

## Public Speaking in the Digital Era: Undergraduate Engagement with TED Talks as a Learning Resource

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### Abstract

*Public speaking is a significant skill in both professional and academic settings, yet many students struggle with delivery techniques, confidence and anxiety. TED talks, known for their polished and engaging presentations, offer an effective model for improving these skills. This research investigates undergraduate students' perspectives on using TED Talks to improve their public speaking skills. The study employed a qualitative methodology and collected data from higher education institutions in Sialkot through semi-structured interviews. The results show that students consider TED talks a powerful tool for learning effective presentation strategies, particularly in speech structure, audience engagement, and body language. Additionally, they cited TED speakers' ability to make complex topics inspiring and accessible, which helped students to deliver their message clearly. However, some students reported difficulty imitating presenters' polished delivery, which may set unrealistic standards. The study concludes that while TED talks serve as a powerful resource for improving public speaking, they should complement practice and personalised coaching to meet individual needs. This investigation contributes to the integration of technology for skill development and offers educators insights for enhancing students' public speaking skills.*

**Keywords:** Effective Communication, Audience Engagement, Presentation Skills, Personalised Learning, Educational Tool.

### Introduction

Language is the primary source of communication. Effective communication is about expressing thoughts to others unambiguously and clearly, and is fundamental in maintaining and building relationships, resolving conflicts and fostering understanding. One way of communication is through speaking. Good speaking skills are vital to students' overall development, thus impacting their professional interactions and success. Besides, speaking is a crucial skill for all students who aim to improve their self-confidence, careers, and public speaking, as well as for interviews, discussions, debates, and presentations on global platforms (Rao, 2019). In addition to this, public speaking involves the performance of an individual (rhetorician, speaker) in front of the people (crowd). It is the effective use of both verbal and non-verbal communication skills to convey a message clearly and engagingly. Public speaking skills are of great significance as they encompass various key elements: the content, including supporting evidence and main ideas related to the topic, the audience whose interests and background shape the presentation and the purpose, whether to inspire, entertain, persuade or inform and the delivery, which involves gestures, body language and voice modulation.

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Moreover, students generally have to present their ideas and research in class, collaborate on group projects and participate in discussions. Effective public speaking skills ensure that these presentations are persuasive, engaging and clear, which is vital for confidence and academic performance. Good public speaking skills aid problem-solving, leadership, and teamwork, which are vital for career advancement. Furthermore, it plays a crucial role in personal development. It helps people build confidence and overcome anxiety about speaking in front of a large crowd. Mastering this skill not only leads to individual success but also contributes to more meaningful and effective interactions within the community.

On the other hand, many students also face challenges related to speaking that can hinder their personal and academic growth. Speaking anxiety, or glossophobia, among students leads to nervousness when addressing a group (Young, 1990). Additionally, students with limited vocabulary cannot express their thoughts and ideas effectively. Therefore, instructors should develop and implement a learning approach that facilitates language learning and helps students overcome such demotivating factors (Baranowska, 2020). In this modern world, electronic media plays an important role in facilitating English learning by providing immense opportunities for exposure and practice. One form of electronic media that can significantly impact students' speaking skills is TED Talks. TED talks (Technology, Entertainment, Design) are a series of thought-provoking and inspiring presentations delivered at TED shows. TED talks have been proven to be beneficial and authentic because speakers on this platform not only talk but also share personal experiences, stories, tips, tricks and their thoughts and ideas with the audience (Nurhidayat & Syarifah, 2019). Therefore, a TED talk is an ICT tool that can effectively develop speaking skills. Due to its genuine, authentic quality, it is a good educational tool for strengthening language skills.

By carefully analysing TED talks, students can examine and learn techniques, thereby gaining significant insights into effective communication. Therefore, integrating TED Talks into educational contexts aligns with contemporary trends in leveraging digital media to enhance learning practices and experiences. These talks provide excellent models of public speaking that students can follow, helping them improve their speaking skills and build confidence.

