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**THE EFFECT OF TED TALKS ON PRESENTATION SKILLS OF ESP
LEARNERS: THE EXAMPLE OF ANTALYA BİLİM UNIVERSITY**

**Hande AKDEĞİRMEN
Master's Thesis**

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**MAKÜ EĞİTİM BİLİMLERİ
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**The Effect of Ted Talks on Presentation Skills of ESP Learners: The Example of
Antalya Bilim University
(Master's thesis)**

Hande AKDEĞİRMEN

ABSTRACT

The importance of English cannot be denied in today's global world. Besides, the significance of English for Specific Purposes classes, along with General English courses, is also increasing in higher education institutions. Engineering students are indispensable stakeholders of these classes with their public speaking or presentation skills abilities. In these courses, there has been a shift from using conventional materials into adopting more authentic materials. The purpose of this study was to investigate the effect of Ted Talks on presentation skills of ESP learners. It also aimed to reveal participants thoughts regarding the effect of watching Ted Talks on improving their presentation skills. Accordingly, 126 participants took part in the study. Among these participants 71 of them were in experimental group and 55 of them constituted the control group. The study lasted one semester. The participants were taking the same course as well as subjected to the same assessment tools. In the study, control group participants read reading texts and carried out oral presentations at week 7 and week 14. However, experimental group participants were exposed to Ted Talks besides reading texts and conducted oral presentations at week 7 and week 14. Moreover, experimental group participants wrote a reflection form after each oral presentation. Mixed methods research design was applied in the study. Quantitative data was gathered through oral examinations, and qualitative data was collected via reflection forms. The results of the quantitative strand of the study demonstrated that there was no statistically significant difference in overall scores of two groups. However, experimental group participants surpassed the participants of the control group in terms of organization and delivery at week 7. The same statistically significant difference was also observed at week 14. Furthermore, the findings of the qualitative part indicated that more than 90% of the experimental group participants asserted that watching Ted Talks improved their presentation skills. Regarded participants believed that Ted Talks mostly improved their body language, self-confidence, sense of humour and presentation skills in general. This study explored the effect of Ted Talks on presentation skills of ESP learners and disclosed participants' perceptions.

Key Words: Authentic Materials, Content, Delivery, ESP, Language, Organization, Presentation Skill, Ted Talks

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Ted Konuşmalarının Özel Amaçlı İngilizce Öğrencilerinin Sunum Becerileri Üzerindeki Etkisi: Antalya Bilim Üniversitesi Örneği
(Yüksek Lisans Tezi)

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ÖZ

Günümüzün küresel dünyasında İngilizcenin önemi inkâr edilemez. Bunun yanı sıra Yükseköğretim kurumlarında Genel İngilizce dersleri yanında Özel Amaçlı İngilizce derslerinin de önemi artmaktadır. Mühendislik öğrencileri, topluluk önünde konuşma veya sunum yapma becerileri ile bu derslerin vazgeçilmez paydaşlarıdır. Bu derslerde, geleneksel materyallerini kullanmaktan daha özgün materyaller edinmeye doğru bir geçiş söz konusudur. Bu çalışmanın amacı, Ted Konuşmalarının ÖAI öğrencilerinin sunum becerileri üzerindeki etkisini araştırmaktır. Ayrıca katılımcıların Ted Konuşmaları izlemenin sunum becerileri geliştirmeye etkisine ilişkin düşüncelerini ortaya çıkarmak amaçlanmıştır. Bu doğrultuda çalışmada 126 katılımcı yer almıştır. Bu katılımcıların 71'i deney, 55'i kontrol grubunu oluşturmuştur. Çalışma bir yarıyıl sürmüştür. Çalışmada kontrol grubu katılımcıları okuma metinleri okumuştur. 7. ve 14. haftalarda sözlü sunumlar gerçekleştirmiştir. Fakat deney grubu katılımcılarına okuma metinlerinin yanı sıra Ted Konuşmaları izlemiştir. 7. ve 14. haftalarda sözlü sunumlar gerçekleştirmişlerdir. Bununla beraber deney grubu katılımcıları her sözlü sunumdan sonra bir yansıtma formu yazmışlardır. Araştırmada karma yöntem araştırma deseni uygulanmıştır. Nicel veriler sözlü sınavlarla, nitel veriler ise yansıtma formları aracılığıyla toplanmıştır. Çalışmanın nicel kısmının bulguları iki grup arasında toplam sınav sonuçlarında istatistiksel olarak anlamlı bir fark olmadığını göstermiştir. Ancak 7. Haftada deney grubu organizasyon ve konuşma biçimi bakımından istatistiksel olarak anlamlı bir farkla kontrol grubunun önüne geçmiştir. 14. Haftada, bu istatistiksel olarak anlamlı fark aynı şekilde gözlenmiştir. Dahası, nitel bölümün bulguları, deney grubu katılımcılarının %90'dan fazlasının Ted Konuşmaları izlemenin sunum becerilerini geliştirdiğini ileri sürdüğünü göstermiştir. İlgili katılımcılar, Ted Konuşmalarının en çok vücut dillerini, özgüvenlerini, mizah anlayışlarını ve genel olarak sunum becerilerini geliştirdiğine inanmaktadır. Bu çalışma, Ted Konuşmalarının ESP öğrencilerinin sunum becerileri üzerindeki etkisini ve katılımcıların görüşlerini ortaya koymuştur.

Anahtar Kelimeler: Dil, İçerik, Konuşma Biçimi, Organizasyon, ÖAI, Özgün Materyal, Sunum Becerileri, Ted Konuşmaları.

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LIST OF ABBREVIATIONS

ABU	: Antalya Bilim University
CEFR	: Common European Framework of References for Languages
CLL	: Cooperative Language Learning
CLT	: Communicative Language Teaching
CVR	: Content Validity Ratio
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ESL	: English as a Second Language
ESP	: English for Specific Purposes
GE	: General English
GPA	: Grade Point Average
IELTS	: The International English Language Testing System
LLJ	: Lecture Listening Journal
MAKÜ	: Mehmet Akif Ersoy Üniversitesi
MAKU	: Mehmet Akif Ersoy University
SPSS	: Statistical Package for the Social Sciences
TED	: Technology, Entertainment, Design
TOEFL	: Test of English as a Foreign Language

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CHAPTER I

INTRODUCTION

This chapter firstly sheds light on the background of the study. Afterwards, the statement of the problem is revealed. Thirdly, the aim and significance of the study are stated. Finally, assumptions, limitations and definition of the key terms are presented.

1.1. Background of the Study

English appears to be one of the most important languages in the world. It is the language of trade, communication, education, tourism, aviation, engineering etc. Accordingly, language needs of the people are getting bigger and bigger. Hereat, English courses become an essential part for the educational institutions in many countries. Since 1960s, English for Specific Purposes has gained importance and students tried to learn domain specific knowledge at higher education. Thanks to ESP courses provided, learners are equipped with the necessary skills that they need to develop in their academic and professional life. Among these courses, the ones with engineering students are increasingly prevailing. Foreign language courses are vital for students at engineering faculties as these courses are underpinning them with the necessary skills that they need in their careers (Yüce & Tarakçıoğlu, 2013). To this end, public speaking or presentations skills stand out as important skills for engineering learners (Ibrahim, 2017).

While teachers are in pursuit of finding the right methodology and material to adopt in class, learners are in search of having the best learning strategies in language learning. Accordingly, various materials are adopted to provide an efficient teaching and facilitate learning. Authentic materials (e.g., TV shows, documentaries, songs, podcasts, and photographs) are one of the most common ones used in language classes and these materials bring along many advantages with them (Akbari & Ravazi, 2016). With the rapid development of technology, digital immersion has started to be part of

the classes (Cotton et al., 2010). Accordingly, Ted Talks, as authentic materials, have started to gain popularity in language learning for many reasons (Takaesu, 2013).

When relevant previous studies (e.g., Tupurlu, 2017; Sandal, 2019; Hocaoglu, 2020) have been investigated, it is seen that there are a lot of studies on ESP which reveals mostly positive perceptions of learners and instructors. As ESP is a broad term, studies conducted call for more studies with engineering students. Moreover, some studies necessitate the use of technology and authentic materials in ESP courses.

In terms of the studies (e.g., Gilmore, 2011; Günbay, 2016; Lengerlioğlu, 2019) in the literature on authentic materials in language learning, there are quite a lot of them as the concept embraces studies on newspapers, songs, TV series, movies, podcasts etc. Generally, though it is a common belief that language use of these materials could be challenging for some learners, published sources (e.g., Demircan, 2004; Öz, 2014; Okka, 2020) indicate that it increases the motivation and linguistic competency of learners. Further studies are needed to be conducted with the use of the novice authentic materials and to check the improvement of different skills.

However, the use of Ted Talks as authentic materials in language learning has recently started to gain attention. Both learners and instructors have favourable thoughts regarding adopting them in language teaching and learning. There are several studies providing solid evidence on the affirmative effect of Ted Talks on one of the receptive skills, which is listening skills, of learners. Studies in future are to focus on its effect on other skills and use them as a part of curriculum in educational institutions besides adopting them as extracurricular activities.

When it comes to the research on public speaking or presentation skills, this field of study attracts the attention of influx of researchers. Studies on public speaking or presentation skills is popular in many fields such as political sciences, business administration, medical sciences, or architecture as it constitutes an essential part of communication. Addressing the subject in ESL classrooms have just started to be a trend. There are also some studies regarding instructor and learner perspectives are revealing the issue of speech apprehension when conducting oral presentations in ESL classrooms (Madzlan, 2020; Leopold, 2016). Further studies are suggested to be on public speaking or presentation skills as well as applying strategies to overcome anxiety in oral presentations in language classrooms.

However, the use of Ted Talks to enrich public speaking or presentation skills of engineering students as ESP learners is scarce in the field and needs to be dwelled upon. All in all, comprehensive studies on this subject are missing in the literature with larger scale. Hereat, this study aims to pave the way for this.

1.2. The Statement of the Problem

In ELT, ESP has an indispensable place. ESP programs mostly endeavour to develop personal strategies of learners by covering new target vocabulary. That is, these courses are usually designed with teaching domain related vocabulary through integrated skills. Mostly, studies tend to prove the importance of reading or listening comprehension for engineering students, and these two skills are seen as a *sine qua non* (Sheth, 2015). However, besides receptive skills, productive skills are of paramount importance in ESP courses. Oral presentations are part of the productive skills that are to be part of the ESP courses. Most of the students believe that they are competent in grammar because of the courses that they took in their previous education or prep school. Nevertheless, they generally have the opinion that they need to develop their public speaking or presentation skills for their academic or professional life as well. In their courses, learners are used to rote learning in which they are provided with a reading text which appears as a part of a coursebook to achieve an aim. However, these learners had better move away from traditional teaching materials and turn to authentic materials to have a better student-centred learning environment (Oguz & Bahar, 2008). To this end, authentic materials have been proven to be effective teaching materials. Among them, Ted Talks are one of the ones that have recently been embedded into coursebooks and started to be used in ELT courses. The importance of public speaking or presentation skills cannot be denied in ESP classes and teaching them through Ted Talks needs to be further studied. All in all, investigating into the effect of Ted Talks on public speaking or presentation skills in ESP courses on engineering students is what this study aims to further probe into as well as providing an insight into the perceptions of the learners regarding this subject.

1.3. The Purpose of the Study

This study aims to reveal the effect of Ted Talks on presentation skills of ESP learners and learners' thoughts about the incorporation of Ted Talks into their classes. It also sets the target of revealing the perceptions of learners regarding adoption of Ted Talks in ESP courses in which they perform oral presentations. Through this, the purpose of the current study is to contribute to the literature as well as provide an insight for all people involved such as researchers, curriculum developers, educators, and learners.

1.4. The Significance of the Study

The current study is significant on several counts. Firstly, most of the previously conducted studies in literature (e.g., Takaesu, 2013; Küçükyılmaz, 2016) on ESP focused on assessing the receptive skills or vocabulary knowledge of learners. This study is addressing presentation skills which is rather missing in the literature. Moreover, there are limited studies conducted with engineering students and these studies to date have mostly conducted with few departments at the Engineering Faculty. This study consists of participants from five different engineering departments at the Engineering Faculty of a private university named Antalya Bilim University in Turkey. Thirdly, previously conducted studies usually checked the effect of traditional teaching materials or the most popular authentic materials such as songs and TV series in courses. There are few studies (e.g., Takaesu, 2013; Farid, 2019) with a focal point on Ted Talks. However, this study checks the integration of Ted Talks in these courses. The current study also differs from the previous ones in that it adopts mixed methods methodology. Other relevant studies mostly used either quantitative or qualitative data collection design (e.g., Günbay, 2016; Astika & Kurniawan, 2019; Lestary, 2022). The current study not only reveals quantitative data on learners' performance but also qualitative data on their thoughts. Finally, the study lasts a semester which is more than the time period of many of the other relevant studies. Finally, this study is important in that it provides valuable information for future studies as well as different stakeholders in education as it aims to provide hard evidence of effect of Ted Talks on learners' performance as well as their perceptions.

1.5. Assumptions

The current study has the following assumptions. Firstly, the main assumption is that watching Ted Talks influence overall learner performance regarding oral presentation scores positively. Accordingly, participants in the experimental group will probably perform better than participants in the control group in terms of their oral presentation scores. Specifically, it is assumed that Ted Talks will be effective in terms of delivery and organization. Secondly, majority of the participants in the experimental group are expected to have positive thoughts regarding the effect of watching Ted Talks on their oral presentation skills. It is anticipated that they will find them enlightening, interesting, fun, as well as inspiring.

1.6. Limitations

There are several limitations in the study, and they are as follows. Firstly, the study checked the effect of Ted Talks on presentation skills of ESP learners. Therefore, it cannot be generalized to all authentic materials and all skills. Moreover, the study was carried out in one of the private universities in Turkey and the students were limited to Engineering Faculty students. As there were limited number of students taking the course, it cannot be generalized to all engineering students and all higher education institutions. Furthermore, participants were B2 level, and they were all freshmen students. Therefore, the results might change with participants of different proficiency levels. Another limitation is Ted Talks are easily accessible for everyone online which indicates that one must keep it in mind that learners in the control group might have watched them as an extracurricular activity if interested. Moreover, study took place in one semester which may suggest that the results might change in a long term. Additionally, Ted Talks used in the study were limited in number and chosen taking engineering faculty students' needs and expectations into considerations. Therefore, the study might not be generalized to all ESP learners or to all Ted Talks available. Furthermore, cooperative learning was used in teaching. Therefore, the results might differ in other methodologies that can be applied. Additionally, there are learner differences such as aptitude, individual differences, preferred learning styles, etc. (Harmer, 2001, p.41). Besides, informative speech and persuasive speech took place as oral presentations. Therefore, it can be noted that some learners might be inclined

to one type of presentation only or results might be different for different types of speeches. Finally, the experiment took place as a part of the ESP course in which students were subjected to grading which would affect their Grade Point Average (GPA). Though qualitative strand of the study didn't affect participants' grades, quantitative part did, and this might have affected participants' motivation, and performance to some extent.

1.7. Definitions of the Key Concepts

Before the literature review, some terms that are commonly used in the study are defined as follows:

Authentic Materials: Authentic materials can be defined as materials generated by native speakers for native speakers (Rogers & Medley, 1988; Adams, 1995). Nunan (1989) defines authentic materials as the materials that not created for pedagogical purposes. Moreover, Umirova (2020) defines authentic materials as follows: "Authentic materials are print, video, and audio materials students encounter in their daily lives, such as change-of address forms, job applications, menus, voice mail messages, radio programs, and videos"(p.129).

Cooperative Language Learning (CLL): Cooperative learning is a learning environment in which learners work together to achieve an aim (Johnson & Johnson, 1999). It is also defined as a learning environment in which learners cooperate rather than compete (Dinesh, 2019, p.38). Furthermore, it stands out as a practice in pedagogy promoting not only learning but also socialization among learners (Gillies, 2014).

English for Specific Purposes (ESP): ESP stands for English for Specific Purposes in education. ESP is a branch of ELT which is narrower than General English (Pleșca, 2016). Javid (2015) puts forward that ESP is a discipline which focuses on "Specific English" which is within the scope of a particular profession, discipline, or activity. Moreover, McDonough (1998) states that ESP courses have learners who have specific goals and background to learn the target language (p.157). Finally, Fitria (2020) confirms the abovementioned definitions by stating that "It refers to teaching a specific genre of English for students with specific goals which is oriented and focused on

English teaching and learning” (p.55). She further claims that it appears as a field which merges subject matter and English language teaching together.

Ted Talks: Ted Talks are videos presenting an influential idea within 18 minutes or less. The word “Ted” in Ted Talks stands for technology, entertainment, and design (Ted Talks , n.d.). They are basically short oral presentations on a well-formed topic. Farid (2019) describes Ted Talks as inspirational videos. Fitria (2022) defines Ted Talks as: “Ted Talk is an online site that provides various kinds of videos in English with a variety of materials” (p.41).



CHAPTER II

LITERATURE REVIEW

2.1. Literature Review

Literature review will present five main areas respectively. First part will focus on English for Specific Purposes with its history and chronological development, learning and language theory, learners, and the role of the ESP teachers, as well as key features, objectives, and future of it. Secondly, history, types as well as pros and cons of authentic materials will be dwelled on. Thirdly, information regarding definition, history together with advantages and disadvantages of Ted Talks will be stated. Fourth section will reveal previous studies on ESP, authentic materials, Ted Talks, and public speaking or presentation skills.

2.1.1. English for specific purposes. In English Language Teaching (ELT), English for Specific Purposes (ESP) stands out as an important branch (Javid C. Z., 2013). Hutchinson and Waters (1987) define ESP as “an approach to language teaching in which all decisions as to content and method are based on the learners' reason in learning.” (p.19). That is, it is the teaching of English to learners by taking their specific needs, and expectations into consideration. Main points regarding ESP will be stated below.

2.1.1.1. History and chronological development of ESP. ESP is an outstanding field of study since 1960s. After the World War II in 1945, there was a focus on technology and science leading to a need for international communication (Rahman, 2015). ESP emerged as a solution to provide an interaction between developed and undeveloped countries of the World. That is, the demands of the new brave world had to be met. Hutchinson and Waters (1987) assert that the increasing number of international students in English speaking countries, the power of oil-rich countries, as

well as technological and scientific developments also have been one of the bases of appearance of ESP.

