interviewee: Absolutely, of course, yeah. Because when you talk about language production, vocabulary is in language production. Apart from the mistakes, for example, they commit in

pronunciation and grammar or structure, I think, vocabulary stands, you know create very big issue when it comes to learners.

Researcher: How would you describe your student level in speaking?

Interviewee: Well, this question I think, occurs a lot when it comes to interviews or questionnaires. And it's a very difficult question, because we cannot generalize.

Researcher: I mean the level of the majority of students

Interviewee: majority of students, I think we can say just below intermediate, because an intermediate in this level, usually does not face any problems with language production or language in general, as the written language or spoken language. So I'd say, just below beverage.

Researcher: In your point of view, what are the difficulties that prevents students to use their vocabulary successfully in the oral expressions session?

Interviewee: I think their competence might be very important. They have certain or they commit certain errors or mistakes when it comes when it comes to grammar. When we talk about vocabulary the same thing. I think most of them have a huge problem with vocabulary. Because we can see this in their writing or their speech. They keep using the same terms or sometimes they overuse some terms, like the word "make" or "get".

Researcher: And sometimes they don't find the right word

Interviewee: Absolutely. That's why they substituted with the same words, like "get" or "make" they overused because there we call it like the vocabulary vessel is very very small means that they have less vocabulary than they expected to return.

Researcher: As a teacher, what is the right way you see that can encourage your students to use the language outside the classroom?

Interviewee: Well, I think the most efficient solution might be the exposure to the target language, be in different ways. I mean, in movies, songs, games and videos...etc. The more they're exposed to the language, the more they're going to learn. And the more they're going to learn efficiently, not just learn, I mean, not just acquire certain vocabulary. I think this is exposure is the most important thing in this case.

Researcher: Do you use TED Talk video inside the oral expression classroom for educational purposes?

Interviewee: Well, I have used it just I think just a couple of times.

Researcher: And how?

Interviewee: actually, I do not remember exactly what type of videos, but I think it was an educational videos and for the sake of acquiring more words and of comprehension means they watch the video and they have some questions to answer about.

Researcher: What is your opinion about the implementation of TED Talk videos to improve student's public speaking skills?

Interviewee: I think they are efficient to a certain degree. Why because well they have to be monitored first, mean that the video provider must make sure that the video is suitable. It tackles an issue that is actually needed required. Plus, it is interesting to learners. Because sometimes we commit mistakes as teachers, like we take a look at a TED talk video and say, Well, this one is interesting, but for learners, it's not. So we have to be very careful in choosing especially with topic and subject and the difficulty as well. learn most of the time we refer in didactics. To this element, we say learnability means they are able to learn from.

Researcher: especially videos, which are like, have much vocabulary new vocab absolutely.

Interviewee: absolutely yeah, because this is about difficulty. If the vocabulary is very intensive for them, I mean, in this case, they are going to face problems. So we have to be very careful in choosing the topic videos.

Researcher: What are your suggestions dealing with the use of TED talks videos to improve student's vocabulary in the speaking skill?

Interviewee: I think my attitude towards using these videos is very positive. Because I believe that the exposure to language is the most important thing. Today we're not teaching English we are teaching a specialty which is called sciences of the language. We just use English as a means of communication. Up till now students just learned in English, that's all. But since it is a means of communication, it's a tool, an instrument we have to mastery to understand linguistics, ESP

and Applied Linguistics...etc. So exposure is very important. And the best way I think to be exposed to language is via videos. Now to narrow things down, I think TED Talk videos are very informative, they are very educational, they are very suitable to our community. I think I have a very positive attitude towards the use of this type of videos.

Researcher: In your opinion, what are the benefits that the students can gain from the use of the talk videos?

Interviewee: The benefit, I think, well apart from language, I mean vocabulary, grammar...etc. there are other skills that might be developed, like, as we have said before, you mentioned, you know, public speaking, I mean, how to get rid of anxiety and stress through the use of words. I mean, when they see how people talk, meet native or non-native speaker, how they talk, how they present their ideas, etc. I mean, they will definitely get more motivated in they will see that it's not a difficult thing. You have just to practice language. If you have, you know, a larger vessel of vocabulary and grammar structure. Obviously, you're going to be a better speaker of the length or user of the language. So I think it would be very beneficial in many, many aspects. Both I mean, linguistically, para linguistically, and even with soft skills and presentation skills

Researcher: This is the end of the interview, Thank you so much again for your time while meeting me and providing valuable answers and information. And have a good day

Interviewee: you are the most welcome, and good luck

Appendix 4: The Student's Questionnaire

Dear volunteer participants,

This questionnaire aims to gather data for a master dissertation in sciences of the language, concerning the effectiveness of TED talk videos to improve learners' vocabulary knowledge in the speaking skill for the third year students of English at Biskra University. Therefore, you are kindly requested to respond to this questionnaire. We would be grateful Ps: the response will be by placing a tick (√) in front of the chosen answer, and complete where necessary.