Despite the identified advantages of TED talks, there is limited focus on how undergraduate students perceive and are affected by their use as a public-speaking tool. Understanding students' perceptions and their experiences can provide valuable insights for educators aiming to incorporate multimedia digital resources into their teaching practices, therefore contributing to better educational outcomes and preparing students to address future professional challenges. Overall, this research is valuable for universities in supporting students' success, enhancing educational practices, and staying current with evolving trends in communication education.

### **Statement of the Problem**

Despite the recognised significance of public speaking skills and their association with career success, many undergraduate students continue to experience a lack of confidence and anxiety when asked to speak in public, often due to difficulty finding appropriate vocabulary and mispronunciation. Consequently, this can limit their career opportunities and hinder their academic performance. Furthermore, the traditional teaching approach focuses on rote memorisation and grammar, with little emphasis on public speaking, and may not fully address students' diverse needs. Students with limited English-language exposure outside the classroom may struggle to apply their language skills in real-life settings. Currently, TED talks have emerged as a tool for modelling public speaking due to their

high-quality, engaging presentations and their more personalised approach, which caters to diverse learning preferences. Therefore, the study explores undergraduate students' perceptions. Students in Pakistan and focuses on how TED talks impact their public speaking practices.

### **Research Objectives**

1. To find out how TED talks affect the public speaking of students at the undergraduate level.
2. To recognise the perceived strengths and limitations of TED talks as a tool for enhancing public speaking among undergraduate students.

### **Research Questions**

1. How do TED talks affect the public speaking of students at the undergraduate level?
2. What are the perceived limitations and strengths of TED talks as a tool for enhancing public speaking among undergraduate students?

### **Literature Review**

Sociocultural theory (SCT) holds that learning is rooted in social events and occurs when a person interacts with people, objects, and events in the environment. In addition, a child's development can be supported by peers, parents, or teachers (Vygotsky, 1978). Additionally, language is not just a source of communication but also a tool for thinking together (Mercer, 2002). In public speaking, the speaker uses language to shape the thoughts, increase engagement and build a shared understanding with the audience, as it is inherently a social activity (Duarte, 2010). Therefore, watching native and experienced speakers practising in social settings may help students to polish their speaking skills. Moreover, public speaking is a process of sharing ideas, engaging the audience and fostering dialogue in both professional and personal contexts (Lucas, 1989). It is an essential skill for all individuals who desire to improve their business, enhance their career, give presentations, participate in discussions and debates and so on. As public speaking is necessary for career and college obligations, competency in public speaking leads to students' success both inside and outside the classroom (Yee & Abidin, 2014). Hence, mastering the art of public speaking fosters personal development, leadership and enhances communication (Beebe & Beebe, 2010).

Beginners can learn the art of public speaking by observing how good speakers perform and also by being conscious of the basic principles of delivery. There are six basic factors of delivery: clarity, loudness, grammar, pronunciation, posture and platform behaviour. All of these are determiners of the speaker's personality (Gupit, 1986). Furthermore, Hayworth's (1940) research yielded some specific concepts, such as eye contact, gestures, verbal fluency, and facial contact and transitions related to public speaking. According to Rif'ati (2018), students who are confident in public speaking can express their opinions explicitly and use clear sentences. Such students are said to be persuasive, assertive, and quick to make decisions. Besides this, proper knowledge of the subject matter, meticulous and systematic content delivery and effective body language are foundational blocks of public speaking. Those who strive to master these building blocks can become effective communicators, which ultimately leads them to professional excellence (Showry & Manasa, 2012).