There are different phases in the development of ESP both in theory and in practice. The first one covers the period of 1960s and 1970s with a focus on the sentence level. According to Hutchinson and Waters (1987), the focus was on lexical and grammatical features of the registers. Register analysis were carried out in this phase. English for technology and science was the main interest of that time period and syllabi were designed accordingly. However, this approach was criticized to be less needs oriented (Plesca, 2017).

In the second phase, which is the late 1970s and early 1980s, thanks to the developments in the world of linguistics, discourse and rhetorical analysis were embedded (Mayo, 1999). The goal was to comprehend how sentences were combined into discourse to create meaning. It was revealed that difficulties students faced weren't the result of incompetence of knowledge of English grammar and lexis but how they were used in communicative acts. Meaning production and functional language gained importance. Subject specific texts were studied accordingly. Mayo (1999) calls the first period quantitative while the second one qualitative.

The third phase was the integration of first two phases. Mayo (1999) asserts that not only linguistic features, but also rhetorical elements outstood in this period. Besides, notional functional curriculum was implemented aiming learners to perform communicative activities.

The fourth phase of ESP falls within the time period of second half of the 1980s. The focus shifted on the learner with the developments of educational psychology. Learners' needs and interests gained importance and there were needs analysis, which is also called as needs assessment. Chambers (1980) calls it as target situation analysis. Learners' motivation was important in designing syllabi and course materials. Communicative syllabus design was popular during this period. Belcher (2004) states that ESP pedagogy is driven by learner-centeredness.

After that, there was a skills-centred approach. There was a focus on listening and reading strategies. Therefore, there was no interest in productive skills. Most reading texts were in mother tongue except for the domain specific text which were available only in English. Interpretation was part of the learning process. Besides, learners

guessed the meaning of lexis from context, used visual to tell the type of text, etc. These types of strategies enabled the learner to extract the meaning from the discourse. Furthermore, according to Mayo, authenticity of tasks was not important in this period but the texts.

Fifth phase was a learning-centred approach. According to Hutchinson and Waters (1987), the focus should not be what people do with the language. Instead, it should be on language learning. The focus was on the understanding the process of language learning, that is thinking processes. According to Mayo (1999), there was a primacy of methodology. Plesca (2017) thinks that learning centred approach leads to Content Language Integrated Learning (CLIL) which brings content and the language together. However, one shouldn't ignore the differences to be made between CLIL and ESP learning which are related to the objectives and learning outcomes (Williams, 2014). Genre analysis was also a salient point of this phase. Specific discourse communities were engaged with specific language and analyses addressing them.

To sum up, ESP has been existing as a part of language teaching for around 60 years. At the beginning, there was an emphasis on the specific lexicon of technical and scientific texts. However, later it turned its focus onto the rhetorical uses of language in discourses. Then, four skills, which were not seen as vital by all previous methods, were addressed through the introduction of needs analysis studies. Finally, there was a focus on skills and learning centred approach.

2.1.1.2. Learning and language theory of ESP. English was regarded as a lingua franca for multilingual societies (Master, 2000). Seidlhofer (2011) thinks that learners need English for many purposes such as academic or business meetings, social interaction etc. According to Hutchinson and Waters (1987) English performed as a neutral language among different communities. The term "specific" in English for Specific Purposes (ESP) refers to the specific aim of learning and using English (Hans & Hans, 2015). There is a focus on "Specific English" of specific discipline, activity, or profession. These purposes can be related to engineering, aviation, tourism, etc. as English is an international language of tourism, business, studying, socializing, and trading (Cogo, 2012). According to Master (2000), initial focuses of ESP were on the lexis. There was a shift from linguistics at a sentence level to discourse materials.

Therefore, the view of language as communicational paved the way for a more global approach to scientific language.

Regarding learning theory, as Hutchinson and Water (1987) stated, in terms of ESP, people are more concerned with the arriving rather than the journey. Nature of language is as important as the understanding the structures and the process of mind. The first coherent theory of learning is behaviourism. Habit formation and reinforcement of stimulus response sequence are important. Frequent repetition was seen essential in effective language learning. According to Hutchinson and Waters (1987), such drills are quite common in ESP coursebooks. Modernized ones are integrating context in these drills. Secondly, there is cognitive theory of learning. This theory emphasized that language learning was a cognitive process and deals with mental effort (Richards & Rodgers, 2014). Language learner is active in learning. The technique which could be applied in this learning theory is problem solving task. According to Hutchinson and Waters (1987), they are quite common in ESP coursebooks and there are many representations of domain specific activities of them. Cognitive learning strategies are integrated into reading texts which make students aware of the reading strategies so that they can be consciously active in the learning process. Moreover, one can see the traces of interactional learning theory as learners are working together to achieve mutual understanding, theory of constructivism as ESP can be seen as a student-centred activity as well as sociocultural learning theory as project-based studies and collaborative dialogues scaffolds the learning process. Furthermore, individual factors are also affecting the learning of ESP learners as there are different learning style preferences, affective factors, motivation, and learning strategies. As Hutchinson and Waters (1987) put forward, motivation is directly related to relevance of target needs of ESP learners. Learner should see the learning process enjoyable and satisfying. A good ESP program is to cover both acquisition and learning which are subconscious and conscious processes. To sum up, an ESP practitioner might apply principles of these learning theories separately or together. For instance, when learning or teaching pronunciation behaviourism could be applied. When it comes to teaching grammar, a cognitive approach can be preferred while affective factors might be considered when choosing a reading text.

Regarding the language theory, cognitive model, structural model, functional model, interactional model, sociocultural model, genre model, and lexical model may apply to ESP courses in line with the learning theory adapted. While ESP structural theory was common at the beginning then it paved the way for functional or genre model. According to Richards and Rogers (2014) functional approaches focus on semantic and communicative parts rather than grammatical properties of language. These also lead to specification and organization of language structure and grammar. ESP movement begins not from a structural language theory but from a functional account of learner needs. Also, a functional view of language is seen in ESP to identify how words are used in specific disciplines (such as economics or law) to express discipline-specific concepts (Agustina, 2014). Furthermore, genre model has an impact on ESP courses. All in all, many language theories are embedded in ESP.

According to Hutchinson and Waters (1987) there are six developmental stages of language theory of ESP. These are classical or traditional grammar, structural linguistics, transformational generative grammar, language variation and register analysis, functional/notional grammar, and discourse/rhetorical analysis. These shouldn't be dealt separately but complement each other in ESP courses. As ESP emerged after classical/traditional grammar views are abandoned, their effect cannot be seen on ESP. When it comes to the structural linguistics, there are many structural syllabi having structural exercises such as substitution tables in ESP coursebooks. Regarding transformational generative grammar, according to cognitivist point of view, not only performance but also competence is important in ESP. Language variation and register analysis are the terms that communicative competence brings forward. The communicative act is made up of various contextually dependent elements and the concept of language variation decides on the type of ESP to appear based on the register analysis. When it comes to the functional/notional analysis, it is the replacement of structural analysis of language. In discourse/rhetorical analysis, the focus is on how meaning is created between sentences. The context is started to be seen as an important part of negotiation of meaning. According to Hutchinson and Waters (1987), discourse analysis has been closely associated with ESP. How sentences are come together in texts to create a specific meaning became one of the interests of ESP. To sum up, all these developmental stages are interrelated and complement each other with their pros and cons within the scope of ESP.

2.1.1.3. ESP learners and the role of ESP teachers. Richards and Rodger (2014) think that ESP fulfils the language needs of learners and these learners need English to carry out specific roles (e.g. student, engineer, nurse) (p.107). These learners need to use English in various professional contexts for professional purposes (Nagy, 2014). ESP learners might have scientific, academic, or professional purposes to learn English (Javid, 2013). Knowledge on specific subjects is expected to assist ESP learners to identify real life contexts with lexical and structural improvements. Students learn English not because they are interested in English language but because they need it in their studies or occupations (Hans & Hans, 2015). Difficulties faced related to ESP learners can be listed as demographic features, motivation and eagerness to learn ESP, different proficiency levels and lack of lexis knowledge related to the topics (Fitria, 2020). Enlarged on ESP learners, engineering students stand out as important stakeholders. Pritchard and Nasr (2004) stated that English is very vital for science and engineering students for effective international communication as well as comprehension of the regarded documents. Most engineering students state that they never feel quite sure of themselves when they are speaking English in class (Alqahtani, 2015). Students need specific knowledge and practices for an effective communication in engineering studies (Dahbi, 2016).

ESP teacher can also be called as ESP practitioner (Swales, 1985). Kırkgöz (2019) stated that the ESP instructors have a very demanding job. According to Hutchinson and Waters (1987), ESP teacher's role differs from the GE teacher. The tasks of the ESP practitioner range from syllabus design, need analysis to material and assessment preparation. Need analysis can be categorized within necessities, lacks, and wants of the learner (Barghamadi, 2020). Moreover, ESP teachers mostly have not been trained as such. Therefore, they are to prepare themselves accordingly. ESP teachers might need to contact with content specialists to design appropriate lessons (Hans & Hans, 2015). Kırkgöz (2019) supports this view by stating that in pre-service teacher education ESP is to be taught so as to prepare prospective ESP teachers for the profession. Dudley-Evans and St. John (1998) state that there is a need for an ESP teacher as a researcher in order to be in touch with the learners. According to Fitria (2020), problems faced regarding ESP teachers are having not qualified materials, teachers' improper methods applied, and lack of qualification and skill related to ESP teaching.

2.1.1.4. Key features, objectives, and the future of ESP. There are certain characteristics of ESP. It emerged in the early 1960s to fulfil the need of communication between the developed and developing countries of the world and act as a lingua franca among multinational countries (Master, 2000). According to Susilowati (2008) the main principle of ESP is “Tell me what you need English for, and I will tell you the English that you need” (p.66). As a learner-centred approach, its core aim is to fulfil the specific needs of target learners to satisfy their vocational or professional demands (Fitria, 2020). ESP concentrates on the students’ attention on not only language but also communication requirements in a specific field (Cheremissina & Riemer, 2001). According to Strevens (1988) there are four absolute and two variable characteristics of ESP. The absolute ones are to meet specific needs of the learners as the name suggest, related to content in terms of topics and themes of specific activities, disciplines, and occupations, focus on suitable language to those activities such as lexis, syntax, semantics, discourse, genre etc., and be differentiated from the General English. When it comes to the two variable characteristics the first one is not having a pre-set methodology and the second one is it may be restricted one skill to be taught such as reading only. According to Agustina (2014) the most typical feature of ESP is needs analysis. West (1995) thinks that five characteristics of ESP are it is research-based, coherence of the discourse or cohesion of the text matters, there is needs analysis, authenticity is significant both in terms of text and tasks and learning/methodology is important. Finally, ESP is characterized by collaboration with workplace or content experts (Plesca, 2017). Finally, Javid (2013) puts forward that an ESP course ought to have three characteristics. These are authentic material, target-related orientation as well as self-direction. Tevdovska (2018) also states that “One of the characteristic features of ESP (English for Specific Purposes) setting is the necessity to use authentic materials in teaching the target language” (p.60).

When it comes to the objectives of ESP, the core aim of ESP is to meet specific needs of specific group of learners (Ramírez, 2015). ESP teaches “the language for getting things done” (Harding, 2007, p.6). The aim of an ESP course is to enable learners to function sufficiently in a target situation. These target situations are the ones which learners might utilize the language they are learning (Mayo, 1999). Moreover, Agustina (2014) states that ESP courses have a main purpose, and that is to provide the learners with a certain English proficiency level for a situation where the language

will be used. ESP equips learners with enough English to survive at specific conditions (Belcher, 2004). Furthermore, the objectives of ESP can be described as follows: to promote subject-specific language use, improve target performance competencies, equip learners with underlying knowledge, and foster strategic competence and critical awareness (Baştürkmen, 2006). Finally, it may address the communicative needs of the specific group of learners (Hyland, 2007).

Regarding the future of ESP, research on language and ESP have been a salient topic for a long time. Although there have been plenty of studies on it so far, some areas seem to be privileged in these studies. There are still many areas to be researched on ESP. Therefore, studies into different subject fields and subject areas should be investigated. Expanded on, Brunfaut (2014) claims that assessment scales should also be considered more. Moreover, according to Starfield and Paltridge (2014), ethnography and identity regarding the ESP language use and the worlds in which learners need to use this language have a significant place in the ESP research. Accordingly, there is a need for further research in the nature, applications, developments, and future of ESP. Finally, despite its relatively young existence as a discipline, ESP research has already reached a considerable level of maturity. Nonetheless, new approaches and insights into the field should be adopted, too (Starfield & Paltridge, 2014). As English is becoming more and more globalized, ESP teaching, particularly in higher education, is becoming more and more widespread (Kırkgöz, 2019).

2.1.2. Authentic material. In ELT classrooms, different pedagogical tools are adopted to facilitate learning and teaching. There is a wide range of materials which are commonly used. Language learners are exposed to these materials not only in the classroom but also outside of the classroom. Some materials are created for the purpose of teaching and learning while some do not serve this purpose.

2.1.2.1. Brief history, definition, and characteristics of authentic materials.

Before the early 1970s, most of the language teaching methods had an emphasis on linguistic forms. With the emergence of Communicative Language Teaching (CLT), authenticity in materials gained importance and the main aim was to communicate

effectively in the target language (Gilmore, 2007). Mugimu and Sekiziyivu (2016) state that: “The CLT approach emphasizes the use of authentic materials in the teaching and learning of languages” (p.61). Accordingly, different types of materials have been used in language classrooms. Furthermore, necessity of keep up with the modern world necessitates an increase in the quality of education and this is achieved through adopting authentic materials (Oguz & Bahar, 2008).

Materials that are created by and for native speakers of a language are called as authentic materials (Rogers & Medley, 1988; Adams, 1995). However, it is to be kept in mind that one cannot limit it to the materials that are created by native speakers only. The number of non-native speakers of English have been started to outnumber native speakers (Sowden, 2012). Gilmore (2007) also adds on this idea by mentioning about the changing notion of native speakers should be taken into account in terms of authenticity of materials produced. Therefore, one can note that more and more authentic materials are emerging by non-native speakers as well.

Nunan (1989) states that authentic materials do not serve the specific purpose of language teaching (p.54). Instead, they are materials embedded with real world usage of language. Nuttall and Alderson (1996) state that when adopting a reading text, there are three main criteria that should be kept in mind (pp.170-178). The first one is suitability of the content. The question to be asked is whether the text meet learners’ needs and interest. The second one is exploitability of the material. Text could be exploited for different skills with different strategies. Third one is readability. Grammar and vocabulary are within the scope of this category. In terms of variety of these texts, authenticity appears as a milestone.

2.1.2.2. Types of authentic materials. Berardo (2006) states that: “Anything can be used as authentic material” (p.60). There are various materials that learners and teachers can have easy access. Internet can be considered as the main source.

When enlarged on, according to Gebhard (1996) there are three types of authentic materials (Gebhard, 1996, as cited in Qamariah, 2016). The first one is authentic listening-viewing materials such as TV commercials, documentaries, movies, songs, quiz shows, radio advs, etc. The second one is authentic visual materials encompassing photographs, pictures from magazines, paintings, drawings, etc. The third one has

printed materials such as newspaper articles, lyrics to songs, catalogues, brochures, menus, books, cards, schedules, maps etc.

Oguz and Bahar (2008) add realia on this classification. They state that there are four types of materials according to their characteristics. The first one is listening viewing ones. The second one consists of visual materials. Third one is printed materials. Finally, there is realia which comprises of adopting real objects such as masks, dolls, or puppets, etc.

Moreover, Ellis and Johnson (1994) classify the authentic materials that are used in business English (pp.161-162). The first category is books. The second category belongs to the media including newspapers, magazines, journals, radio, and TV. Afterwards, there is company-specific materials such as annual reports, product information, newsletters, magazines, company videos, correspondence, reports, meeting minutes, contracts, manuals, as well as written instructions. Finally, there is recording live events on audio or video. Seminars, lectures, and demonstrations are within the scope of this category.

According to Rao (2019), some authentic materials that are used in ELT classrooms are newspapers, magazines, media, brochures, pamphlets, flyers, menu, and weather reports.

To sum up, authentic material is a very broad term. There are various materials that could be adopted by learners and teachers as authentic materials. These materials mainly can be text materials, as well as audio or video materials.

2.1.2.3. Advantages and disadvantages of authentic materials. As authentic materials have real world usage, the first beneficial aspect of adopting an authentic material in class is that it might provide learners with real-life experience. By mirroring the real life, these materials give learners a chance to be exposed to a language use that they read and hear in real world (Nunan, 1989). Berardo (2006) claims that the language that is normally used in class is artificial, and learners have a chance to experience real world language through these materials. Furthermore, authentic materials have common use of language with culture aspects. Erkaya (2005) claims that having authentic materials in class rather than a textbook creates a more natural

and communicative environment. That is, learners have a chance to actively participate in classroom discussions (Rao, 2019). Besides, learners become critical thinkers.

Learners are exposed to materials meeting their needs and interests in terms of vocabulary and topic. This results in highly motivated learners with a sense of achievement when they comprehend the material. Accordingly, it also encourages these learners to read more (Berardo, 2006). It also provides self-motivated learning environment in this respect (Senguttuvan & Dwivedi, 2016). Enlarged on, especially when ESP learners are exposed to authentic materials, as they are immersed with certain areas of target language, they become more motivated (Benavent & Peñamaría, 2011). Therefore, these materials motivate learners. Additionally, Şaraplı (2011) claims that these materials will expose learners to variety of structures and lexis. Another point that is stated by Berardo (2006) is that the same authentic material can be exploited for different purposes. Therefore, it might be utilized for various tasks. Gilmore (2007) adds on this idea with the statement that: “Authentic materials, particularly audio-visual ones, offer a much richer source of input for learners and have the potential to be exploited in different ways and on different levels to develop learners’ communicative competence” (p.103). Mugimu and Sekiziyivu (2016) support this idea by stating that authentic materials are promoting communicative ability in classrooms (p.64). Besides, according to Nuttall (1996) authentic materials have true discourse (p.177). When it comes to the simplified materials that are commonly used, they do not have this feature. That is, these authentic materials are organized and have coherence. Finally, Rao (2019) claims that these materials are economical, easily accessible, promote creativity. He further states that these materials make the learning and teaching process not only interesting but also easy. To sum up, authentic materials have many benefits for learners and teachers in language learning.