* Thank you for your cooperation and participation in filling out this questionnaire.

Prepared by:

Razane Meral DOU

Supervised by:

Dr. Ahmed Chaouki HOADJLI

Section one: Personal information

1. Are you? *

 Male	 Female
--	---

Male

Female

2. Is studying the English language your choice or imposed on you? *

Personal

Imposed

3. And why? *

Section two: Information about the speaking skill

5. Classify the following skills according to their importance *



Plusieurs réponses possibles.

	1	2	3	4
speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. If the speaking skill is at first, justify why. *

7. Do you think that your level of speaking skill is improving? *

- Yes
- No

8. And why? *

9. Do you think that the hours devoted to studying the oral module are enough to produce a good speaker? *



- Yes
- No, we need more hours

1. Justify your answer? *

10. Do you permanently practise the English language to improve your speaking skill via the Internet

(chatting, watching English videos, reading books online, etc.)? *

- Always
- Often
- Occasionally
- Rarely
- Never

1. Why? *

13. . Which types of websites do you mostly visit? *



Entertainment

Educational websites



Social Media (Twitter, Facebook, Instagram.....)

Magasins and news websites

Autre _____

1. Justify your answer? *

2. According to you, how much can the speaking skill help you to be a good English language user? *

- Less than 15%
- About 25%
- 50%
- 75%

3. Why? *

Section three: Improving Vocabulary through TED Talks Videos in Public Speaking

4. Justify your answer? *

5. Which of these skills you mostly face difficulties in? *

Grammar

vocabulary

pronunciation

all of them

6. Does your oral expression teacher encourage you to practise your vocabulary in the classroom, and how? *

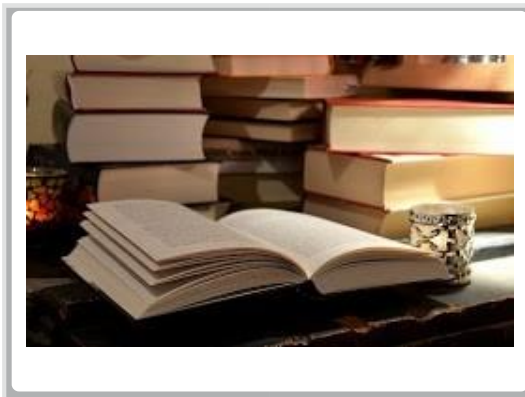
7. How much do you think that vocabulary is an interesting element in the speaking skill? *

Une seule réponse possible.

- Interesting somehow interesting
-
- not interesting at all

8. And why? *

9. How do you prefer learning to speak? *



By reading books



By watching videos and movies



By listening to songs



By writing diaries

Autre : _____

10. And why? *

11. How using technology in EFL class is a good strategy for effective learning? *



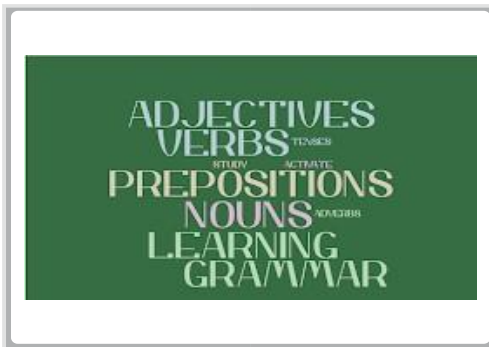
12. Which of the following language elements can be improved when using audio-visuals? *



spelling



Vocabulary



Grammar

All of them

13. And why? *

14. 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 use TED talks videos for educational purposes: *.

- Always
- Often
- Occasionally

15. Justify your answer? *

16. what do you think of watching TED talks videos to enhance English as speaking skill compared to other ways? *



17. Do you see that the use of ICT (information, communication and technologies) develop the student level in speaking skill, and how? *



18. Do you agree that through TED Talks video, you can learn about delivering ideas, gain more vocabulary, improve body language & improve your public speaking skill, and why? *



Appendix 5: The Student's Questionnaire (the pilot stage)

Dear volunteer participants,

This questionnaire aims to gather data for a master dissertation in sciences of the language, concerning the effectiveness of TED talk videos to improve learners' vocabulary knowledge in the speaking skill for the third year students of English at Biskra University. Therefore, you are kindly requested to respond to this questionnaire. We would be grateful Ps: the response will be by placing a tick (√) in front of the chosen answer, and complete where necessary.