Umar (2014) claimed that using technology as an audiovisual aid motivates reluctant students to practice speaking daily. In addition, employing audio-visual aids in the classroom can make the learning experience more dynamic, realistic, and concrete. Another researcher, Madhuri (2013),

demonstrated that multimedia aids support students' sight and hearing by allowing multiple sensory channels to foster learning. As emphasised by Choirunnisa and Sari (2021), the most notable advantage of these talks is that the presenters narrate their experiences, stories, and ideas to the audience, making TED an appropriate medium for speaking classes. Nezhyva (2023) stated that TED talks are multifunctional and can satisfy any didactic requests. Employing TED Talks in foreign language instruction enables instructors to address various problems, particularly by enhancing learners' motivation to learn a foreign language. Incorporating these talks as a tool for teaching English for Specific Purposes can be a very powerful way of encouraging active learning in the classroom (Vilkhovchenko, 2023). Tatyana (2021) demonstrated that after 34 lessons of English using TED Talks, participants improved their public speaking skills and could speak on diverse topics for more than 10 minutes without visual aids.

The research revealed that most students were interested and motivated to use TED Talks in class, as they had the opportunity to improve their English pronunciation, vocabulary, and speaking skills (Utami & Noviana, 2021). Fitria (2022) examined the use of TED talks in English Language Instruction. The researcher demonstrated that TED talks assist students in developing a number of skills, including listening, reading, writing and speaking. Additionally, Alghmadi (2024) found an overall improvement in scores, particularly in fluency, suggesting that watching TED talks has a positive influence. Another study by Tran and Nguyen (2024) highlighted that students perceive TED talks as vital in refining their public speaking performance. Wijaya (2024) argued that TED talks effectively improve public speaking and advocated the incorporation of digital resources into EFL classrooms. Furthermore, Djihane (2020) used a mixed-methods approach and concluded that TED Talks are advantageous for improving students' public speaking, and that both students and teachers have positive attitudes towards their use.

The existing literature primarily focuses on Western or global perspectives, thereby neglecting the unique linguistic and educational dynamics in Pakistan. Undergraduate students in Pakistan might experience and interpret TED Talks differently due to these contextual factors. Moreover, the methodological approaches employed in previous studies were predominantly quantitative or mixed methods. There is a clear lack of qualitative research in the Pakistani context to examine the contextual and personal factors influencing students' involvement with TED Talks and their perceived effects on public speaking abilities.

## **Research Methodology**

The research method used in this study is qualitative and exploratory. Public speaking is often a subjective and personal experience. Qualitative methodology is well-suited for this study, as it focuses on personal insights and enables the researcher to understand students' individual and collective experiences, thereby offering a more detailed picture of the impact of TED talks. The data are collected through a purposive sampling technique, which helps obtain relevant, specific data that directly address the study's objectives. The data were collected from 13 students, with their consent, from the social science and business departments at higher education institutes in Sialkot until the saturation point was reached. The data were gathered from undergraduate students across different academic years to ensure diversity in backgrounds, experiences, and perspectives. Student identities were safeguarded, and pseudonyms were used during analysis. Semi-structured interviews were conducted individually to encourage candid and open responses. The respondents were briefed about the purpose and theme of the current inquiry. The interview protocol consisted of a mix of general questions

followed by specific inquiries about participants' perceived effectiveness of TED talks on their public speaking, as well as their perceived strengths and limitations. After obtaining the interviewees' permission, the interviews were recorded simultaneously and later transcribed verbatim.

### Theoretical Framework

The Sociocultural theory of learning serves as a theoretical framework for this research. This theory, developed by Vygotsky, states that learning is a cultural and social process intertwined with a person's social environment. It emphasised the role of collaborative activities, cultural context and social interactions in cognitive development. Moreover, it testifies to the possibility of a child's development with the guidance of a peer, parent, or teacher (Vygotsky, 1978). Additionally, the concept of the zone of proximal development asserts that learners can accomplish more with the support of a knowledgeable adult than on their own, aligning with the role of experienced speakers in TED talks as models of effective communication. The respective framework enriches the research by highlighting the interconnectedness of cultural, social and linguistic factors in shaping the effect of TED talks on public speaking among undergraduate students.

### Data Analysis

The collected data were thematically analysed using NVIVO software. Each theme is interpreted in depth with supporting quotes from the interviewees to elaborate on the findings. This thematic approach allows for a nuanced understanding of how TED talks are perceived to influence undergraduate students' public speaking ability.