When it comes to the drawbacks of authentic materials, Berardo (2006) claims that they might be specific to one culture and may not appeal to learners who are outside of that community. Moreover, he further states that lexical usage in these texts cannot meet learners’ needs. Furthermore, he claims that learners might find vocabulary or grammar challenging unless they are high achievers. Guariento and Moreley (2001) state that the level of learners exposing to authentic material had better be post-intermediate (p.348). Takaesu (2013) suggests adopting scaffolding activities to

overcome this issue. All in all, there are several points to consider when using authentic materials.

2.1.3. Ted Talks. In With the development of technology and internet access, various authentic materials have become common in language learning environments. Ted Talks are one of them that are used to teach different skills to different learners. Among types of authentic materials, they are within the scope of listening viewing materials.

2.1.3.1. Definition of Ted Talks. Ted is an organization aiming to spread out the ideas throughout the world. It stands out as a non-profit organisation. Ted stands for technology, entertainment, and design (Ted Talks, n.d.). Albeit it started with these three main areas, topics have been expanded to a substantial number in time. There are almost 439 topics stated and more than 4100 talks shared on the official website. Its motto is “ideas worth spreading”. Its mission is to spread ideas to create a better world. There are powerful talks, from people of different backgrounds and occupations, lasting 18 minutes or less. Farid (2019) describes Ted Talks as inspirational videos. These Ted Talks attract the attention of various audiences. The aim is to have presenters who are influential on their subject areas and enable these speakers to transfer their passions with the world through their speeches. It is also committed to diversity meaning that there are speakers who are not only native speakers of English but also non-native speakers.

2.1.3.2. Brief history of Ted Talks. Ted Talks started as a conference in 1984. After that there were subsequent conferences, Ted Prize as well as audio and video podcasts between the years 2001 and 2008. The very first Ted Talks were posted online on the date of 27 June 2006 and reached many audiences. In 2007, website was relaunched and has been providing free access to millions of people since then. Afterwards, TEDx emerged as local gathering. Then Ted translator program enabled these videos to be translated into more than 100 languages. In 2012, Ted-ed videos have been created and reached many people to be used for educational purposes. It is

followed by Ted radio-hour which has provided free talks to radio listeners. There is also an application of it to create an easy access for free. There are ongoing projects and events (Ted Talks, n.d.).

Ted Talks have become part of the ELT classrooms (Wingrove, 2017). Some coursebooks, such as Keynote, 21st Century Reading, World Englishes, 21st Century Communication, and Perspectives have been embedded with Ted Talks as of 2014 thanks to a mutual agreement between Ted organization and National Geographic Publishing. Besides coursebooks, these Ted Talks have been started to be used as an educational tool in online, blended, or face-to face language learning environments.

2.1.3.3. Advantages and disadvantages of Ted Talks. Ted Talks might bring about not only advantages but also disadvantages in language learning classrooms. Firstly, the advantages of adopting them will be stated. Afterwards, the pitfalls that might be encountered are to be revealed. Advantages of adopting authentic materials in language learning can be adapted to advantages of using Ted Talks. However, if the subject area is focused on more elaborately, the following points stand out.

Firstly, as Tsai (2015) states: “TED talks are the pinnacle of public speaking” (p.2534). Therefore, Ted Talks equip learners with better public speaking or presentation skills. Anderson (2016), as a person who has worked many years with Ted speakers, gives specific examples from the Ted Talks in describing the methods of being effective on stage and crafting the content. Fitria (2022) has stated that learners get benefit from the Ted Talks in terms of developing their language abilities as not only videos but also presenters of these videos present a role model in terms of structure and presentation. Moreover, she talks about how to use visual aids effectively in a presentation or techniques that can be applied when feel stressed by addressing some Ted Talk speakers. Moreover, Shelestova et al. (2021) support this idea by stating that Ted Talks improve learners’ performance on unprepared spontaneous speeches. As the talks take place as public speeches, audience is overtly exposed to these performances and learn from them. Farid (2019) supports this idea by clearly stating that Ted Talks improve public speaking skills of learners. Li et al. (2016) state that learners both consciously or unconsciously imitate Ted speakers and learn about effective body

language usage. That is, speakers in Ted Talks set examples for learners in their oral presentations. As a result, they develop an understanding on speaking in public.

Secondly, there is broad range of topics in Ted Talks (Wingrove, 2017). Fitria (2022) states that there are Ted Talks regarding almost any conceivable topic. Accordingly, as Shelestova et al. (2021) claim, Ted Talks are informative. Through them, people gain knowledge about various topics. The topic of the speech might be a topic that learners encounter for the first time or a topic that they want to be excel in. Furthermore, Li et al (2016) state that: “The wide range of topics TED speeches offer help stimulate the students’ inspirations and innovative ideas” (p.54). Furthermore, through these topics, their vocabulary knowledge is also enriched (Coxhead & Bytheway, 2015). Besides academic vocabulary, they are exposed to various collocations, phrasal verb, or colloquial language uttered by the speakers. Hence, as Li et al. (2016) claim, their lexical competence is enhanced.

Thirdly, Ted Talks are entertaining (Shelestova et al., 2021). They create a learning environment in which learners enjoy what they study. Through this, learners also get the skill of sense of humour.

Moreover, Ted Talks have positive impact on listening skills of learners. They listen speakers with different speech speeds and accents. Takaesu (2013) states that through Ted Talks, listening skills of learners are developed. It also helps to have listeners be familiar with different accents. There are videos available with presenters with different accents. Therefore, learners are exposed to these speakers and have a chance to develop a better understanding of various accents (Nurhidayat & Syarifah, 2021) .

Lastly, Ted Talks develop speaking skills of learners. Anggareni et al. (2017) clearly state that Ted Talks provide an active participation of learners in speaking classes. Learners can express their thought better with the help of Ted Talks.

All in all, Ted Talks are effective educational tools in that they develop presentation skills of learners, inform learners on various topics, entertain them while equipping them with sense of humour, improve their listening skills as well as exposing them to different accents and develop their speaking skill.

When it comes to the disadvantages of adopting Ted Talks in classrooms, the following points stand out as the most common ones. The first disadvantage of using Ted Talks

is that learners might find them quite challenging and accordingly be demotivated. Wolfe (2015) states that the language that is used in Ted Talks might be difficult for ESL learners. Therefore, it might be better to provide learners with a list of vocabulary which will appear in the Ted Talks beforehand (Wolfe, 2015). Besides lexis, learners also are to be provided with necessary support in the areas that they have deficiency such as grammar, listening skills, or colloquial language use before watching the Ted Talks. On the other hand, there are some Ted Talks with speakers adopting simpler language use for audiences which might be referred (Aravind & Rajasekaran , 2020).

Secondly, learners might not find the topic of the Ted Talk interesting and find it boring. Though there are substantial number of topics available, the topic of the Ted Talk chosen to be used in class may not attract the attention of all learners. Tsai (2015) claims that many learners find most academic talks boring. Therefore, though they are not entitled as academic talks, learners might still perceive Ted Talks as academic talks, as conducted for language learning purposes, and find them dull.

Furthermore, expressions used, or body language adopted in the Ted Talk might be culturally or religiously offensive for learners. Elzahar (2020) stated that as speakers of more than 60 Ted Talks between the years of 2006 and 2018 tend to portray religious matters as fictional or within stories and these Ted Talks have metaphors portraying God as unicorn, teapot, Santa Claus, or fairy while seeing religion is an irrational concept (Elzahar, 2020). Therefore, Ted Talks might possess an ideological bias. This may result in some learners' feeling insulted in some countries. Moreover, Schwemmer and Jungkunz (2019) claim that there is inadequate representation of women and some ethnic groups in Ted Talks.

Finally, Ted Talks are related with technology and there are internal or external barriers to integrate technology in classroom environment (Tosuntaş et al., 2019). Accordingly, teachers or learners might not get used to using Ted Talks as an educational tool. Therefore, they may develop a resistance towards novel teaching methodologies and resist using them to learn the language. Moreover, they may need additional help using them or prefer traditional teaching methods such as coursebooks or conventional media tools. Adopting them for language learning might call for a former briefing on how to use it and rationale for using it. Furthermore, Ted Talks are accessible through ted homepage, mobile applications, and the YouTube video sharing

platform (Schwemmer & Jungkunz, 2019). That is, the classroom environment or learners should have the necessary equipment. A reliable internet connection is also required for effective learning (Lorico DS et al., 2021).

That said, pitfalls of Ted Talks as an educational tool are as follows: Learners might find them challenging, boring, or insulting. Moreover, it might take time for learners and teachers to get skill needed for using them or understand the rationale behind using them. Besides, the necessary equipment should be provided to watch them.

2.1.4. Public speaking or presentation skills. In Carrying out public speaking or oral presentations are two common ways of communication. Bradbury (2006) says that: “Presentations are about communication” (p.2). Beebe and Beebe (2012) state that public speaking can be defined as a process in which a message is sent to the audience. In terms of steps of public speaking, Beebe and Beebe (2012) claim that, these include considering the audience, choosing, and narrowing down the topic, deciding the purpose, developing the central as well as main ideas, gathering the supporting materials, organizing the speech, conducting rehearsals, and finally delivering the speech (p.28).

In a public speaking course, learners are expected to develop and demonstrate effective presentation skills. Some of the key skills that students are to develop are within the scope of content, language, organization, and delivery. In terms of content, they are supposed to have a deep understanding of their topics and be able to convey the message to the audience. They should be ready to answer audiences’ questions. The topic also be elaborated with supporting details. When it comes to the language, learners should be competent in grammar and lexis. They should have sufficient range of vocabulary along with attempts to use complex grammar structures. When it comes to the organization, they are supposed to have smooth transition between sections in their presentations such as introduction, body, and conclusion with a logical sequence. As a part of delivery, they should have effective body language, mimics, and eye contact.

Moreover, Bradbury (2006) mentions that speakers might possess notes, scripts, or cue cards during the presentation (p.122). Another important point is to integrate questions

and answers to the presentations to have a more interactive presentation, prevent misunderstandings, and check comprehension.

Another element of presentations is sense of humour. Gulela (1997) states that entertainment along with enthusiasm and performance are three components of effective presentation which are directly linked. However, he further states that it is important to use humour without exaggeration by stating that “Be careful; don’t try to be a comedian” (p.203).

Furthermore, regarding the length of the presentations, Bradbury (2006) talks about “KISS” rule which stands for keep it short and simple (p.52). He states the major points to be embedded depend on the time allowed for the presentation. Another issue is time management. Presenting the speech within the time limit is vital. Bradbury (2006) further claims that one of the reasons for this can be stated as: “Good timing is important partly as a matter of courtesy to your audience” (p.71). An important way to cope with this is to prepare well before conducting the presentation (Emden & Becker, 2004).

Hall (1997) asserts that an effective pronunciation is an indispensable part of an effective presentation. This can be managed through pronunciation activities to conduct. The researcher claims that it is necessary for a speaker to have developed pronunciation elements such as stress, rhythm, and intonation in order to conduct an effective presentation.

When enlarged on non-verbal communication, according to Mehrabian (1969) non-verbal communication is more important than verbal communication. He states that: “The use of nonverbal cues can be a valuable means of determining the attitude of a communicator” (p.359). He goes on by stating the importance of factors such as body language, eye contact, distance, or relaxation. His ideas can be summarized as follows: Firstly, the distance between the person who communicate, and the addressee is an important factor in communication. Secondly, having a minimum and maximum eye contact. Eye contact has a linear correlation with the body posture. That is if there is eye contact, the posture of the body is usually directed to the addressee or audience. Moreover, symmetry of arms and legs is suggested as an indicator of relaxation while adopting the arms akimbo position indicates a negative feeling during communication (Mehrabian, 1969). His findings suggest that these gestural and postural cues have

significant importance in conveying the message in an oral communication. Furthermore, Amsel (2019) talks about a Mehrabian conclusion, which is called 7/38/55 rule, indicating that 7% of our oral communication is based on spoken words, 38% of it belongs to vocal variables (such as voice tone) as well as 55% is visual (such as facial or bodily expressions). According to this theory, wordless messages have a paramount impact on 93% of our communication (Amsel, 2019). Moreover, Akay (2009) says that the use of non-verbal communication skills in English as foreign language classroom settings are vital to provide an efficient communication.

In terms of sources of supporting materials in public speaking or presentations, Beebe and Beebe (2012) say that the experience or personal knowledge, the internet, online databases, and libraries can be used. Types of materials that can be utilized are illustrations, descriptions and explanations, definitions, analogies, statistics, and opinions. Furthermore, the characteristics of effective delivery are closely associated with eye contact, gestures, movement, posture, facial expression, vocal delivery, and personal appearance.

Besides, according to Beebe and Beebe (2012), there are two common types of public speaking. One is speaking to inform, that is informative speech, and the other one is speaking to persuade, which is persuasive speech. Beebe and Beebe state that (2021) informing the audience regarding objects, procedures, people, events, and ideas are within the scope of types of informative speech (p.291). When it comes to the persuasive speech, there are four patterns to be adopted such as problem-solution, refutation, cause-effect, and motivated sequence (Beebe & Beebe, 2012, p.360).

Dwyer & Davidson (2012) state that people are afraid of public speaking more than they are afraid of death. Beebe and Beebe (2012) add on this idea by mentioning that it is normal for presenters to feel anxiety in public speaking. It is one of the fields that most people feel nervous the most in life. They suggest some techniques to stop public speaking from a frightening experience. Firstly, they mention about understanding the reasons behind nervousness. Then they talk about the ways to build confidence such as knowing the audience, practising, finding a suitable topic, being organized, channelling the nervous energy, getting support, or ignoring the fear. Woodley et al. (2021) support this idea by mentioning about albeit learners are afraid of conducting public speaking, they know that it is significant to prepare and practice.

Within the scope of education, Woodley et al. (2021) say that public speaking or oral presentations are an essential part of learner experience in higher education. Presentations have been commonly used as a learning and assessment method. Belenkova and Kruse (2016) state that presentations, mainly PowerPoint presentations, are commonly utilized in modern educational settings of a higher education institutions. Cheung (2008) claims that there are some techniques to teach ESL/EFL learners effective academic presentation skills. These are related with organization, main idea, involving the audience, responses to the audience, non-verbal communication, utilizing visual materials as well as pacing.

When it comes to the adopting presentation skills for language teaching of engineering students, as Rus (2019) puts forwards, presentations have many advantages for engineering students such as it boosts their motivation, develops teamwork abilities, research- writing-editing and oral presentation skills. According to Dahbi (2016) speaking skills of the ESP classes focus on presentation strategies, that is to present on a business project or to present on a product information, and most of the students find it very useful. According to Susilowati (2008) there is a shift to give different study skills in ESP such as presentation, group discussion, note taking, and academic writing. To sum up, there is a need for effective English communication skills for engineers (Cheremissina & Riemer, 2001).

2.2. Relevant Previous Studies

The aim of this study is to reveal the effect of Ted Talks on presentation skills of ESP learners. Therefore, it calls for elaborate research on previous studies conducted on ESP, authentic materials, Ted Talks, and public speaking or presentation skills. Several studies on each will be presented below.

2.2.1. Previous studies on ESP. There are several studies conducted in regard to ESP to date. As it is a broad concept, some studies deal with the programs while some focus on learners or instructors. Some of these studies are as follows:

Sandal (2019) in her study conducted an ESP program evaluation of an engineering faculty at a private university in Turkey. The study had 66 engineering students and

six ESP instructors as participants. Students studied at computer-software engineering department, electrical and electronics engineering department, civil engineering department, and industrial engineering department. In terms of data collection instruments, a questionnaire, semi-structured face to face interviews, and reflection papers were utilized. When findings of the study were investigated, the goals and objectives of the ESP program in engineering education were revealed as developing personal strategies integrated with four skills discussing a variety of topics. The needs of the engineering students as perceived by the administrators and ESP instructors were expansion of vocabulary with a focus on reading and vocabulary and improve critical thinking skills. There was also a need for using authentic material. Then students', instructors, and administrators' views on ESP program were investigated detail. When data gathered from students, it was revealed that occupational, social, and educational needs became prominent. The students believed the ESP course fulfilled their expectations, but they asked for extra attention on speaking skills. When it comes to the instructors and administrators, they believed that the course was satisfactory with a focus on four skills. However, they requested a placement test before the program as they found it quite challenging to deal with students with different English proficiency levels. The study called for further studies on ESP issues.

Secondly, Hocaoglu (2020) in his study had an ESP focus aiming to reveal the needs, problems, and challenges of political science and international relations students. Like the aforementioned study, the purpose of the regarded study was to investigate the ESP course to see whether it fulfils the learners' expectations or not. The findings indicated that students' needs were mostly fulfilled but the course material which was used had better to be reconsidered. It was revealed that participants preferred a more subject specific course material rather than a General English one. As a suggestion for prospective studies, the researcher suggested developing materials that meet learners' needs. Moreover, it was suggested that a study with different ESP courses could be conducted.

In another study, Koçdeveci (2020) worked on the relationship between learner autonomy and language learning strategies of ESP learners. The focus was on English for medical purposes learners. The data was collected via questionnaires and semi-structured interviews. 84 students appeared as participants and three EMP instructors

were also among the participants. Results showed that students were autonomous and employed social and metacognitive learning strategies in their language learning. No significant correlation between these two was observed regarding the proficiency level of learners though there were some considerations including materials, and proficiency level. The study suggested that in studies to be carried out in future, more participants could be involved as well as students from other departments, such as engineering, might be involved.

Tupurlu (2017) reviewed ESP courses by dwelling upon learners', instructors', and academics' perceptions was carried out at a state university in Turkey. Questionnaires and interviews were utilized in the study. The findings revealed that the students, instructors of English and academics generally had negative opinions on ESP courses. Most of the students were not satisfied with the instructional process and during the transfer of the learning objectives in ESP courses. Instructors faced problems during instructional process. Academics, also, had negative views on the transfer of learning objectives. As a suggestion, improvement on the courses as recommended by these three stakeholders, that is students, instructors, and academics, stood out in the study.