* Thank you for your cooperation and participation in filling out this questionnaire.

Prepared by:

Razane Meral DOU

Supervised by:

Dr. Ahmed Chaouki HOADJLI

Section one: Personal information

4. Are you? *

 Male	 Female
--	---

Male

Female

5. Is studying the English language your choice or imposed on you? *

Personal

Imposed

6. And why? *

Section two: Information about the speaking skill

5. Classify the following skills according to their importance *



Plusieurs réponses possibles.

	1	2	3	4
speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. If the speaking skill is at first, justify why. *

7. Do you think that your level of speaking skill is improving? *

Yes

No

8. And why? *

9. Do you think that the hours devoted to studying the oral module are enough to produce a good speaker? *



Yes

No, we need more hours

2. Justify your answer? *

10. Do you permanently practise the English language to improve your speaking skill via the Internet

(chatting, watching English videos, reading books online, etc.)? *

Always

 Often

 Occasionally

Rarely

Never

2. Why? *

13. . Which types of websites do you mostly visit? *



Entertainment

Educational websites



Social Media (Twitter, Facebook, Instagram.....)



Magasins and news websites

Autre _____

18. Justify your answer? *

19. According to you, how much can the speaking skill help you to be a good English language user? *

- Less than 15%
- About 25%
- 50%
-

75%

20. Why? *

Section three: Improving Vocabulary through TED Talks Videos in Public Speaking

21. Justify your answer? *

22. Which of these skills you mostly face difficulties in? *

- Grammar
- vocabulary
- pronunciation
- all of them

23. Does your oral expression teacher encourage you to practise your vocabulary in the classroom, and how? *

24. How much do you think that vocabulary is an interesting element in the speaking skill? *

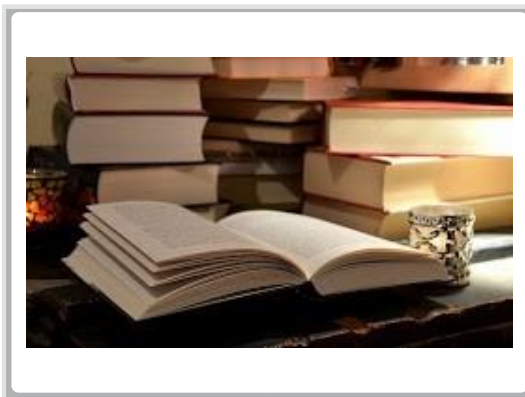
Une seule réponse possible.

- Interesting somehow interesting

 not interesting at all

25. And why? *

26. How do you prefer learning to speak? *



By reading books



By watching videos and movies



By listening to songs



By writing diaries

Autre : _____

27. And why? *

28. How using technology in EFL class is a good strategy for effective learning? *



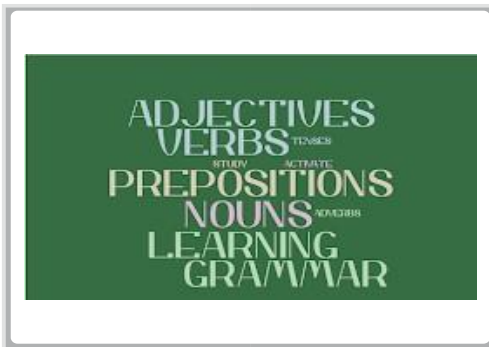
29. Which of the following language elements can be improved when using audio-visuals? *



spelling



Vocabulary



Grammar

All of them

30. And why? *

31. 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 use TED talks videos for educational purposes: *.

- Always
- Often
- Occasionally

32. Justify your answer? *

33. what do you think of watching TED talks videos to enhance English as speaking skill compared to other ways? *



34. Do you see that the use of ICT (information, communication and technologies) develop the student level in speaking skill, and how? *



18. Do you agree that through TED Talks video, you can learn about delivering ideas, gain more vocabulary, improve body language & improve your public speaking skill, and why? *



Appendix 6: The Opinionnaire

OPINIONNAIRE

1- Is the questionnaire lengthy?

Yes

No

2- Are there any repetitive questions?

Yes

No

- If yes, please specify them.

.....
.....

3- Are there any ambiguous questions that need to be reformulated and / or clarified?

Yes

No

-If yes, please indicate which questions require rewording.

.....
.....

4- Did you find any grammar / spelling mistakes in the questions?

Yes

No

-If yes, please notify them below.

.....
.....

5- Are there any repeated questions?

Yes

No

-if yes, which one are.

.....
.....

6- Are the questions clear enough for you?

Yes

No

-if yes, which one are.

.....
.....