**Table 1: Themes and Sub-themes**

| THEMES                                | SUB-THEMES                                                                                                                                           |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Engaging and connecting               | Storytelling, compelling examples, conversational tone, humor, emotionally resonant topics                                                           |
| Non-verbal communication              | Eye contact, body language, intonation, facial expressions, visual aids                                                                              |
| Structured delivery and cohesion      | Powerful opening, structured roadmap, discourse markers, pauses                                                                                      |
| Presentation and communication skills | Listening skills, public speaking, practical learning, presentation styles                                                                           |
| Challenges / Limitations              | Culturally relevant things, lack of meaningful interaction, speakers' overwhelming excellence, practice without guidance, insufficient opportunities |

### Engaging and Connecting

Engaging and connecting with an audience in public speaking through story telling is an effective and dynamic technique that can transform a speech from merely informative into an impactful experience. Based on the analysis of Safitri et al., (2023), the method of storytelling can enhance the public speaking ability of English students. When asked participant 6 reported, "I have noticed that TED speakers often use storytelling technique to make their points more relatable. I have tried to incorporate more stories and real life examples in my own presentations which seems to resonate better with my audience".

When a speaker narrates a story that resonates with the emotions of people, it creates a strong emotional connection. This connection makes the audience more persuaded by the message and engaged in the speech. Furthermore, participant 7 stated that he has gain perfection in audience engagement and storytelling skills through watching TED talks. “I have added a proper use of storytelling strategy while presenting myself in class. Instead of simply giving the direct answers, now I use compelling examples to support my argument”.

Taking help of real life examples, the speaker can translate abstract and complex concepts into relatable and tangible scenarios. Instead of presenting dry facts, the speaker can describe the impact of data through a powerful example from daily life. This approach makes difficult concepts easier to comprehend and retain, keeping the audience connected with the message. In addition to this, engaging an audience through a conversational tone is a technique that fosters more relatable and intimate relationship between the listeners and the speaker. Participant 12 claimed, “on my friend’s recommendation, I started watching TED talks to maintain a conversational tone and deliver a clear message to my audience. This helped me a lot in improving my presentation abilities.”

In essence, the use of conversational tone in public speaking conveys sincerity, warmth and approachability which are key elements in building rapport and trust. Conversational tone in public speaking creates a dialogue instead of a monologue, turning a speech into an interactive and engaging experience. Besides, according to participant 4, “TED talks are quite effective due to their clear structure, engaging tone and storyline which connects the audience emotionally”.

When people feel empathy for the speaker, they become emotionally connected. Besides, audience can relate the story with their own experiences which leads them to develop personal connection with the topic. This increases the overall impact of the speech and engages the audience on a cognitive level. Moreover, the use of humor in public speaking is an effective tool as it serves to ease tension and make the audience feel more receptive and comfortable. Participant 5 argued, “TED talks incorporating humor has a great influence on me. I used this same approach in my presentation to enhance audience engagement.”

By integrating funny comments, light-hearted observations and anecdotes at a specific point, a speaker can prevent the listeners from losing their focus. Overall, good use of humor can improve public speaking by making the content more memorable, the presenter more engaging and the whole experience more enjoyable for the people. When combined together, these techniques ensure that the message resonates with audience after the presentation concludes. This leaves a lasting impression, making the listeners feel personally connected and influenced to reflect upon the thoughts and ideas presented.

### **Non-Verbal Communication**

Non-verbal communication is an effective tool in public speaking, often enhancing and complementing the verbal communication. Donchevski et al., (2018) affirmed that through verbal communication, the speaker only delivers information but through the non-verbal communication, he conveys attitudes and emotional sentiments towards audience with whom he communicates. Participant 5 said, “my facial expressions improved after watching TED talks as they provide good and correct examples of how to speak publically.”

Facial expressions reflect the emotions of speaker which are significant in delivering enthusiasm and sincerity and also in engaging the audience on a deeper level. Participant 6 reported, “TED talks made me aware of the body language, posture and gestures. When I incorporate these features in my

presentation, I automatically feel more confident.”