Moreover, Küçükylmaz (2016) in his study on ESP courses had a focus on military terminology. The study checked the effectiveness of integration of information and communication technologies into ESP courses. The participants were personnel of Turkish armed forces. The experimental group watched videos from YouTube in order to learn the target military terminology. However, the control group learned the same content by reading and answering the comprehension questions about the terminology, as in classical methods. The results indicated that experimental groups scored much better than the control group. When attention spans were investigated, experiment group again seemed to be more involved in the topics. The results indicated that participants found technology use better than the lessons they were taught through classical methods. Participants also expressed that they learned how to manage their own learning even after the courses. This showed that the study managed to equip the participants with the idea that they could continue their language learning via these methods even after the study. Therefore, they said they developed better lifelong study habits. Lastly, instructors were recommended to use information technologies in language teaching.

Kef (2011) revealed the relationship between personality traits and drama for ESP learners in her study. As data collection tools, a questionnaire and interviews were used. Moreover, as a different point from other ESP studies, theatrical performance with four rehearsals was also used as a data research method (pictures of the rehearsals are also embedded in the study). The conclusions revealed from the findings are as follows: Drama had better to be applied to the foreign language classes even though there might be some obstacles caused by learners. Furthermore, teachers should implement the dramatic activities considering the students' needs.

Finally, Kaygan (2005) focused on needs analysis in ESP in his study. Pilots receiving air traffic terminology training were participants of the study. The study aimed to investigate English language needs of Turkish Army pilots who were taking Air Traffic Terminology and Phraseology course in Army Language School, Istanbul. Participants consisted of 45 pilot trainees and four language teachers. Not only the course but also the materials and activities employed in the courses were reviewed in the study. The findings revealed that the trainees believed that they needed to learn English at least at upper-intermediate level to carry out their career effectively. Teachers agreed with this opinion. Reading materials' being in English and working abroad made learners learn English as well. Speaking and listening seemed to be the most important skills while some studies indicated that listening activities seemed to not attract the attention of the participants. Not only teachers but also trainees thought that the lack of technical and general vocabulary knowledge resulted in difficulty in reading. Based on the findings of the research, it was suggested to give the Air Traffic Terminology and Phraseology course as part of the flight training.

2.2.2. Previous studies on authentic materials. There are many studies on the use of authentic materials in language teaching. Studies conducted revealed different aspects such as perception of learners or teachers on the use of authentic material in language learning, its relevance with motivation, the effect of adopting authentic materials on teaching reading, listening, writing, speaking, vocabulary, pronunciation etc. As there are substantial number of authentic materials, while some studies focused on the term in general, some investigated a specific material such as tv series, songs,

podcasts, news, cartoons, movies, or documentaries. Some of the studies are mentioned below.

Demircan (2004) in her study conducted an experimental study checking whether authentic materials are helpful in grammar knowledge of language learners. It also checked their retention as well as opinions. In the study tests, questionnaires, and feedback forms were utilized to collect data. There are 17 teachers and 54 students as participants in the study. The study lasted two months. The result of the study showed that most of the students were more successful in developing and retaining grammar knowledge thanks to adopting authentic materials in language learning classrooms. In terms of opinions of teachers and learners, most of the participants had positive thoughts regarding authentic material use in language learning.

Another study was conducted by Gilmore (2011). His experimental study had 62 Japanese learners and aimed to check if authentic materials help learners to develop their communicative competence. The study lasted ten months and had different data collection methods such as reports, pronunciation test, grammar test, role-play, interview etc. The results showed that the experimental group outperformed the control group in most of the measures, that was five of the eight measures. The research showed that the authentic materials with their tasks were considerably more effective in terms of developing communicative competencies in language learners than the textbook.

Furthermore, Öz (2014) carried out a study in regard to checking student achievement and perceptions regarding authentic materials with vocational college students in Turkey. That is, the study had both ESP learners as well as authentic materials. The study had 107 participants. While experimental group was exposed to treatment, which was taught by the curriculum including authentic material, control group was taught with traditional coursebook. Proficiency tests and questionnaire were used to collect data. Study findings revealed that although participants had similar scores before the treatment, there was statistically significant difference in terms of achievement levels and attitudes. As a suggestion for further studies, the researcher stated that various authentic course materials for other fields such as engineering could be adopted as a contribution to the field of ESP.

As to checking the attitudes of learners, a study was conducted by Kılıç and İlter (2015) in Turkey. Perceptions of 12th grade students on authentic material use in EFL classes were checked through an attitude scale. The study lasted 12 weeks. Results of the findings showed that participants trained with authentic materials maintained positive attitudes more than the others. A substantial enhancement was observed in the participants of the experimental group in the attitude post- test. This proved the effectiveness of using authentic materials on cultivating students' attitudes in EFL classes.

Günbay (2016) identified the thoughts and observed behaviours of EFL instructors on the use of authentic materials along with their rationale as well as the influence of incorporating authentic materials through critical friends groups in her study. There were four instructors as participants in this study. Data collection was conducted via reflective essays, lesson observations, and interviews. Critical friends group appeared as a part of collaborative learning meaning an organization that included of about ten group members with the purpose of practising and professional development with constructive feedback. Findings revealed that instructors found authentic materials as important tools in language teaching. In terms of material preference, video appeared as the most preferred one for all participants. When it comes to the reasons for using authentic materials, it was stated that effectiveness, learner engagement, creativity and interest are main points. In reflective essays, participants stated that critical friends groups had huge impact on their professional development by helping them to become more confident and efficient in teaching as they had a chance to share their experiences and knowledge.

Lengerlioğlu (2019) presented the effect of TV series as authentic materials on speaking skills of English language learners. TV series were taught as curricular activities in the study. Studying the effects of TV series on speaking skills was the focus of the study. There were 48 students in the study. Learners in experimental group watched one episode of "How I Met Your Mother" series every week for thirteen weeks. After participants watched the episodes, they created groups of four or five, and talked about the episode that they watched. Students were exposed to a pre-test and post-test and the same speaking test was used in the process. When it comes to the qualitative part of the study, semi-structured interviews were conducted with

participants. When speaking test was analysed, there was statistically significant difference in overall score of learners. When it comes to the sub-skills, it was revealed that in terms of range, fluency, and coherence there was no significant difference between the experimental and control group. However, in terms of accuracy and interaction, in post-test, there was a nearly significant difference between two groups. In terms of interview results, semi-structured interviews were made use of in the study. When semi-structured interview responses were analysed, it was seen that most learners believed that watching foreign TV series assisted them in improving their language in various aspects. Twenty-one of the participants (87,5%) agreed on the idea that TV series were useful in language learning process while three of the participants (12,5%) thought that watching TV series had negative effects on people. Finally, it was suggested by the researcher that material designers had better include TV series and group discussions in their coursebook materials and suggestions were made as follows: Studies might be on larger scale, vocabulary and grammar knowledge, different genre of the selected TV series.

In another study from Turkey, Okka (2020) investigated the relationship between EFL instructors' self-efficacy beliefs and their authentic material usage. There were 194 EFL teachers as participants in this study. The findings of the study asserted that EFL instructors' authentic material use was in positive correlation with their self-efficacy. The study checked this issue in terms of gender and no significant difference was observed. Regarding age groups, it was seen that participants who were 41 years old or older adopt authentic materials significantly less than participants who were younger. Furthermore, EFL teachers with one to nine years of experience had more self-efficiency and they used more authentic materials than others. Moreover, EFL teachers who worked in private schools utilised authentic materials more than the ones in public schools. The study also showed that the most used type of authentic materials were listening/viewing materials such as songs and movies while the least utilized ones appeared as realia such as puppets, and coins to engage and motivate learners.

To sum up, most studies demonstrate the importance of authentic materials in language learning. These studies tend to prove that authentic materials are useful in teaching many skills with its various advantages aspects. Furthermore, not only learners but

also instructors generally have positive perceptions on adopting authentic materials in educational settings.

2.2.3. Previous studies on Ted Talks. Ted Talks as authentic materials are becoming more and more common in language teaching. As they are relatively new, there aren't many studies on them. However, there are some which revealed some significant findings. Some of them are as follows:

Takaesu (2013) in her study checked the effect of Ted Talks on listening comprehension of learners as well as perceptions of them as well. She worked on adopting Ted Talks with English for academic purposes learners in Japan. The course that the participants of the study took was aiming to enable learners to take part in discussions and carry out presentations. There were 303 participants in the study and their English proficiency levels were intermediate and upper-intermediate. Lecture Listening Journal (LLJ) and surveys were used as data collection tools. Finally, besides improving their listening skills, and getting familiar with different accents, enhancing their motivation appeared as an important finding. The researcher suggested working on learning process of learners instead of focusing on the product such as barriers for learners and techniques to be adopted.

Another study was conducted by Li et al. (2016) to see whether Ted-motivated public speaking course motivate EFL learners in terms of delivering public speeches in English. The study also probed into the effectiveness of Ted Talks. There were 150 freshmen students studying in Software Engineering department at a university in China. Participants were taking the course named "TED-motivated Public Speaking". The course lasted one semester. Questionnaires embedded with Likert scale were used to gather data regarding the thoughts of the participants. Findings showed that students were eager to find the topics for their presentations instead of being assigned by the course instructor. This motivated learners as well as having them watch more Ted Talks to decide on their topics. In addition, majority of the participants agreed that they would rather imitate Ted Talk speakers. Furthermore, they gained lexical input and learned effective note taking strategies thanks to watching Ted Talks. The study also proved the necessity of practising before the actual presentation besides embedding a questions and answers section into oral presentations. When it comes to the body

language, though not completely satisfied with their own non-verbal communication, learners were aware of the significance of effective body language use in their presentations which was also standing as a point that needed to be worked on. Final point was that Ted Talks promoted learners to be critical thinkers along with improving their listening skills. To sum up, study proved that Ted Talks were effective in terms of various aspects as well as motivating learners. Finally, it was suggested for further studies that a future study had better check whether there is significant difference between a course pattern employing Ted Talks and other course patterns. Moreover, academic success of participants watching Ted Talks or perceptions of instructors regarding adoption of a Ted-motivated class pattern could be dwelled upon.

Furthermore, Astika & Kurniawan (2019) revealed the challenges that students faced when Ted Talks were used as authentic materials in academic listening courses of EFL higher education students. The study aimed to provide instructors with information regarding barriers that learners face when Ted Talks were utilized. There were 27 participants, with pre-advanced English proficiency level, in the study, and they were taking academic listening course which was conducted with task-based language teaching methods. The data was collected qualitatively with six listening journals. The results put forward that three main issues that learners faced were different accents, fast speech speed as well as new lexis adopted in Ted Talks. In conclusion, researchers suggested equipping learners with vocabulary exercises and more studies could be conducted on vocabulary learning strategies of learners.

Another study belongs to Topaç (2019). In her study, she mentioned about metacognitive knowledge which she described as knowledge about own's own learning and having an awareness about it. Regarded study's research questions checked whether adopting metacognitive listening improve EFL higher education learners' listening performance, and their awareness as well as their attitudes to using Ted Talks as metacognitive listening instruction material. Besides, learners' thoughts on metacognitive listening instruction were checked. The study had 30 pre-intermediate ESP students studying at the department of Tourism Management. The study lasted six weeks. The data was collected via listening tests, metacognitive awareness listening questionnaire, as well as semi structured interviews. Specifically in semi structured interviews, participants were asked to make a comparison between

the audio tracks and Ted Talks. The findings showed a significant difference in terms of listening performance with metacognitive listening instruction as well as participants had the view that among metacognitive strategies, planning/predicting strategy was the most useful one. Moreover, among six students who were interviewed, five of them preferred Ted Talks over videos. Researcher suggested that metacognitive listening strategy instruction should be a part of the curriculum. Additionally, Ted Talks are to be used as authentic materials.

The following study by Farid (2019) focused on Ted Talks and public speaking skills of learners. The study was two folded. It not only checked the effect of Ted Talks on public speaking skill improvement of learners but also their perceptions. There were 34 high school students as participants in the study as one group of learners. Data was collected quantitatively and qualitatively. Results of the former showed that there was a significant improvement in learners' public speaking after the treatment. For the latter, results indicated that some of the participants believed that these Ted Talks supported them in the learning process. Most of them believed that they were motivated when watching Ted Talks. Most of them found them enjoyable and interesting. Most of them had the opinion that Ted Talks were effective in terms of delivering ideas. Furthermore, most of them believed Ted Talks improved their facial expressions, gestures, eye contact, familiarity with different accents, confidence, and fluency. It was suggested by the researcher that the school should provide the teacher with necessary facilities such as internet connection. English teachers had better improve the quality of teaching. Lastly, other researchers are to get support in their fields and meet the requirement of their studies.

Moreover, Çelik (2020) conducted a study to see whether Ted Talks improve listening comprehension of learners or not. Moreover, learners' perceptions regarding this were also revealed. The analyses were conducted in terms of gender, too. The participants were separated into different groups in accordance with their English levels. There were 86 private high school students in six classes. The data was collected both quantitatively and qualitatively. Experimental group students were exposed to Ted Talks unlike the control group who had intensive listening materials embedded in the coursebook. Furthermore, a Listening Practice Journal (LPJ) form was shared with the learners online for each Ted Talk. Regarding results of the study, it was revealed that

participants in the experimental study outperformed the control group participants. However, this approach to listening instruction was effective for listening comprehension regardless of their gender. Moreover, the findings of the qualitative data gathered indicated that the learners found Ted Talks useful. As a part of discussion, the researcher had the suggestion for other researchers as they had better integrate authentic materials into not only classrooms but also coursebooks. Finally, he recommended working with larger groups and different level of learners.

Finally, Lestary (2022) had the purpose to reveal learners' perceptions on adopting Ted Talks in public speaking class as well as revealing the obstacles that they faced in her study. The research was conducted online due to pandemic. There were 20 participants in the study, and they were studying at English education department at a university. Purposeful sampling was used to conduct the study with participants who had watched Ted Talks in class. Qualitative data collection was used in the study through open ended questionnaires and interviews. Results showed that most of the learners believed that Ted Talks were effective in online learning process. The positive aspects revealed in the questionnaire are as follows: having more self-motivation, developing new ideas, pronunciation as well as movement, facial expression, gestures, and pronunciation in their online public speaking class. The ones claiming cons were mentioning the lack of communication between the learners and Ted Talks presenters, lack of monitoring of the teacher to guarantee that learners are watching them, internet connection issues, and not having opportunity to practice speaking in public. When it comes to the recommendations, the researcher suggested applying effective teaching tools, integrating media in classroom teaching, provide learners with assignments and peer feedback, promote learner autonomy, and broaden their perspectives. Last suggestion of the researcher was exploring more about learners' thoughts on utilizing Ted Talks in all English skills along with obstacles that they face when there is distance learning.

To sum up, studies show that teaching listening skills with Ted Talks as authentic materials received substantial interest. There are some other studies related with learner perceptions and metacognitive strategies as well. Nonetheless, the research on Ted Talks with public speaking or presentation skills are limited.

2.2.4. Previous studies on public speaking or presentation skills. There are various studies conducted on public speaking or presentation skills. While some studies checked the assessment criteria, some of them checked the perceptions of instructors or learners. There are some appearing as a course evaluation. A few of them, with a focus on ESL, are as follows:

The first study to be mentioned belongs to Lee and Park (2008). Their study was on presentation of students as a means of learning English. There were 49 participants in the study and their proficiency level was upper intermediate to advanced. They were all ESP learners studying in the medical field at a college. Learners were provided with a questionnaire following their presentations. It was stated in the results of the study that learners started to mimic the way instructor taught when they found an element that they could use in their own presentations. Moreover, it was revealed that more than half of the learners believed that presentations were interesting and useful than lecture-only courses. Moreover, substantial number of learners had the view that presentations were helpful in terms of gathering new knowledge, vocabulary, or expression in English. As a limitation, it was stated that the study was based on the written part of the presentations and questionnaires to reveal perceptions of learners. Therefore, researchers stated that learners' improvement needed to be tested in future studies as well. They concluded with the view that a monotonous reading and writing course could be more fun and livelier with student presentations embedded in the course.

Sabbagh (2009) conducted a study to reveal some information on course instructors' perspective. The researcher investigated how ESL teachers taught oral presentations as well as nonverbal communication. Moreover, it aimed to show to what extent was it possible to teach in this way in United Arab Emirates (UAE) English language classrooms. There were 25 instructors in the study and data was collected through questionnaires, interviews, and workshops. Results of the study indicated that instructors were in favour of embedding oral presentations explicitly into their ESL courses and it was possible to implement it in ESL classes in United Arab Emirates. The participants in the study reported that they almost always or usually gave the presenters feedback as they needed to stand in front of the class. Moreover, while they generally gave feedback on body movement, they talked about eye contact more. The

other area that every participant provided feedback was voice. It was also revealed that most of the participants didn't employ nonverbal communication signals in their assessment criteria of oral presentation. Some generalized learners based on their teaching experiences. A participants stated that while science students were better than art students in terms of oral presentations. Another participant indicated that while local students tended to be quitter. Albeit mostly participants had similar perceptions, there were certain misinterpretations of the term oral presentations and instructors had different purposes to employ oral presentation skills and nonverbal communication in class. They agreed upon the idea that they wanted to learn more about it as well as they all thought that nonverbal communication added upon the students' speaking abilities. Lastly, they thought that if they want to focus on teaching oral presentation skills more, it might be better for them to have more time, induction, school support as well as more material such as books, films, tapes, or pictures.

Futhermore, Idrus (2016) focused on improving presentation skills of ESL learners through oral communication strategies in her study. The study had 100 engineering students at a higher education institution in Malaysia as participants in a communication skills course in which learners were expected to conduct two individual and two group oral presentations. According to their grades, students were categorized as A (good presenter) or B (average presenter). Accordingly, strategies adopted by them were analysed. Findings indicated that learners of category A used more oral communication strategies than learners in category B. Learners in category A were also employing some of these strategies, but in a relatively less amount. Strategies adopted were social affective, non-verbal, fluency-oriented, accuracy-oriented, negotiation of meaning, message reduction, alteration, attempt to think in English, message abandonment respectively. In terms of gender, there wasn't much difference in strategies adopted but on the degree of adopting them. Learners of category B adopted them less. To sum up, the study indicated that not high achiever learners as well as average achiever learners adopted some strategies to cope with speaking problems but on a different degree. Researcher concluded with suggesting embedding these strategies into course syllabi.