ملخص الدراسة

إن تحقيق مستوى لائق وعالي في مهارة التحدث خاصة لمتعلمي اللغة الإنجليزية الأجنبية هو مهارة إلزامية ومهمة للتواصل بشكل فعال. ومع ذلك، لم يكن الهدف النهائي لمهارة التحدث مضمونًا دائمًا، كما كان الأمر بالنسبة لغالبية طلاب السنة الثالثة من اللغة الإنجليزية في جامعة بسكرة. بالإضافة إلى ذلك، كان الهدف من الدراسة الحالية هو التحقق من فعالية مقاطع فيديو محادثات TED لتحسين مفردات متعلمي اللغة الإنجليزية كلغة أجنبية في مهارة التحدث، وكيفية موقف المعلمين تجاه طريقة اكتساب المفردات من خلال مقاطع فيديو التحدث أمام الجمهور لطلاب اللغة الإنجليزية كلغة أجنبية في فصل اللغة الإنجليزية. علاوة على ذلك، تم إجراء هذا البحث باستخدام المنهج النوعي، حيث كانت عينة الدراسة من طلاب السنة الثالثة. وبالتالي، لجمع البيانات والشهادة على الفرضية، اخترنا تقنيتين للبحث: مقابلة المعلمين التي تم إجراؤها لتسعة معلمين للتعبير الشفهي، واستبيان غير منظم موجه للطلاب. وكانت النتائج المقترحة هي الصعوبات التي يواجهها الطلاب في المفردات أثناء التحدث، وهذه الصعوبات ناتجة عن نتيجة عدد من العوامل وقلة الممارسة وطريقة تعلم مهارة التحدث. إلى جانب ذلك، أشارت نتائج الاستبيان وأكدت أن متعلمي اللغة الإنجليزية كلغة أجنبية يواجهون مشكلات كبيرة في مهارة التحدث، وبالتالي أظهروا اهتمامًا بمقاطع الفيديو الخاصة بالخطابة العامة واتفقوا على استخدام مقاطع فيديو محادثات TED لاكتساب المفردات وتعزيز مهارة التحدث. حول هذه النقطة، اتفق المعلمون أيضًا على حقيقة أن مقاطع فيديو TED مفيدة لطلاب اللغة الإنجليزية الأجنبي، حيث أنهم يساهمون في مجموعة واسعة من الخصائص التي تعزز التحدث والمفردات.

الكلمات الرئيسية: متعلمي اللغة الإنجليزية كلغة أجنبية، تكنولوجيا المعلومات والاتصالات، طرق اكتساب المفردات، التحدث أمام الجمهور، صعوبات مهارات التحدث، مقاطع فيديو محادثات TED، المفردات

Abstrait

Atteindre un niveau décent et élevé de compétence orale, en particulier pour les apprenants de l'anglais comme langue étrangère (EFL désormais), est une compétence obligatoire et importante pour communiquer efficacement. Cependant, le but ultime de l'expression orale n'était pas toujours assuré, comme c'était le cas pour la majorité des apprenants EFL de troisième année à l'Université de Biskra. En outre, l'objectif de la présente étude était d'étudier l'efficacité des vidéos de discussions TED pour améliorer le vocabulaire des apprenants EFL dans la compétence orale, et comment l'attitude des enseignants envers la méthode d'acquisition de vocabulaire avec des vidéos de prise de parole en public pour les étudiants EFL en classe d'anglais. Méthodologiquement, cette recherche a été menée selon une approche de méthode qualitative, avec un échantillon constitué d'un groupe d'étudiants de troisième année dans le contexte étudié. Pour recueillir des données et confirmer ou infirmer les hypothèses, nous avons opté pour deux méthodes de collecte de données : un entretien d'enseignants, qui a été administré à neuf enseignants d'expression orale, et un questionnaire non structuré adressé aux étudiants. En fin de compte, les résultats ont révélé que les élèves font face à des difficultés complexes de vocabulaire lorsqu'ils parlent, et ces difficultés étaient dues à un certain nombre de facteurs, en plus du manque de pratique et de la manière d'apprendre la compétence orale. En outre, les résultats du questionnaire ont montré un intérêt de la part de ces étudiants pour les vidéos de prise de parole en public et ont convenu de l'utilisation de vidéos de conférences TED pour acquérir du vocabulaire et améliorer les compétences orales. Sur ce point, les enseignants ont également cru au fait que les vidéos de TED sont utiles pour les apprenants EFL, en raison de leur large éventail de caractéristiques qui améliorent à la fois la parole et le vocabulaire.

Mots-clés : apprenants EFL, TIC, méthodes d'acquisition de vocabulaire, prise de parole en public, difficultés d'expression orale, vidéos de conférences TED, vocabulaire