A presenter who stands with a confident posture highlights authority and use of appropriate gestures underscore main points of the talk thus making the message more influential. Besides, participant 8 narrated, “at first I used to quiver standing behind the rostrum but now I have realized that to address people effectively, body language matters a lot and I have acknowledged this by watching TED talks.” Powerful body language aid to reinforce the spoken word, making the message more persuasive, clearer and more engaging. A speaker who stands with head high held and shoulders back, projects competence and a sense of self-assuredness. Such stance not only makes the presenter more confident but also makes the audience to build trust in what is being conveyed. Another important feature of non-verbal communication is the use of eyes to deliver messages. Participant 3 claimed, “TED talks serve diverse needs of students as they help to build key features of non-verbal communication such as eye contact and powerful body language in them.”

The use of eye contact highlights confidence and fosters trust, as it makes each individual in the audience feel directly addressed. On the other hand, lack of eye contact underscores disinterest or nervousness thus potentially alienating the listeners. In addition to this, eye contact allows the presenter to evaluate the reactions of listeners in real time, providing vital feedback that can guide the delivery and pacing of the speech. Furthermore, intonation helps to highlight essential points, convey emotions and keep the audience well-connected with the message. Participant 12 demonstrated, “watching TED talks helped me to vary my tone and pitch at certain points in my presentation which helped to keep my message impactful and my audience interested.”

An increase in volume at an appropriate time can highlight a main argument in the speech, while an intentional pause allows the listeners to reflect on the message being conveyed. Overall, intonation allow the presenter to highlight critical information, convey emotions and to acknowledge that the listeners can easily absorb and follow the content being delivered. In addition to this, visual aids are an important tool as they increase the effectiveness of a presentation by making complex information more comprehensible and accessible. They are used to break down abstract information into more digestible form, providing the audience with a pictorial representation that fosters the verbal message. According to Vishnupriya and Bharathi (2022), the integration of audio visual aids as tools for teaching increase the learning abilities of students. Participant 11 depicted, “by using visual aids in my presentation, I am able to keep my audience engaged, stay on track and organized and explain the difficult concepts in easier way.”

Audio-visual aids guide the speaker through structure of presentation and enhance the confidence level by providing reminders of critical points. They make the message being delivered more compelling and comprehensible for the listeners to grasp. Conclusively, effective use of paralinguistic features make message not only heard but also remembered and felt. Therefore, comprehending and applying these features can transform a good presentation into a more memorable and powerful experience.

### **Structured delivery and Cohesion**

Watching TED talks can significantly increase the ability to deliver cohesive and structured presentations as these talks are characterized by a clear and well-organized content, where each talk follows a logical flow that makes it easier for the audience to comprehend the message. As demonstrated by Kurniawan (2021), the delivery style of TED speakers is effective, accurate, fluent, attractive, knowledgeable and sincere. Participant 1 depicted, “I have always received a positive feedback on my public speaking because of my structured roadmap and clear themes.”

It is important to structure the presentation effectively so that the audience can be guided through the ideas. This includes beginning with a strong introduction that captures audience's attention, followed by body which is well-organized and points developed in a logical order and ending with a powerful conclusion that reinforces the critical idea. Participant 9 claimed, "there are a lot of features of TED talks which I have found effective for improving my public speaking such as powerful opening which made my presentation more compelling and professional."

A powerful opening plays a crucial role in public speaking. It serves as an initial stimulus to grab the attention of listeners thus setting the stage for the rest of the presentation. Moreover, a well- formed opening can provide a framework for presentation leading to the structured flow of ideas. Therefore, TED talks can be regarded as a masterclass in structured delivery offering practical insights which can be employed to polish public speaking abilities.