Another study to be mentioned belongs to Leopold (2016). The study was conducted with 58 English for Academic Purposes learners taking Professional Presentation

Skills course at a private graduate school in the United States of America. The aim of the course was to equip learners with the skills to perform informative speaking. Students were assigned with reflective assignment. As the researcher suggested that a single completed Ted Talk might be long to be displayed in classroom, instead she adopted short clips lasting 30 seconds to three minutes from different Ted Talks with different focal points such as statistics, analogy, visualization, imagery, quotation, etc. Then learners analysed the clips. Afterwards, learners performed their own speeches. When reflective assignment about presentations were analysed, it was seen that learners learned some techniques from Ted Talks clips and used them in their spontaneous speeches. The study suggested that Ted Talks provided support to learners in their presentations as they enabled them to learn from professional models. Moreover, Ted Talks made their presentations memorable. Researcher ended with suggesting that in similar further studies, learners might be assigned to watch Ted Talks at home first to be less challenging for low proficiency level students. Moreover, as learners were provided with limited time to provide their speeches, they might be assigned to prepare the speech as homework too. Finally, it was suggested that instructors could turn these presentations into a competition in which the most memorable presentation would get a prize.

Madzlan (2020) focused on speech apprehension in public speaking in her study. The study was conducted to see whether the use of video blogs was helpful in this respect for ESL students or not. There were 54 participants in the study. A public speaking anxiety questionnaire and semi-structured interviews were used to collect data. Results of the questionnaire showed that there was a significant difference in control and experimental group mean scores indicating that experimental group showed lower level of anxiety after the treatment. In interviews and reflective journals, when their personal experience using video blogs was asked to participants, participants revealed that they had difficulty in adapting a new learning environment but got used to speak in front of camera in time. Another opinion that came up was having no audience when presenting. Learners stated that thanks to this, they felt less nervous as there was nobody to judge. On the other hand, some of them stated that they would rather have live audience as they believed the importance of non-verbal communication. Another point that was mentioned by participants was lack of necessary language skills such as pronunciation and grammar. They thought that this caused anxiety and therefore they

had the fear of making mistakes. However, via video blogs they stated that they had a chance to rewatch their performance and self-evaluate. To sum up, the study showed that personal video blogs were assisting students by enabling learners to practice public speaking skills in a harmless learning environment.

Another study defined this fear of speaking in public as glossophobia and conducted in a Technical University in Ghana by Dansieh et al. (2021). It revealed some information on reasons of this fear as well as techniques to overcome it. The study had 46 ESL students as participants. Both quantitative and qualitative data were collected through questionnaires. The study revealed that this fear hindered learners in terms of creating an effective impression on the audience. In terms of challenges, time management, lack of necessary knowledge regarding the public speaking, fear of being made fun of, not having enough self-confidence, not being competent in fluency, necessity of practising and preparing more and time management appeared as the most common ones besides glossophobia. The study suggested students to adopt an interactive approach while suggesting teachers to organise workshops on public speaking as well as give learners courage to perform oral presentations in class to practice. Further studies were suggested to be conducted to check the degree of anxiety observed between male and female participants in oral presentations as well as carrying out research at different higher education institutions.

Amin et al (2022) conducted a relatively recent study to find out the effect of cooperative blended learning environment on learners' presentations as well as thought of the learners regarding this learning environment. There were 25 ESL learners at a higher educational institution in Malaysia as participants and the duration of the study was 14 weeks. In teaching the courses, a blended learning tool named "ifolio" was used to reach authentic reading text as well as participating in group discussions in forums and assignments. The courses in the study were conducted both face to face and online adopting blended teaching to teach presentation skills. Collaborative teaching was applied through group interaction. Learners act not only independent but also interdependent. Data was collected not only quantitatively but also qualitatively via a questionnaire and semi structured interviews. The results of the study indicated that adopting collaborative blended teaching into developing presentation skills augmented learners' positive feelings to presentation, lessen their

anxiety as well we boost their presentation performance. Accordingly, the study tended to suggest that collaborative blended learning presentation skills activities are to be part of the learning environments.

In summary, the review of literature indicates that there are some studies conducted on ESP, authentic materials, presentation skills, and Ted Talks, yet there is still dearth of research regarding the use of Ted Talks in improving presentation skills of ESP learners as well as learners' perceptions.



CHAPTER III

METHODOLOGY

This chapter has six main sections. Firstly, a brief information on research design and research questions will be provided. Then setting and participants will be revealed. Next, data collection tools, data collection procedure, and data analysis procedure will be discussed in detail. Finally, a summary will be laid out.

3.1. Research Design

Mixed methods research design is employed in this study to collect data to reveal the effect of Ted Talks on presentation skills of ESP learners. Specifically, embedded mixed methods research design (Creswell, 2014) is employed in the current study. Further information regarding this will be provided below.

3.1.1. Definition of mixed methods research design. Dörnyei (2007) basically defines the mixed method as the integration of both qualitative and quantitative data analysis methods (p.44). It can also be simply defined as “mining the databases more by integrating them” (Creswell, 2018, p.294). In short, it is the use of not only quantitative but also qualitative method to address the research questions the best in a study.

3.1.2. The history of mixed methods research design. Throughout the history, researchers have employed different data collection methods in their studies. The history of using mixed method research design dates to the beginning of the twentieth century (Dörnyei, 2007). First the attempt was to combine several kinds of quantitative data or qualitative data only. There were proponents of each of this twin research methods during that period. Advocates of quantitative research design was stating that the results would be imprecise if qualitative design was employed.

Qualitative design supporters were emphasizing the importance of human nature and social phenomena (Riazi & Candlin, 2014). On the other hand, there were some researchers who were in favour of using the newly emerging research paradigm which combines both quantitative and qualitative methods. In 1970s, the term “triangulation” was used for the first time and combining different data sources has started to take its form. The aim was to prevent from entrenched weak points of a single method. After the debates, the first work employing mixed methods emerged by two publications by Tashakkori & Teddlie (2003). They called mixed methods research as “the third methodological movement” in behavioural and social sciences. Then it has started to emerge in several fields and has become more widespread. Researchers such as Lazaraton (2005) hopes to see such studies more in literature. In language teaching one can also see that there is a prevalence of mixed method research design in studies (Riazi & Candlin, 2014). In conclusion, when looked at the different disciplines, there is an ongoing tendency to combine both methods in studies these days.

3.1.3. Types of mixed methods research design. There are numerous mixed methods designs in different fields of literature (Tashakkori & Teddlie, 2018). Moreover, Creswell (2014) describes several types of mixed methods such as convergent parallel mixed method, explanatory sequential mixed method, exploratory sequential mixed method, transformative mixed method, multiphase mixed method, and embedded mixed method that are integrated in studies. The last three are becoming more and more popular day by day (Creswell & Clark, 2011).

Briefly, in convergent mixed methods design both quantitative and qualitative data is gathered and analysed as separate sets. Then they are merged, and their conformity is checked. It is a single phased design. When it comes to the explanatory sequential design, it is a two phased design. Initially quantitative data is gathered, and the results are analysed. Afterwards, these results are utilized to plan qualitative phase. When it comes to the exploratory sequential mixed methods design, it is the reserve of the previous one. That is, the researcher first deals with the qualitative database and then works on the quantitative database. One builds on the other again. In transformative mixed method, there is joint usage of quantitative and qualitative data with a focus on social justice theory. When it comes to the multiphase mixed method, as the name

suggests, it includes different datasets with different stages. It is used in studies which takes a long time and calls for a longitudinal study. Finally, there is embedded design (Creswell, 2014). It is also called as nested design (Edmonds & Kennedy, 2017; Creswell et al., 2003). In embedded design, different data sets are collected to answer different research questions as collecting just one dataset is not enough. Moreover, one method requires less data than the other method and can be worked with less sample size (Creswell & Clark, 2011). Moreover, two data sets don't need to be converged necessarily. Instead, they can address different research questions with a supportive role (Creswell, 2006). One data source can serve a facilitating purpose also in the whole study (Hafsa, 2019). Finally, Creswell (2006) also states that embedded design is preferred when there is limited time in the study.

Among these several mixed method design types, this study adopts the embedded design. The embedded design is applied in the study to address different research questions. In the current study, numerical scores are gathered for quantitative part of the study as well as verbal utterances of the participants are collected in the qualitative part of the study. The prime emphasis is on quantitative data analysis rather than qualitative data analysis in this study as it has more participants with different sub-questions. It also requires more rigorous analysis of the data as it checks statistical significance. Moreover, without conducting data gathering in quantitative strand of the study, qualitative part does not act as a completed section. It serves as a facilitating part in the study. That is, the latter is dependent on the first. Finally, the study has a limited time to be carried out which calls for the embedded design.

3.1.4. Advantages and disadvantages of using mixed methods research design. The researcher may employ a quantitative study, a qualitative study or both. Mixed methods research design is getting more and more popular in studies (Dörnyei, 2007). This brings about some advantages and disadvantages.

There are various reasons to employ mixed methods research design. First and foremost, this enables the researcher to have mutual support of quantitative and qualitative data and informing one another (Miles et al., 2014). Different aspects of the phenomenon can be investigated. Furthermore, through using both methods, a more comprehensive understanding of the purpose of the study can be provided (Riazi &

Candlin, 2014). According to Dörnyei (2007), there are four main advantages. Firstly, by employing a mixed methods research design, the researcher can get upmost benefit from the strong sides of each quantitative and qualitative paradigm while omitting the weak points. Secondly, it allows to researcher to conduct multi-level analysis by combining quantitative data with qualitative one. Thirdly, validity of the study considerably increases. Finally, the study attracts the attention of more people because of not sticking to one single research design in the study. According to Tashakkori & Newman (2010) adopting a mixed methods research design leads to complementarity, completeness, development, expansion, confirmation, compensation, and diversity in a study. Moreover, the researcher could come up with a stronger conclusion because of collaboration or integration of findings (Johnson & Onwuegbuzie, 2004).

When it comes to the shortcomings of adopting a mixed methods research design is that this paradigm calls for the researcher to be knowledgeable about both methods (Dörnyei, 2007). Moreover, it might require more time, resource, and expertise to conduct the study than applying a single research design as well as it might necessitate a research team to conduct (Johnson & Onwuegbuzie, 2004). Another limitation, as stated by Dawadi et al. (2021), is that data analysis might be challenging. Last pitfall to be mentioned of using mixed methods research design is the potential lack of focus in a study (Wilkinson & Staley, 2017).

3.1.5. Rationale for adopting mixed methods research design. Albeit disadvantages, this study adopts mixed methods research design taking its advantages into consideration. Mixed method is adopted in the study as it fits best by providing more insight on the research questions. The study aims to attract the attention of various audience who are interested in the effect of watching Ted Talks on presentation skills of ESP learners and perceptions of participants regarding this topic. Accordingly, adopting mixed methods research design creates a deeper understanding of the research questions uttered. Furthermore, the first research question necessitates a quantitative study with its sub-questions while the second research question calls for qualitative research. These two data support each other and go hand in hand in the study. Moreover, validity and reliability of the study is augmented by adopting mixed

methods research design. To sum up, employing a mixed methods research design serves the current study's purpose the best.

3.1.6. The design of the current study. The study aimed to reveal the effect of Ted Talks on presentation skills of ESP learners and disclose participants' perceptions regarding this. There were four sections of participants taking the ESP course at the institution. The course was entitled as "English for Engineering" aiming at developing presentation skills of engineering students. The course was mandatory for all engineering students. Firstly, participants were randomly assigned as control and experimental group with convenience sampling. They had the same hour of the course, which was four hours, each week. The study lasted 14 weeks, which was a one semester. The control group was exposed to conventional way of teaching, which was through reading texts, for 14 weeks. They had five reading texts before the midterm and five more reading texts after the midterm. In total they read ten reading texts. They performed oral presentations in week 7 and 14. When it comes to the experimental group, they had the same reading texts during this time course, plus they watched Ted Talks on the same topics and number with the reading texts. Presentations were conducted again in week 7 and 14. Moreover, they wrote a reflection paper regarding their oral presentations right after they had presented (see Appedix 1).

3.2. Research Questions

Research questions of the current study are as follows:

1. Do watching TED Talks have an effect on overall learner performance regarding oral presentation scores?
 - a. Is there a statistically significant difference between the control group and the experimental group in content / language / organization / delivery scores in the midterm oral presentation exam?
 - b. Is there a statistically significant difference between the control group and the experimental group in content / language / organization / delivery scores in the final oral presentation exam?

- c. Is there an improvement in experimental group participants' scores between the midterm and the final exam?
- 2. What are the experimental group participants' thoughts about watching Ted Talks with regard to improving of their presentation skills?
 - a. What are experimental group participants' thoughts about watching Ted Talks with regard to improving their presentation skills at Midterm exam at week 7?
 - b. What are experimental group participants' thoughts about watching Ted Talks with regard to improving their presentation skills at Final exam at week 14?
 - c. Is there a change in participants' thoughts about watching Ted Talks with regard to improving their presentation skills between the midterm exam and the final exam?

3.3. Participants

This section has information regarding the research setting and research participants. Firstly, the information regarding the research setting will be provided. Afterwards, detailed information on participants will be revealed in detail.

3.3.1. The research setting. The study took place at Antalya Bilim University in Antalya, Turkey. It took place in 2021-2022 spring term. At the faculty, freshmen students were to take English for Engineering course which was mandatory for all engineering faculty students. The course was four hours a week and aiming to equip English for Specific Purposes learners with presentation skills besides department specific knowledge. The medium of teaching is in English.

The learning environment was classrooms that were available for 64 students. The instruction atmosphere was kept the same for all students. The classes were equipped with a desktop, a projector, and a whiteboard. The projector was used in almost all classes to facilitate teaching.

3.3.2. The research participants. There were 126 participants in the study. 71 of them were in experimental group while 55 of them were in control group. There

were two sections in each group and participants were randomly assigned as control and experimental group participants. In sample size determination it was considered that the larger the sample size results in more accurate results (Creswell & Creswell, 2018). Pallant (2016) also confirms this idea by stating that when ponder on the sample size the rule is “the larger the better” (p.215). Therefore, almost all learners taking the course participated in the study. However, no sample size calculation was conducted. Instead, non-probability convenience sampling method was used. That is, the researcher included participants who were easy to reach. The participants were at the same institution that the researcher was working at. There were 135 students taking the course and 126 of them participated in the study. Students who did not take part in the study were the ones who never participated in lessons and failing with FX grade in the course. Furthermore, it has been noted that most of the similar studies, that were conducted before, had smaller sample size.

The participants of this study were freshmen engineering students studying at five Engineering departments at Antalya Bilim University. The regarded departments were civil engineering department, mechanical engineering department, electrical and electronics engineering department, industrial engineering department and computer engineering department. There were four classes of English for Engineering weekly. Two of these classes were randomly assigned as control group and two of them were chosen as experimental group regardless of demographical factors of participants. All these four classes were taught by the researcher which eliminated the inequality factor that might have been resulted from having different instructors.

Participants were all B2 level as they all passed B2 level exam before studying at their faculties. The B2 examination had reading, listening, writing, and speaking sections and students who got 70 and over were entitled to study in their faculties. Therefore, participants in the study were B2 level and had the same presentation skills proficiency at the beginning of the study as abovementioned B2 exam criteria are similar to the presentation skills criteria adopted in the study.

Based on the information gathered from participants via information forms revealed information regarding participants' gender, age, mother tongue, department as well as years of studying English as follows:

Gender: In experimental group there were 71 participants in total. 46 of them, that is 64.8% of them, were male and 25 of them, that is 35.2% of them, were female. In control group there were 55 participants in total. 33 of them, that is 60% of them, were male and 22 of them, that is 40% of them, were female. All in all, more than half of the participants in both groups were male. Table 1 and Table 2 summarize the aforementioned information.

Table 1.

Gender Dissemination of the Participants in the Experimental Group

	Frequency	Percentage
Female	25	35.2
Male	46	64.8
Total	71	100

Table 2.

Gender Dissemination of the Participants in the Control Group

	Frequency	Percentage
Female	22	40
Male	33	60
Total	55	100

Age: In experimental group, all participants, that is 100% of the participants, were aged 18–24. In control group, only one participant was between the age of 24-34 which made it 1.8% of the total. Other participants, which is 98.2%, were aged 18-24. To sum up, almost all participants were of the same age range in both groups. Table 3 and Table 4 summarize this information.

Table 3.

Age Dissemination of the Participants in the Experimental Group

	Frequency	Percentage
18-24	71	100
Total	71	100

Table 4.

Age Dissemination of the Participants in the Control Group

	Frequency	Percentage
18-24	54	98.2
25-35	1	1.8
Total	55	100

Mother tongue: In experimental group 64 participants, that is 90.1% of the participants, were Turkish. Seven participants, which is 9.9% of the participants, were able to speak other languages. These languages are as follows: One Chechen, one Somali, two Persian, one Russian, one Arabic, and one Turkmen. In control group, 48 participants, namely 89.1% of the participants, spoke Turkish. Other languages spoken by six participants, expressly 10.9% of the participants, were as follows: two Arabic, two Urdu, one Russian, and one Somali. To conclude, a big majority of the participants were Turkish speakers not only in experimental but also in control group. Table 5 and Table 6 summarize the aforementioned information.

Table 5.

Mother Tongue Dissemination of the Participants in the Experimental Group

	Frequency	Percentage
Turkish Speakers	64	90.1
Speakers of other languages	7	9.9
Total	71	100

Table 6.

Mother Tongue Dissemination of the Participants in the Control Group

	Frequency	Percentage
Turkish Speakers	49	89.1
Speakers of other languages	6	10.9
Total	55	100

Department: In experimental group, 43 participants, that is 60.6% of the participants, were studying at the computer engineering department, and 28 participants, that is 39.4% of them, were at electrical and electronics engineering department. In control group, 30 participants, that is 54.5% of the participants, were at industrial engineering department. 12 participants, that is 21.8% of them, were at civil engineering department, and 13 participants, that is 23.6% of them, were studying at mechanical engineering department. In conclusion, all participants were ESP learners, that is engineering students in this case. Table 7 and Table 8 summarize this information.

Table 7.

Department Dissemination of the Participants in the Experimental Group

	Frequency	Percentage
Computer Engineering	43	60.6
Electrical and Electronics Engineering	28	39.4
Total	71	100

Table 8.