Besides this, cohesion in presentation is essential to ensure that ideas presented are not only logical but also easy and fluid for the audience to follow. Watching TED talks can play a vital role in applying the principles of cohesion in one's presentations. Participant 1 described, "I have developed cohesion into my presentation from watching TED talks. Now I can skillfully connect my ideas into a single narrative while maintaining a consistent style and tone throughout my presentation."

Additionally, using discourse markers in presentation can considerably enhance engagement, overall flow and clarity of the topic. Participant 11 asserted,

*After watching different TED talks, I realized how perfectly speakers use discourse markers to guide the people through their presentations. I began to integrate them into my own presentations and it has made a clear difference in how smoothly my thoughts flow and how my audience remain connected with my message.*

Discourse markers when used in speech help the audience in following the progression of concepts, summarizing key points, introducing examples or signaling shift in topic. This makes the presentation comprehensible. Furthermore, incorporating well-timed and appropriate pauses give space to the audience to reflect, making the presentation more impactful and interactive. Participant 9 emphasized,

*TED talks showed me the power of pauses in public speaking. Now, I use them intentionally to highlight important ideas and give my audience time to reflect on and absorb what I am conveying. It has made my presentations less rushed, more memorable and impactful.*

Using pauses strategically after introducing the topic, after posing a question or before an important argument can emphasize vital points and enhance anticipation. They allow the presenter to maintain a clear flow, emphasize key points and control the pace all of which contribute to a powerful public speaking.

### **Presentation and Communication Skills**

TED talks provide exposure to various linguistic nuances, speaking styles and accents which sharpens the comprehension skills and auditory processing of individuals. Participant 3 explained, "I found TED talks very beneficial to improve my listening skills which were quite essential for my field."

The well-crafted and structured nature of TED talks allows active listening, where individuals focus on retaining and comprehending critical points, evidence and arguments framed by the presenter. Moreover, TED talks act as a powerful tool for offering learning opportunities for both experienced and novice speakers to improve their public speaking. Tran and Nguyen (2024) demonstrated that students

utilize TED talks as a means to refine their public speaking performance. Participant 5 narrated,

*Yes, TED talks improve public speaking because they choose what is best in the area or field and gives hope to audience that there are accomplished people who are confident enough to talk about a particular topic or niche. If they can speak in public, then anybody can.*

Watching speakers who have conveyed compelling narratives can ignite a sense of ambition and possibility, allowing students to aspire to similar levels of influence and proficiency. Furthermore, TED talks significantly improve practical learning and presentation styles by serving as excellent examples of how to engage an audience and communicate ideas effectively. TED talks highlight diverse styles of presentation allowing the students to observe and learn from some of the best presenters across different fields. Participant 11 argued,

*The presentation styles of TED talks are very unique. The audience engagement, clear and concise message and use of audio-visual aids for demonstrating a particular topic are very helpful. If a person watches TED talks consciously, he can reform his abilities.*

The practical observation of various presentation styles helps professionals and students alike to reform their own presentation styles, making them effective and versatile communicators. Additionally, participant 9 demonstrated, “TED talks provide interactive lessons for practical learning. One can actively watch TED talks, take notes and analyze techniques used by the speakers to maximize the benefit.”

TED talks enable practical learning by providing students with real world applications and actionable insights. This focus on practical application helps individuals to see the relevance of what they are consuming and how it can be used to solve real problems. In essence, TED talks provide examples of effective communication techniques to improve presentation styles and foster practical learning by depicting how to deliver complex concepts simply and by encouraging the implementation of those concepts in practical situations and meaningful contexts.

### Challenges / Limitations

While TED talks are enriched with valuable insights and inspiration, relying on them solely for enhancing public speaking present notable challenges for some learners. Participant 1 reported, “there are some culturally relevant things that I feel unable to understand as not being part of that particular society.”

Certain cultural nuances or elements might be difficult to comprehend when one is not the part of the society from which they originate. Sometimes, body language or references that have specific meaning in one culture might not be easily understood by people from other cultures. In this case, they may miss emotional resonance or underlying meaning of what is being conveyed. Hence, understanding the cultural differences is important for powerful interaction in diverse setting. In addition to this, participant 5 depicted,

*TED talks are really captivating but one thing that I feel missing is a meaningful interaction. There is no chance to ask questions and witness the response of a speaker. It is more likely a one- way experience which make it difficult to fully involve different reactions from the audience.*

In a live setting, the presenters have the opportunity to directly interact with people. This interactive factor helps speakers to evaluate how efficiently their message is being received. Conversely, TED

talks are edited and pre-recorded which means that the individuals lose those interactive nuances which are significant component of public speaking. The lack of real time feedback and engagement can make it hard for students to practice and refine the skills needed to powerfully handle the live situations. Furthermore, participant 9 affirmed,

*The excellence of speakers can be overwhelming particularly for those students who are in the early stage of developing public speaking skills. Moreover, there are lack of opportunities for the application of what one has learned from the platform and as a result it is difficult to see the real improvement. Besides, there are diverse speaking styles in TED talks which can be sometimes confusing making it harder for students to understand what techniques are best suited to their personal styles and which they can easily adopt.*

The overwhelming excellence of presenters on TED can make students feel discouraged or inadequate if they are not able to imitate the same level of delivery, fluency and poise. Additionally, watching TED talks is a passive experience of learning but public speaking demands real-life application and active participation. In some educational settings, the students have insufficient opportunities to implement the learned skills due to time constraints. The gap between implementation and observation can inhibit the progress of well- rounded public speaking skills. Without an appropriate guidance, students might feel pressured to adopt the styles which may not relate to their own communication style, leading to inconsistency. This can make it harder for them to develop confidence and authentic public speaking voice which highlights their individuality. Hence, the limitations perceived by some students did not become an obstacle for them to improve their public speaking through watching TED talks.

Conclusively, from the perspectives of students, TED talks serve as a powerful tool, offering practical and relatable examples of effective communication that aid students in improving their public speaking. Through observing proficient speakers, students are guided in their zone of proximal development where they build skills like concise messaging, engaging audience and simplifying complex ideas. This is in line with the idea of SCT that learning is mediated through interactions with more knowledgeable adults Rahmatirad (2020), as TED speakers provide models of persuasive public speaking that students can internalize and adopt. Furthermore, TED talks expose students to diverse speaking techniques and linguistic styles which polish their comprehension and listening skills, a vital component of Vygotsky's focus on the significance of language in cognitive development. The motivational aspect of TED talks, where individuals feel inspired and gain confidence through clear communication strategies and personal stories, also fits with SCT's emphasis on the social influence of confidence and motivation in learning. Finally, the limitations of TED talks depicted by participants underscore the vitality of social engagement and active participation in the learning process as explained by Vygotsky.

## Conclusion

Effective public speaking skills are an important asset of undergraduate students as they prepare to enter the professional environment where strong communication skills are necessary for success. Understanding their feedback on public speaking resources like TED talks help guide educational strategies to better meet their needs, hence ensuring that the resource is both impactful and relevant in enhancing their communication competencies. The findings indicated that TED talks offer rich learning experience and practical insights into effective public speaking. They provide models of effective communication such as storytelling, engaging visual aids and high quality delivery. By closely

examining these techniques, students learned how to structure their own presentations with impact and clarity, employing strong opening and systematic content. They foster confidence level and critical thinking, presenting challenging perspectives and innovative ideas. Their fascinating and concise format helped students to comprehend intricate ideas and motivated them to explore new ideas. The combination of inspiration, critical engagement and practical examples makes TED talks an effective tool for building powerful and impactful public speaking skills.

While TED talks serve as a valuable tool for improving public speaking, they have certain limitations as well. The lack of interactive feedback, cultural misunderstandings and practice without guidance were some challenges faced by students. However, TED talks provide motivational benefits and substantial learning particularly when complemented by personalized and interactive training. The full value of effective communication techniques and expertise of speakers is realized with personalized feedback. By bridging the gap between real world application and observation, TED talks can significantly contribute to an effective and well- rounded public speaking abilities.

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