Department Dissemination of the Participants in the Control Group

	Frequency	Percentage
Industrial Engineering	30	54.5
Civil Engineering	12	21.8
Mechanical Engineering	13	23.6
Total	55	100

Years of studying English: In experimental group, there were 64 Turkish participants who had 11 years of English education. That is, 90.1% of participants in experimental group had more than nine years of English education. When it comes to the international participants, there were seven international participants. Among them two international participants studied English for more than nine years. This makes this forementioned percentage even higher to 93%. Among these international participants, three of them, which is the 4.2% of all experimental group participants, studied English for less than three years. Two of these international participants, which is 2.8%, studied English for five to seven years. In control group there were there are 49 Turkish participants who had 11 years of English education. In other words, 89.1% of participants in control group had more than nine years of English education. Among six international participants, three participants, that is 5.5%, studied English for more than nine years as well. That makes this aforementioned percentage higher to 94.5%. Two of participants, which is the 3.6% of all participants of control group, studied English for less than three years. Only one of the participants, that is 1.8% of the overall, studied English for five to seven years. Accordingly, the ratio of participants who studied English more than nine years constituted a great majority in both experimental and control groups. Table 9 and Table 10 summarize the aforementioned information.

Table 9.

Years of Studying English Dissemination of the Participants in the Experimental Group

	Frequency	Percentage
Less than 3 years	3	4.2
4 years		
5-7 years	2	2.8
8 years		
More than 9 years	66	93
Total	71	100

Table 10.

Years of Studying English Dissemination of the Participants in the Control Group

	Frequency	Percentage
Less than 3 years	2	3.6
4 years		
5-7 years	1	1.8
8 years		
More than 9 years	52	94.5
Total	55	100

3.4. Procedure

The purpose of the study was to investigate the effect of Ted Talks on presentation skills of ESP learners at a private university in Turkey. Accordingly, a pilot test was conducted to see whether data collection instruments are well designed or not. Afterwards, two groups, that is control and experimental groups, were created before data collection process. Firstly, both groups completed the consent form as well as the information form for demographic information. Experimental group was exposed to treatment while no treatment was administered to control group. That is, while control group only read reading texts before making oral presentations, experimental group both read reading texts and watch Ted Talks before making oral presentations. They watched five Ted Talks before the first presentation and five more Ted Talks, which makes it 10 Ted Talks in total, before the second presentation. They all got basic information regarding public speaking and presentation skills. Both groups had two oral presentations during the process. The first one took place in Week 7 and the second one took place in Week 14. Both oral examinations were assessed by the researcher with a rubric. Regarding oral examinations, video recordings were collected with participants' permission. Students were randomly grouped to present in control and experimental groups. Furthermore, participants in the experimental group were also provided with the reflection papers after the oral examinations through a handout. They were provided with the names of the Ted Talks that they watched and some points to consider as a guidance (see Appendix 6). They completed it and submitted it

to the researcher after they presented. Participants were informed by the researcher that their names would not be revealed in the study and these papers would not affect their scores in the presentation. The study lasted 14 weeks in total which was a one semester in an academic year. Abovementioned information was summarized in Figure 1 below.

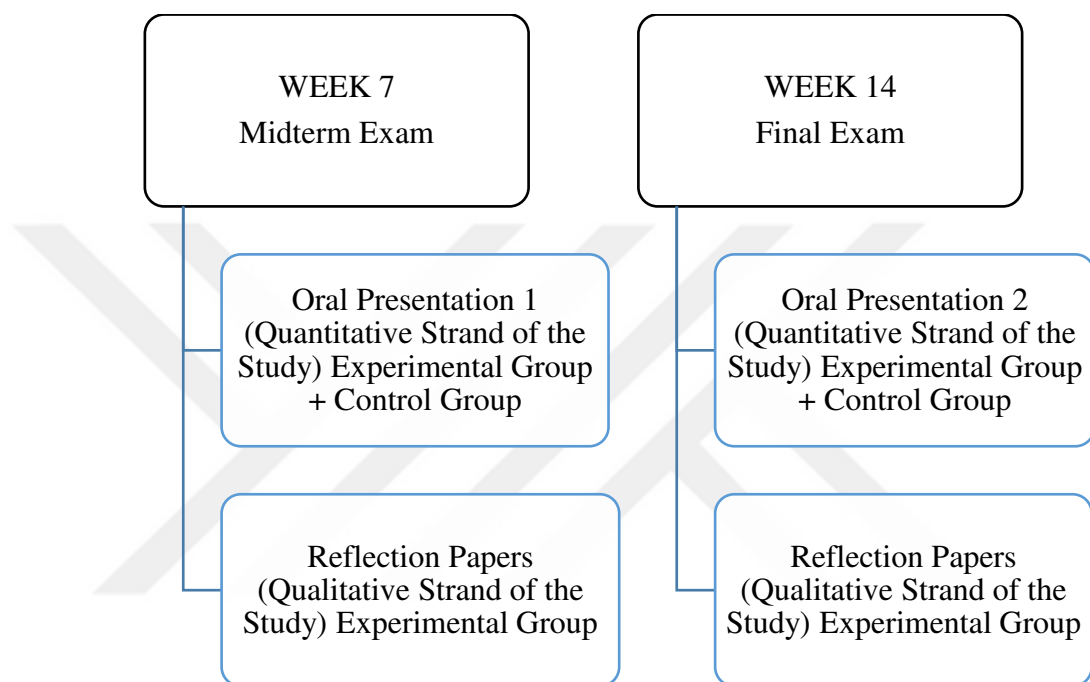


Figure 1. Data collection procedure

3.4.1. The treatment. The following steps were applied in Ted Talk exposure of the experimental group participants as shown in Figure 2: Initially, there was lead-in. The instructors activated the schemata of the participants. Participants either conducted research or were briefly provided with background information of the speaker. Then they worked on key words. Afterwards, they watched the Ted Talk twice. They watched with and without subtitles. Before Ted Talk, they were given two tasks. One of them was to figure out what the Ted Talk is about and the second one was to dwell upon presentation skills of the speaker. The reporting stage took place in which whole class check was conducted. In the end, participants did the post activity which was carried out as a productive group work. The lesson took 50 minutes overall.

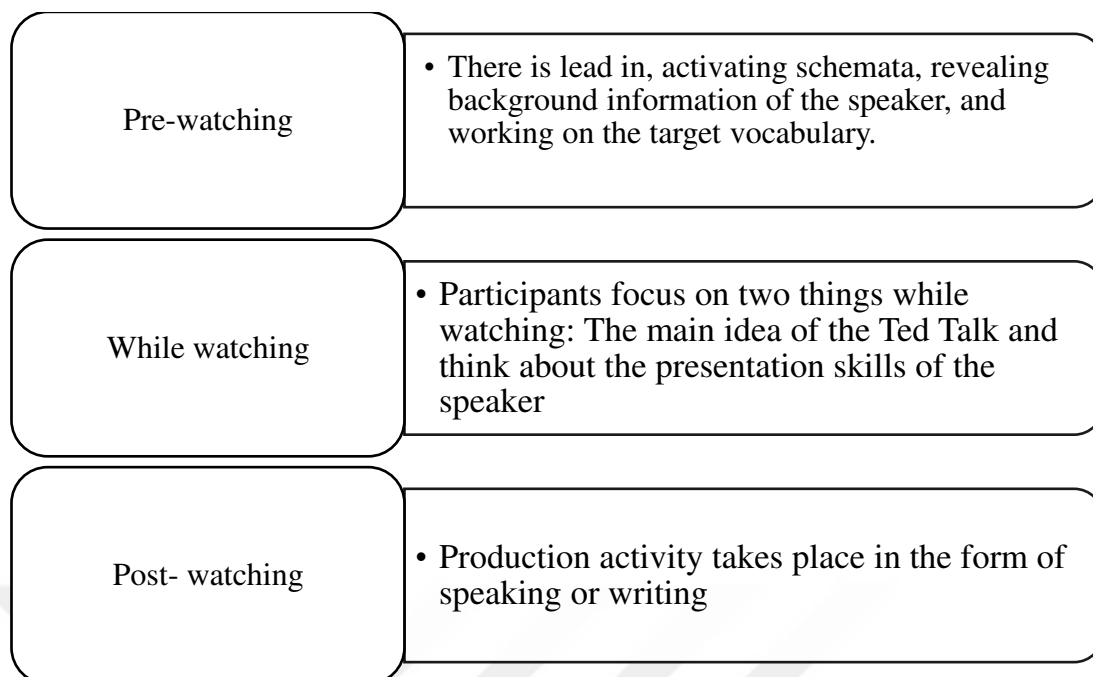


Figure 2. Treatment procedure

3.5. Data Collection Instruments

The study called for several data collection instruments as both quantitative and qualitative data were required to be gathered. In this respect, the data collection tools consist of information form (see Appendix 2), oral presentations with a rubric (see Appendix B) as well as a reflection papers (see Appendix C). Finally, a brief information will be revealed on the pilot study.

3.5.1. Information form. The information form is adapted from the background survey questionnaire of Soo Lee in 2008 (as cited in Topaç, 2019). The information form consists of nominal or categorical data, namely variables that have no numerical value. These are gender, age, mother tongue, department, and years of studying English. As numbering them would not make any difference in size or salience, these values are not assigned with numbers. Background survey is distributed to participants both in English and Turkish to prevent misunderstandings. It takes approximately five minutes to complete.

3.5.2. Oral presentations graded with rubric. Information regarding oral presentations and rubric will be provided below.

3.5.2.1. Oral presentations. Two oral presentations took place in the middle and end of the study which fell within the dates of week 7 and week 14. The first one was called as midterm exam while the second one was called as final exam. They both were evaluated out of 100. Each participants had 5 minutes to present in each examination. Participants made two presentations in total. The first one was informative speech and the second one was persuasive speech. The reason for changing the type of the presentation was not to be repetitive and to provide learners with more diversity in terms of presentation skills. It also prevented them from memorising and enabled them to practice different styles. The same rubric was used to assess both oral presentations. Each participant had to choose a different topic and they were allowed to choose the topic that they wanted. The reason why this flexibility was provided to the participants was to minimize their stress level, have learner autonomy, and get utmost benefit in the study. Participants were given four weeks to choose their topic and wrote the topic that they choose in Learning Management System (LMS). The only condition that they must follow was not to choose a topic that other participants had already chosen. Therefore, each presentation was to be different from one another in terms of topic. Some of the topics chosen by the participants for midterm were as flows: Blockchain technology, global water crises, metaverse, car engines, global water crisis, environmental problems, sustainability, globalization, urbanization, pollution, electric cars, 3D printers, etc. Some of the topics chosen by the participants for final are as follows: Video games, social networking sites, nanotechnology, nuclear energy, stock market, euthanasia, procrastination, information technologies, recycling, cyberbullying, investment, renewable energy, etc. They are all checked and approved by the researcher in terms of their being appropriate or not. Written part of the presentations was not required and not being assessed during the process. Only oral parts were subjected to assessment via a rubric (see Appendix 3). Participants were all being recorded with participants' permission (see Appendix 4).

3.5.2.2. Rubric. In the study, a rubric was used to have a fair and detailed assessment. Rubrics are authentic assessment tools in education, and they offer context-centred, student-role-centred, or scoring-centred assessment (Nkhoma, Thomas & Le, 2020). According to Dawson (2017) there are four types of rubrics. These are generic-rubric, task-specific rubric, holistic and analytic rubric. The last two are the most common ones used in assessing speaking performance of learners. Among them, based on requirements of the research questions of the study, analytic rubric was used in the study instead of a holistic one. Though it is easy to use a holistic rubric, it does not have many advantages that an analytical rubric has (Brown, 2012). Analytical rubric enables to reveal areas of strength and weakness (Mertler, 2001). It provides learners with the ability to track the progress they have made throughout the time (Moskal & Leydens, 2000). Moreover, teacher gets detailed feedback regarding learners' performance (Nkhoma et al., 2020). This detailed feedback is provided via detailed band descriptors. Yune et al. (2018) assert that analytical rubrics check the content of individual traits and minimize evaluator errors and accordingly they are more reliable than holistic rubrics.

Enlarged on, after dwelling on many rubric samples, an analytical presentation rubric was adopted from NTCE (National Council of Teachers of English) Rubric, CEFR (Common European Framework of Reference for Languages) Rubric, IELTS (International English Language Testing System) Rubric and ABU (Antalya Bilim University) Rubric. Before being used, it was also approved by testing coordinator of Antalya Bilim University for its appropriateness for the target participants and the target purpose. The rubric has four main categories. These are content, language, organization, and delivery. They have 30, 20, 20, 30 points respectively. It adds up to 100 points. Furthermore, participants were provided with the rubric a week before they make presentations since it provided them with the expectations.

3.5.3. Reflection papers. There are many advantages of using documents as data collection tools. Some are enabling the researcher to get language of the participants, being reached at a convenient time of the researcher, being paid attention by the participants, as well as creating written evidence (Creswell & Creswell, 2018). Participants were provided with reflection papers (see Appendix 5) in the study. There

are four open ended guiding questions in the reflection paper. As Pallant (2016) points out, the main advantage of using open-ended questions is that it does not restrict the participants with limited responses that the researcher provides but enable the participants to respond the questions as they wish. The following open-ended questions were developed in the study. These are: 1. Do you think that Ted Talks that you've watched in class helped you in your oral presentation? If yes; how and in what ways? 2. What went well in this presentation? 3. What needs to be improved in this presentation? 4. What can you do to perform better in your upcoming presentation? These were all prepared to aid the participants in expressing their thoughts on the topic. They aim was to reveal participants' perceptions on effect of watching Ted Talks in presentation skills. Participants in experimental group, that is 71 participants, answered these questions only. They wrote in English. It took approximately ten minutes to complete the reflection papers.

3.5.4. Reading texts. Reading texts are common tools of teaching in ESP classes. Both experimental and control groups studied reading texts throughout the study. A recent book was preferred by the instructor to take the reading texts from in the study. The book is *Nat Geo's Keynote Intermediate* coursebook that was published in 2018. The book promises to have real-word and up-to-date texts to be exploited. Topics are as follows in the regarded book: Working life, trends, money, success, marketing, communication, experience, seeing the future, being effective, the environment, leaders and thinkers, and well-being. Among them, ten of them were used in the study taking students' needs and expectations into consideration. Difficulty of the reading texts are the same as they are all taken from the same coursebook which is B1 level. Students were not obliged to buy the coursebook. Instead, instructor provided students with the reading texts.

The same way of teaching was applied to teach reading texts for both groups. It usually took 50 minutes. Pre, while and post reading activities were conducted. In pre-reading stage, students were to find the gist, guess the topic, predict, work on visuals, guess the title, brainstorm, etc. They also worked on the target vocabulary. Then there was detailed reading task which usually comes along with comprehension or true false questions. Students worked on the reading text in depth. Lastly, there was a post

reading activity. This was carried out as a productive task in the form of mostly speaking or sometimes writing. Furthermore, cooperative learning took place in which students are highly active in class and take part in pair or group works.

3.5.5. Ted Talks. Ted Talks that are in *Nat Geo's Keynote Intermediate* (2018) coursebook were used throughout the study in experimental group. There are 12 Ted Talks in the book and ten Ted Talks lasting three to 30 minutes were utilized in the study depending on the topic of the week. The one taking around 30 minutes was shortened in the lesson to have approximate amounts in timing of each Ted Talk. They usually lasted three to 10 minutes.

3.5.6. Course materials on public speaking and presentation skills. Participants in both sections were provided with basic information as to informative speech and persuasive speech. There was no single coursebook referred but many sources were compiled by the instructor and utilized in class. Some of the coursebooks that were resorted to are *Public Speaking An Audience-Centered Approach* (2012) by Steven A. Beebe, Susan J. Beebe, *The challenge of Effective Speaking* (2011) by Rudolph F. Verderber, Kathleen S. Verderber, and Deanna D. Sellnow, *The Art of Public Speaking* (2014) by Stephen E Lucas and *No Sweat Public Speaking How to Develop, Practice and Deliver a Knock Your Socks Off Presentation with No Sweat* (2011) by Fred E. Miller. The complied materials were also shared with participants in LMS for their reference. Participants were taught the basics of public speaking and presentation skills such as principles of public speaking, ethical principles, public speech apprehension, organizing and outlining the speech, graph interpretation, being authentic, parts of the presentation, posture, gestures, engaging the audience, Monroe's motivated sequence, etc.

3.5.7. Pilot study. A pilot study took place before launching the study. The pilot study was conducted not only for feasibility reasons but also for reliability and validity purposes. Accordingly, features like time allocated for oral presentations along with presentation types were reviewed. 14 random participants were chosen for

the pilot study. Participants were evaluated separately by the researcher and another experienced instructor. This was done for the quality of the research, mainly for reliability purposes as the oral examination was performance-based. Inter-rater reliability of the test was conducted in the pilot study. IBM Statistical Package for Social Sciences (SPSS) 24 was used to conduct the reliability analysis for the pilot study. When it comes to the reflection papers, content validity was calculated with ten experienced English instructors having at least three years of experience in the field. After feasibility, reliability and validity were checked, the study took place.

3.5.7.1. Inter- rater reliability of the pilot test. Reliability is the agreement between measurements. Reliability can be performed to check instrumental reliability, rater (measurer) reliability, and response reliability (Bruton et al., 2000). There are various ways to check reliability such as test-retest, inter-rater, parallel forms, or internal consistency. Among them, inter-rater reliability is the one measuring the agreement between raters. It is assessed using the Intraclass correlation coefficient (ICC). An Intraclass correlation coefficient ranges from 0 to 1 and designed for two or more raters assessing. A high Intraclass correlation coefficient (ICC) that is close to 1 displays a high similarity between values from the same group. On the other hand, a low Intraclass correlation coefficient (ICC) which is close to zero indicates that values from the same group are not similar. One-way random-effects model of Intraclass correlation coefficient is utilized when raters are randomly chosen possessing different characteristics while two-way random effects model have raters with the same characteristics (Koo & Li, 2016). When measurements are performed by different raters, less differences indicate high reliability (Bruton et al., 2000).

SPSS 24 was used to conduct the reliability analysis for the data gathered in the pilot study. To check the reliability, the Inter-rater reliability testing was utilized in the current study by checking consistency between two raters in the pilot study to ensure that interpretation of the rubric is to be solid by the researcher. The overall test scores given by the two raters were used as the data for the analysis. 14 participants were assessed by the raters (see Appendix 7). One-way random-effects model of Intraclass correlation coefficient was utilized to assess the inter-rater reliability to reveal more

generalizable results. Table 11 shows the output of a reliability analysis that was conducted.

Table 11.

Intraclass Correlation Coefficient

	Intraclass Correlation	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.994	.983	.998	353.036	13	14	.000
Average Measures	.997	.991	.999	353.036	13	14	.000

Herein, Intraclass correlation coefficient (ICC) estimate is 0.983-0.994 with 95% confident interval reliability. It could be regarded as “excellent”. There is a high degree of reliability between Rater 1 and Rater 2. In conclusion, statistical outputs revealed consistency of the results across different observers. This ensured the reliability in the current study.

3.5.7.2. The validity analysis of the reflection papers. Validity is the extent that items that are in the measurement instrument are relevant and representative for the aim (Taherdoost, 2016). Among various types of validity, content validity is the one checking whether a research instrument adequately addresses the area of investigation or not (Edwin, 2019). Judgemental approach can be followed in checking content validity via judging the research tool with different experts. In assessing, the content validity ratio (CVR) is calculated by checking the items “essential” or not. High scores of CVR show that members are agreed upon the necessity of an item in the tool (Ayre & Scally, 2014). If there are ten experts taking part in the validity check, CVR is supposed to be at least 0.62 according to critical values for Lawshe’s content validity ratio (Lawshe, 1975). The content validity evidence of the tool can be represented by the content validity index (CVI). Amin (2005) states that if a tool has a content validity index of 0.7 or above, it is to be considered valid.

There are four items in the reflection forms that were prepared by the researcher. In the pilot study, there were ten teachers of English participating in the validating the content of the instrument. They were all experienced in the field, had knowledge

regarding the research and were familiar with the participant profile. They were all asked to check the instrument and decided whether each item was essential for the study or not. They were also asked to provide constructive feedback on items if necessary. When calculations were made, none of the items were eliminated from the tool with minimum 0.8 CVR value indicating a high content validity. Moreover, 0.9 CVI value was observed for the measurement tool. That is, as shown in Table 20 below, a high content validity was concluded for the regarded instrument.

Table 12.

Content Validity of Reflection Papers

	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10	CVR
Item 1	x	x	x	x	x	x	x	x	x	x	1
Item 2	x		x	x	x	x	x	x	x	x	0.8
Item 3	x	x	x		x	x	x	x	x	x	0.8
Item 4	x	x	x	x	x	x	x	x	x	x	1
CVI											0.9

3.6. Data Analysis

The current study has not only quantitative but also qualitative data analysis. In quantitative strand of the study, IBM SPSS 24 was used to conduct the statistical analyses. First, descriptive analysis was conducted. This analysis, mostly conducted through Microsoft Excel, included the mean values, standard deviations, as well as Skewness and Kurtosis scores. Descriptive statistics is useful in studies in that it summarizes findings by revealing general tendencies as well as overall scores (Dörnyei, 2007). Mean scores were checked to reveal the average of the data. Standard deviation reveals how data is spread out from the mean value. When it comes to the Skewness and Kurtosis, they measure whether data distribution is symmetrical, and outliers are normal respectively. Afterwards, a detailed statistics for the experimental and control group data was provided. An independent samples t-test was conducted to compare midterm and final exam scores of participants addressing different aspects. As Pallant (2010) defines, independent samples t-test is a parametric test that is used to compare mean scores of two different groups to check whether there is a statistically

significant difference in two groups. Assumptions of independent samples t-test were checked. Finally, Microsoft Excel calculations were used to check average scores. There was no missing data in the study.

When it comes to the qualitative strand of the study, thematic analysis approach was used. Thematic analysis provides qualitative, nuanced, and detailed account of data (Braun & Clarke, 2006). Winnowing is a technique in which there is focus on thematic parts and disregarding other parts of the information gathered as the gathered text data is so dense and rich (Guest et al., 2012). When analysing qualitative data, Creswell's (2015) data analysis steps were followed. Firstly, data is collected by the researcher. This occurred with reflection papers in the current study. Secondly, data is prepared for analysis. Mostly, transcribing or typing takes place in this step. There was typing in the current study. While typing reflection papers, colleague support and member checking were also utilized to increase validity and reliability of the study. Thirdly, data is read to get a general sense of the material gathered. Side notes may accompany the reading. In the current study data was read several times by the researcher to minimize the possible overlooks and have a deeper understanding. In the fourth step, there is coding. Then coding the text accompanies with themes and descriptions to be used in the research report. According to Creswell (2015) themes are accumulated codes and descriptions are rendering in detail (p.244). Evidence is provided for each. There was a collaboration of the researcher, thesis supervisor and a departmental colleague in the theme coding process in order to sustain the reliability of the data. To analyse the data both hand and computer analysis were used. Participants' names were not revealed for ethical considerations and each participant was coded from Student1 to Student71.

This chapter outlined a historical overview of mixed method research design, research questions, setting and participants, data collection tools, data collection procedure, and data analysis respectively. Each part revealed a different methodological aspect of the study. Findings of the study will be discussed in the following section.

CHAPTER IV

FINDINGS

This section demonstrates the findings of the analyses conducted to answer the research questions. Firstly, reliability analysis is revealed. Afterwards, the results of SPSS analyses comparing the scores of the participants in control group and experimental group are shown. Then validity analysis results are presented. Lastly, thematic analysis of the perceptions of the participants is stated respectively.

4.1. The Analysis of the Midterm and Final Oral Presentation Exam Scores

The first research question aims to reveal whether watching TED Talks have an effect on overall learner performance regarding oral presentation scores. Accordingly, there are two sub-questions. The first question calls for statistical analyses in order to see whether there is a statistically significant difference between the control group and the experimental group in content, language, organization, and delivery scores in the midterm oral presentation exam while the second sub question necessitates the same statistical analyses for the final oral presentation exam scores. Both analyses that were conducted through SPSS 24 are revealed below.

4.1.1. The analysis of the midterm oral presentation exam scores. Initially, midterm exam results are gathered (see Appendix 8 and 9). Group statistics for each subskill and overall score for the midterm oral presentation exam are revealed. The number of students participating the midterm oral presentation exam is stated first. Then minimum and maximum scores received by participants are shown. Mean is the average value. When it comes to the standard deviation, it is the dissemination of the data compared to the mean. If the standard deviation is low, it means that it is close to the mean. High standard deviation refers to a data which is more spread out. When it comes to the skewness and kurtosis, they can be referred as symmetry and peakedness

of the data respectively. They are checked to see if the distribution is normal. Hair et al. (2010) and Bryne (2010) argue that data is considered to be normal in the cases where skewness is between -2 to +2 and kurtosis is between -7 to +7. There is no missing data observed.

Table 13 shows the abovementioned values for the midterm exam of the experimental group. Values in each column are checked advertently. Moreover, according to the Skewness and Kurtosis numbers presented in the table below, the values are within the normal distribution range. These are acceptable values for the study.

Table 13.

Experimental Group Mid-term Exam Results

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
CONTENT (30)	71	15	27	23.1	2.349	-0.863	1.837
LANGUAGE (20)	71	10	19	15.59	1.894	-1.1	2.084
ORGANIZ. (20)	71	12	19	16.24	1.314	-0.459	0.408
DELIVERY (30)	71	10	29	23.63	3.852	-1.186	1.373
TOTAL (100)	71	62	93	78.56	6.663	-0.047	0.171

Table 14 below indicates control group statistics for the midterm exam results. These include number of participants attending, minimum and maximum value, mean, standard deviation as well as skewness and kurtosis values. Regarding Skewness and Kurtosis values, the former is on the very borderline for content only and can be accepted in range. When it comes to the latter, that is the Kurtosis values presented, they are within the normal distribution range which is between -7 to +7.

Table 14.

Control Group Mid-term Exam Results

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
CONTENT (30)	55	15	27	24.45	2.167	-2.043	5.94
LANGUAGE (20)	55	13	18	15.8	0.911	-0.195	0.615
ORGANIZATION (20)	55	10	17	15.25	1.377	-1.362	3.258
DELIVERY (30)	55	12	27	21.07	4.131	-0.554	-0.8
TOTAL (100)	55	53	88	76.58	6.721	-0.937	1.363

Table 15 shows the detailed statistics for experimental and control group midterm results together. These statistics indicate a difference between midterm oral presentation scores of the control and experimental groups. However, independent samples t-test needs to be conducted so as to see if there is a statistically significant difference between the control group and the experimental group in content, language, organization, delivery, and overall scores of oral presentation exams.

Table 15.

Detailed Descriptive Statistics for Experimental and Control Group-Mid-term Exam

	Group	N	Mean	Std. Deviation
CONTENT (30)	Experimental	71	23.099	2.3492
	Control	55	24.455	2.1672
LANGUAGE (20)	Experimental	71	15.592	1.8942
	Control	55	15.8	0.9108
ORGANIZATION (20)	Experimental	71	16.239	1.3144
	Control	55	15.255	1.3773
DELIVERY (30)	Experimental	71	23.634	3.8517
	Control	55	21.073	4.1314
TOTAL (100)	Experimental	71	78.563	6.6628
	Control	55	76.582	6.7211

T-tests are conducted to compare data of one group or two different groups. Paired-samples t-test is utilized to compare the mean scores of the same group of participants while Independent-samples t-test is to be utilized to compare the mean scores of two different groups of participants. There are some general assumptions to meet to carry out the Independent-samples t-test. These assumptions are level of measurement, random sampling, assumptions of independence, assumption of normality and assumption of homogeneity of variance (Pallant, 2016). The first assumption is about the relationship among the values gathered. Quantitative values are preferred to categorical ones. The second one refers to using random sampling among the population. The third assumption calls for independence of observations. Accordingly, observations or measurements must not get affected from each other. The fourth one is the assumption of normality. It ensures that if the distribution of scores is normal. The fifth assumption is the assumption of homogeneity of variance. It means that comparison groups have approximately equal variances in dependent variable, which

is usually the scores obtained. Levene's Test of Equality of Variances is utilized in order to assess this assumption. Welch test is also a parametric test that can be used to compare means between two groups without assuming equal population variances. The problem of unequal variances is usually solved via Welch version of the t-test (Ahad & Yahaya, 2014). It is preferable when homogeneity assumption is violated (Pallant, 2016).

In the current study, the Independent-samples t-test was used as it fitted best for the purpose of the study which was to reveal statistical difference between scores of two groups. Regarding the assumptions, all assumptions were met as follows. In terms of level of measurement, scores were in the form of ratio scale which was the ideal for the study. The scores gathered had a zero point and a maximum value. Second assumption was also met with random sampling. In regard to the independence of observation, there were two groups in the study which were control group and experimental group. Therefore, there were separate observations conducted and measurements of one group were not influenced by the measurements of the other group. When it comes to the assumption of normality, the conducted analyses in the study revealed that skewness and kurtosis values were in range. This assumption was also valid for all data set. Regarding the assumption of homogeneity of variances, this assumption was valid except one data only. For this reason, Welch test was used for that data as the homogeneity assumption was not satisfied. Afterwards, the data was interpreted accordingly as shown below (Table16).

Table 16.

Independent Sample t-Test Results for The Mid-term Exam

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	Sig. (2-tailed)	Mean Difference
CONTENT (30)	Equal variances assumed	0.670	0.415	-3.323	0.001	-1.356
	Equal variances not			-3.357	0.001	-1.356
LANGUAGE (20)	Equal variances assumed	10.798	0.001	-0.751	0.454	-0.209
	Equal variances not			-0.814	0.418	-0.209
ORGANIZATION (20)	Equal variances assumed	0.043	0.835	4.085	0.000	0.985
	Equal variances not			4.061	0.000	0.985
DELIVERY (30)	Equal variances assumed	1.346	0.248	3.586	0.000	2.561
	Equal variances not			3.554	0.001	2.561
TOTAL (100)	Equal variances assumed	0.027	0.871	1.649	0.102	1.982
	Equal variances not			1.648	0.102	1.982

A two-step procedure was followed to interpret the data. In Table 16 firstly Levene's Test for Equality of Variances was conducted on midterm scores of the participants. Only language part failed in this analysis as the value was less than .05 and this meant that the variances were significantly different from each other. This situation did not satisfy the equality of variances assumption. For this reason, equal variances were not assumed for the language part. Accordingly, homogeneity of variance assumption was met in all parts except the language part.

When independent-samples t-test results were analysed, the threshold that $p < 0.05$ indicates a statistical significance was taken into account. Accordingly, it was seen that there was statistically significant difference in terms of content part as $p=0.001$. In terms of organization, there was a statistically significant difference between the experimental and control group again, $p=0.000$. For the delivery score, the same value, which is $p=0.000$, was observed which indicated a statistically significant difference between two groups. On the other hand, for the language and total values, these values were greater than the significance level. For the language scores, the results showed that $p=0.418$. Therefore, there was no statistically significant difference between groups. Finally, when the significance level of overall score was checked, there was no statistically significant difference between the experimental group and control group as $p=0.102$.

All in all, statistical significance was observed in the content, organization and delivery scores between experimental group and control group in midterm oral presentation exam. In terms of content, control group surpassed the experimental group. In terms of organization and delivery, experimental group was superior to the control group. On the other hand, there was no statistical difference in terms of language and overall scores between the experimental group and control group in midterm oral presentation exam.

4.1.2. The analysis of final oral presentation exam scores. Initially, final exam results are gathered (see Appendix 10 and 11). Detailed group statistics for each subskill and overall scores for the final oral presentation exam are shown below in Table 17 and Table 18. Firstly, the number of students participating the exam is stated. Afterwards, minimum, and maximum scores received by participants in the regarded

exam are revealed. Subsequently, mean and the standard deviation are also shown. Finally, the skewness and kurtosis values are demonstrated respectfully to reveal the distribution of the data, which are in range in both tables. Enlarged on, the data presented below is normal because skewness is between -2 to +2 and kurtosis is between -7 to +7 as claimed by Hair et al. (2010) and Bryne (2010). There is no missing data observed.

As stated above, all values are in acceptable range. Finally, there was no missing data observed.

Table 17.

Experimental Group Final Exam Results

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
CONTENT (30)	71	15	30	22.94	3.202	-0.579	0.472
LANGUAGE (20)	71	13	20	15.52	1.319	0.607	0.903
ORGANIZATION (20)	71	10	19	15.77	1.853	-1.129	2.37
DELIVERY (30)	71	15	29	24	3.033	-0.439	-0.329
TOTAL (100)	71	55	96	78.24	7.353	-0.002	0.495

Table 18.

Control Group Final Exam Results

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
CONTENT (30)	55	17	30	25.07	2.308	-0.673	1.81
LANGUAGE (20)	55	14	19	16.4	1.082	0.404	1.046
ORGANIZATION (20)	55	10	18	13.75	2.319	-0.02	-0.917
DELIVERY (30)	55	16	29	21.95	3.955	0.051	-1.105
TOTAL (100)	55	60	96	77.16	8.117	0.363	-0.413

Table 19 provides the detailed statistics on final oral presentation exam scores of participants for both groups in comparison. It's clear that there were some differences between the values of two groups. Nevertheless, independent-samples t-test had to be conducted to understand whether these differences were statistically significant or not.

Table 19.

Detailed Descriptive Statistics for Experimental and Control Group-Final Exam

	Group	N	Mean	Std. Deviation	Std. Error Mean
CONTENT (30)	Experimental	71	22.94	3.202	0.38
	Control	55	25.07	2.308	0.311
LANGUAGE (20)	Experimental	71	15.52	1.319	0.156
	Control	55	16.4	1.082	0.146
ORGANIZATION (20)	Experimental	71	15.77	1.853	0.22
	Control	55	13.75	2.319	0.313
DELIVERY (30)	Experimental	71	24	3.033	0.36
	Control	55	21.95	3.955	0.533
TOTAL (100)	Experimental	71	78.24	7.353	0.873
	Control	55	77.16	8.117	1.094

Independent-samples t-test was conducted for the final oral presentation exam scores of experimental group and control group. The aim was to find out whether there was a statistically significant difference in the means of the experimental and control groups. First Levene's test needed to be checked to ensure that variances were equal for all samples. It was used to check if our data sets fulfilled the homogeneity of variance assumption before performing the t-test (Table 20).

Table 20.

Independent Sample t-Test Results for the Final Exam

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
CONTENT (30)	Equal variances assumed	3,913	0,05	-4,162	124	0,000
	Equal variances not			-4,334	123,419	0,000
LANGUAGE (20)	Equal variances assumed	2,614	0,108	-4,007	124	0,000
	Equal variances not			-4,108	123,564	0,000
ORGANIZATION (20)	Equal variances assumed	7,691	0,006	5,46	124	0,000
	Equal variances not			5,308	101,478	0,000
DELIVERY (30)	Equal variances assumed	4,595	0,034	3,301	124	0,001
	Equal variances not			3,193	98,616	0,002
TOTAL (100)	Equal variances assumed	1,121	0,292	0,778	124	0,438
	Equal variances not			0,769	110,146	0,444

Data was interpreted with a two-step procedure again. Regarding the Levene's Test for Equality of Variances, content part met the assumption as it was exactly at the threshold of the assumption which was 0.05. In terms of language and total grade, it was also seen that homogeneity of variance assumption was met as p-values obtained were more than the significance level (which is 0.05). Only for organization and delivery parts, variances were not equal. Therefore, when interpreting the data, numbers equivalent to equal variances not lines were taken into consideration.

When independent-samples t-test results are interpreted, $p < 0.05$ is taken as a benchmark that signifies a significance level. Accordingly, it was observed that there was statistically significant difference in terms of content part as $p=0.000$. For organization, there was a statistically significant difference between the experimental and control group again, $p=0.000$. For the language score, the same value, which was $p=0.000$, was observed again indicating a statistically significant difference between two groups. When it comes to the delivery, $p=0.002$ and this resulted in a statistically significant difference among groups. On the other hand, when the significance level of overall scores was checked, there was no statistically significant difference between the experimental group and control group as $p=0.438$.

All in all, statistical significance was observed in all subskills of the experimental group and control group in midterm oral presentation exam. This difference was observed in favour of control group in terms of content and language. When it comes to organization and delivery, there was a statistical difference on the side of the experimental group. However, there was no statistical difference in terms of overall scores between the experimental group and control group in midterm oral presentation exam.

4.1.3. The comparison of experimental group scores. The last part of the first research questions aimed to reveal whether there was an improvement in experimental group participants' scores between the midterm oral presentation exam and the final oral presentation exam. In other words, do watching more Ted Talks improve learners' presentation skills? When mean values of subskills and overall scores of the experimental group were compared, an increase was noticed in terms of delivery scores of the participants. While the mean was 23,63 in midterm oral examination

exam, it increased to 24 in the final exam. There was a slight increase in mean of these scores. In terms of other sub-skills and the overall score, there was stability and recession observed. In terms of overall scores, while the mean value was 78.56 for the midterm, it was turned into 78.24 in the final exam scores. Abovementioned information is shown in the bar graphs in Figure 3 and Figure 4.

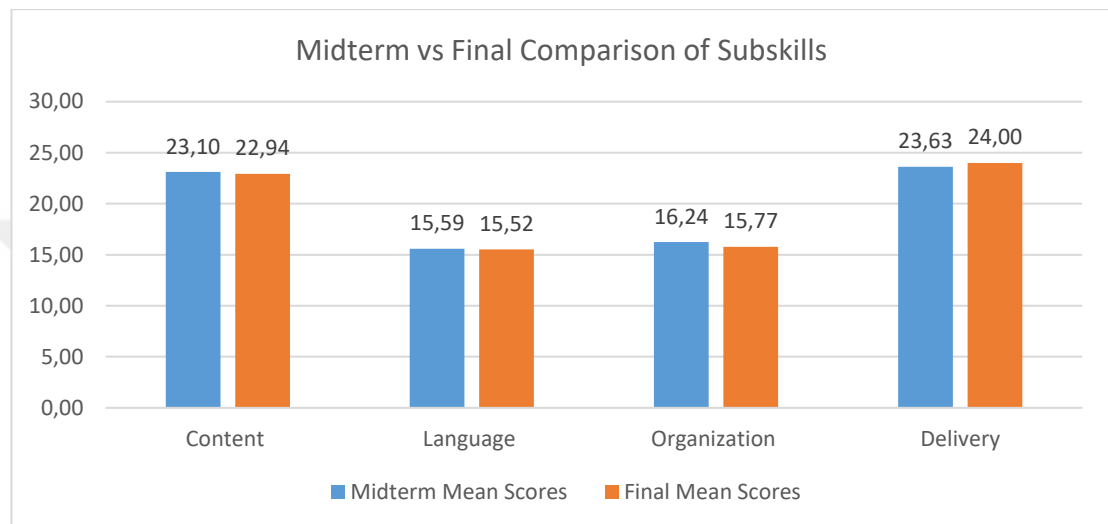


Figure 3. Comparison of mean values of experimental group midterm and final exam in terms of sub-skills

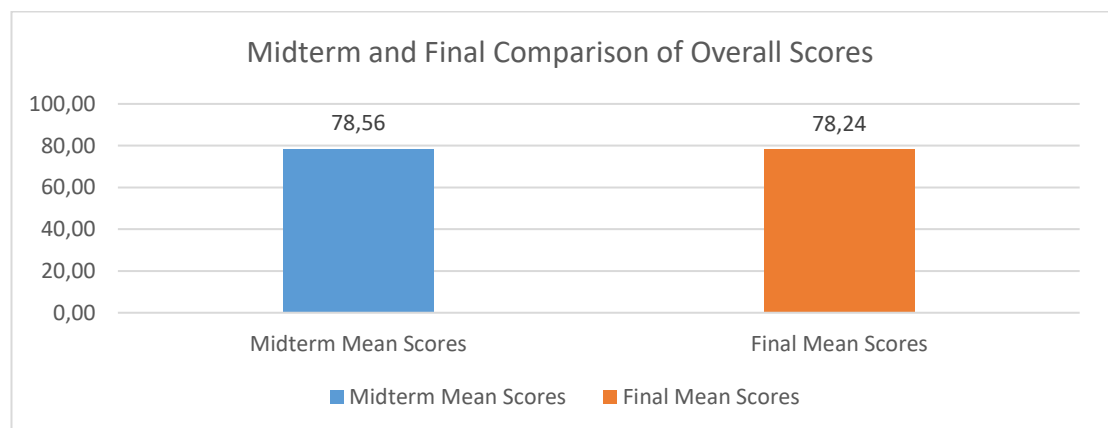


Figure 4. Comparison of mean values of experimental group midterm and final exam in terms of overall scores

4.2. The Analysis of Reflection Papers of the Experimental Group

To investigate the perceptions of experimental group participants on the effect of watching Ted Talks on presentation skills, qualitative data gathered from the participants via reflection papers at week 7 and week 14. There are four questions in the reflection papers. The first question is as follows: “Do you think that Ted Talks that you've watched in class helped you in your oral presentation? If yes; how and in what ways?” It has a checkbox for participants to check off either “yes” or “no” for the question. The second question is as follows: “What went well in this presentation?”. This question aims to reveal strong points of participants taking the Ted Talks that they watched into consideration. Third question is: “What needs to be improved in this presentation?” aims to determine the weak points of the learners and points that need improvement. Finally, the last question, which is: “What can you do to perform better in your upcoming presentations?” is addressed to participants with the purpose of revealing what they need so as to perform better in future.

All questions required participants to write their opinions and justifications on each question. Thematic analysis approach was used by applying Creswell's (2015) data analysis steps. The main themes mentioned by the participants were categorized under five main headings which were content, language, organization, delivery, and other themes. Mentioning about topic, examples and questions were evaluated within the scope of content. In terms of language, aspects of not only vocabulary but also grammar were examined. For delivery, various themes appeared such as body language, eye contact, self-confidence, gesture, accent, memorizing, cue cards, pronunciation, fluency, visual aids, images, videos, PowerPoint slides, and time management. Finally, within the main heading entitled as other themes, five themes appeared. These were sense of humour, inspiration, being nervous, practicing more, and watching more Ted Talks.

When the themes that were mentioned by the majority are checked, the following was noticed. Under the heading item entitled delivery, 50.7% of participants talked about self-confidence in terms of presentations. Under the main heading of other themes, 49.3% of the participants, which is almost half of the participants, talked about being nervous. The same percentage was also true about practicing more. This was followed a delivery item which is body language with 42.3%. Regarding the topic in general,

40.8% of participants mentioned in either of their reflection papers. The same number of participants, which is 40.8%, talked about fluency as well.

The themes were categorized, their frequency, and regarded percentages were calculated. Themes below were pulled out not only from the reflection papers filled in right after the midterm oral examination exam but also the reflection papers filled in right after the final oral examination exam. The calculations were carried out considering that sub-themes could be mentioned only once by a participant even though he/she might have mentioned it a few times in different questions answered. Therefore, Figure 5 below puts forward the frequency of the themes mentioned by the participants in reflection papers at week 7 and week 14 with their frequencies.

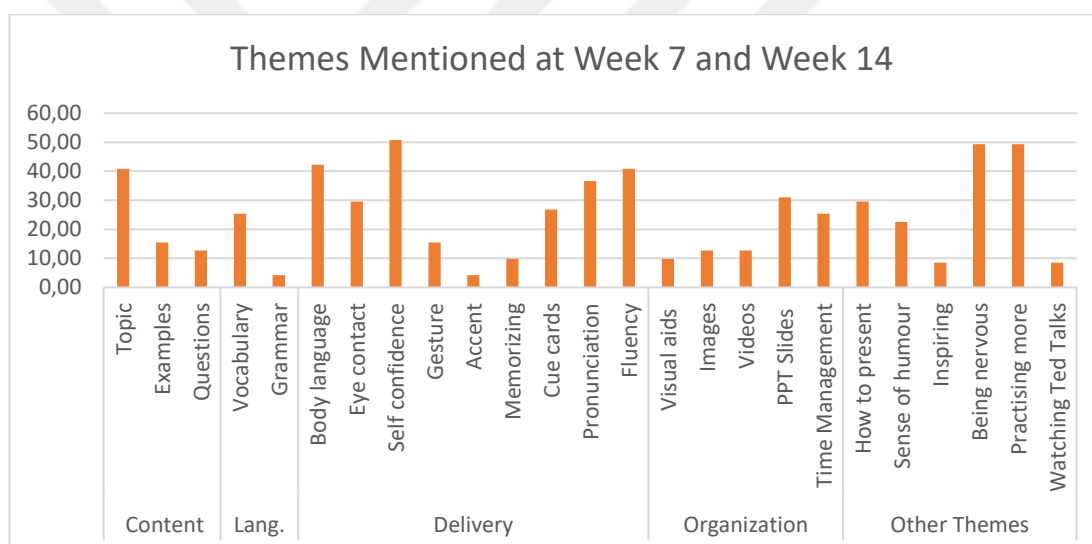


Figure 5. Frequency of the themes mentioned by the participants in reflection papers at week 7 and week 14

4.2.1. The analysis of experimental group participants' thoughts at Midterm exam. The most common themes mentioned in reflection papers by participants at week 7 regardless of the question mentioned are as follows: 46.47% of participants talked about being nervous. They talked about it with different wordings such as being excited, being stressed, or not feel comfortable. They stated that they felt nervous in their presentation, and it was an area that that needed to be improved for upcoming presentations. Afterwards, they mostly talked about three delivery items.

The first one was body language with 45.07%. Almost half of the participants stated that they learned effective use of body language from the Ted Talks that they watched, or it appeared as a strong side of their presentation that they carried out. This theme was followed by self-confidence with 43.66%. They used different wordings to express their opinions on this theme such as having courage, feeling free, or being motivated. They stated that thanks to Ted Talks that they watched, they learned the importance of self-confidence. They also implied that they had self-confidence in the oral presentation that they conducted. The third common theme within the scope of delivery was fluency. It was mentioned by 40.84% of the participants. This theme appeared in all questions almost equally and this indicated that they learned to be fluent from Ted Talks and they thought that they were fluent in their presentations. Moreover, fluency was an area which needed to be improved. Finally, they talked about practising more mostly as a goal to do in order to perform better in the upcoming presentations. Overall, the participants mostly mentioned about delivery items in their reflection papers at week 7. As the study calls for a more detailed analyses for each question to reveal the thoughts of participants in a more detailed way, the following information was unfolded for each question respectively.

4.2.1.1. Question 1: Do you think that Ted Talks that you've watched in class helped you in your oral presentation? If yes; how and in what ways? This question firstly aimed to reveal a general view on participants idea of if they think that Ted Talks that they've watched in class helped them in their oral presentation. There was a checkbox in the question. The checkbox necessitated participants to check off the box either as "yes" or "no" to the question. All participants checked the boxed. Therefore, there was no missing information.

When checkboxes were investigated, it was revealed that in the midterm oral presentation exam 95.77 % of the participants said "yes" to the question while 4.22% of them said "no". To sum up, more than 95% of the participants thought that Ted Talks that they watched in class helped them in their oral presentations (Table 21).

Table 21.

Frequency of The Thoughts of the Participants on whether Ted Talks That They've Watched in Class Helped Them in Their Oral Presentation or not at Week 7

Week 7	Yes		No	
	Frequency	%	Frequency	%
	68	95.77	3	4.22

Afterwards, students stated their opinions and justifications. When themes for the first question were investigated, the following themes were noticed in accordance with their frequency.

The most common theme that was mentioned within the scope of Question 1 was a delivery item which is body language. Participants mentioned specifically about the effect of Ted Talks on effective use of body language with 26.76%. Some participants even referred to certain Ted Talks that they watched in class. Some of the opinions stated by the participants are as follows:

"I have ideas about how should we be during the presentation thanks to Ted Talks. For examples, [example], body language..." (P2)

"...the gestures and hands that I saw on the ted talks is helpful for me." (P4)

"I learned using body language... I try to these all thinks [things] in my presentation." (P6)

"Thanks to all of presenter helped me to body language..." (P11)

"...Body language is important." (P13)

"I think Ted Talks helped me in my presentation. It helped me in many ways such as body language..." (P14)

"I realized a lot of things. Body language is so important." (P18)

"It gives a little tip. For example, body movement..." (P28)

"My body language ... about to change when I was watching them..." (P30)

"These Ted Talks was great experiences for me. With them, improved my body language..." (P31)

"I was also inspired by ... the body language of Joachim De Posada..." (P34)

"To be honest, every TED talks that we watched have great influence on me and my speech because every individual that performed on the stage in the video... body language were key points for me." (P35)

"Yes, I think its [they] improve my presentation for example I learned its important use body language." (P36)

"Ted Talks allowed me to learn how to use body language..." (P53)

"Helped with issues such as using body language..." (P63)

"I lernd [learned] the body language and learnd [learned] how to yuse [use] it." (P70)

This was followed by another delivery item, which is self-confidence. 25.35% of the participants claimed that watching Ted Talks provided them with a self-confidence. In terms of self-confidence, students used different wordings such as having courage, self-confidence, being motivated, and feeling free. Some of the participants referred to certain Ted Talks that they watched. Some of the thoughts of the participants are as follows:

"Finding ways to relax when making presentation." (P1)

"Also, Ted Talks gives me confident [confidence]. When I watch it, I am saying it is easy, I can do it. Just be like a ted talker." (P2)

"These videos teach to me importance of confidence..." (P6)

"I learned... How can I present without stressing." (P10)

"Ted talks have helped to me with being confident..." (P21)

"Because of Ted talks I was more confident..." (P26)

"It gives me encourage [courage]." (P28)

"My ... confident [confidence] about to change when I was watching them. Working life Ted Talk; I learnt to be confident while I was speaking. Because his job is being firefighter, but he was speaking so good, and I was amazed." (P30)

"I saw, people felt free in the during to their presentation and they never feel to making mistake, so I tried to be relax [relaxed] and I tried to trust to myself." (P32)

"I learned ... while presenting to have relaxed body..." (P37)

"Mark Bezos made a comfortable and good presentation..." (P43)

"It is very important to be confident when presenting." (P54)

"In [the] first Ted Talk, I learned having confidence during presentation." (P59)

"It helped my presentation because [I] learned how to explain some information. I think I took Melissa Marshall more as a role model. Her confidence..." (P65)

"I learned to be more Confidence [confident] while I talk..." (P70)

Thirdly, 16.9% of participants stated a very general opinion concluding that they learned how to make presentation via Ted Talks that they watched. This idea was stated by participants many times in the first question. Some of the ideas were giving reference to certain Ted Talks that participants had watched in class. The statements of these participants are as follows:

"I have ideas about how should we be during the presentation thanks to Ted Talks." (P2)

"I learned how I can present my presentation." (P10)

"Ted talks gave me the necessary ideas about how to present." (P20)

"...ted talks Melissa Marshall, Talk nerdy to me helped me to how to do my midterm exam to me..." (P25)

"Yes, it affects me How can I present well... We are computer engineers so Melissa Marshall [was an inspiration] inspire to us." (P29)

"I believe that Ted Talks helped me in not just my oral presentation, but also it helped me to get more ideas how to present or talk." (P41)

"I learned how is a good presentation and how is bad presentation (P45)

"I learned how I should do presentation." (P46)

"It helped me about how do I present my project" (P47)

"I watched Jacqueline Novogratz ted talks. I learned how to [make] good presentation." (P49)

"I learned how can we do presentation". (P50)

"I had a [an] idea how my presentation supposed to be." (P61)

Moreover, participants claimed that they learned to adopt sense of humour in their oral presentations thanks to these Ted Talks. 14.08% of the participants stated this view in the first question with different wordings such as thanks to Ted Talks, they learned to be fun, have sense of humour, and use jokes in their presentations. Some of them referred to certain Ted Talks that they have watched in class. The thoughts of these participants are as follows:

"...Also we watched many funny ... ted talks it was so beautiful for me. I benefit from these skills." (P4)

"When I watched to Ted Talks mostly speaker prepared well also had sense of humor to get attention. I benefited from those." (P7)

"It taught to present by using and making jokes..." (P8)

"I can add humor [in] my talks in this way. Working life named Ted talks effect [affected] my subject because I also a volunteer in some organization. Also he can use humor in his talk." (P15)

"These Ted Talks was great experiences for me. With them ... I learned use sense of humor while presentations. For instance, the firefighter get intrest [interest] of people with humors." (P31)

"I learned better how to be ... funny ... I was also inspired by the witty conversational language at the Mark Bezos (firefighter) and the body language of Joachim De Posada make a fluent presentation in front of the audience where people laugh and have fun." (P34)

"I see... How could be funny and how couldn't." (P39)

"Personally it is inspiring to me and I find new ways and strategys [strategies] for example in ted talk of Melissa Marshall: talk nerdy to me I find out how to be funny and how much it matters in an epic speech [speech]." (P42)

"Joachim Posada's Don't eat Marshmallow presentation inspired me, it was both funny and instructive. Mark Bezos made a comfortable and good presentation with his outfit and jokes." (P43)

“When I watched ted talks I learned that I had to dominate the stage and being [be] funny” (P60)

Another common theme noticed in reflection papers was another delivery item, which is eye contact. 11.26% of participants stated that they learned the importance of having eye contact in oral presentations through Ted Talks. Some of the views of participants are as follows:

“... eye contact..... I learn these examples from the Ted Talks.” (P2)

“I think Ted Talks helped me in my presentation. It helped me in many ways such ... eye contact...” (P14)

“It gives a little tip. For example ... eye contact.” (P28)

“To be honest, every TED talks that we watched have great influence on me and my speech because every individual that performed on the stage in the video. Eye contact ... were key points for me.” (P35)

“I did eye contact always because its [it is] very important. If I didn’t, listeners can be bored.” (P51)

“Ted Talks allowed me to learn ... how important eye contact is...” (P53)

4.2.1.2. Question 2: What went well in this presentation? The purpose of this question was to reveal strength of participants in the oral presentation that they carried out taking the Ted Talks that they watched into consideration. 16.90% of the participants mentioned about a content theme which is topic. They talked about attracting the attention of audience with their topic, choosing an interesting topic, developing, or organizing their topics well, and succeeding in explaining it. Some of their viewpoints are as follows:

“...I tried to make topics related with each other...” (P2)

“The subject was good” (P9)

“I like my subject” (P15)

“I think I ordered my topic well I not bore people” (P19)

"I found the point I mentioned about the subject I presented in my presentation are [is] interesting" (P20)

"I think my topic was interesting and I got some good attention." (P26)

"I believe that audience understand my topic." (P30)

"I found a topic that interests many people..." (P34)

"The topic I choose was good..." (P38)

"We get ideas about many subjects. Everyone had a chance to try and see for themselves." (P40)

"Sentences were in order. I explained in an explanatory way without deviating from the topic." (52)

The second area of success belongs to an organization item, which is PowerPoint slides. In midterm oral examination exam, 12.68% of the participants stated that they prepared slides for the presentation and believed that that used these slides efficiently. The ideas stated are as follows:

"I made slayts [slides] ..." (P2)

"I think my pronunciation and slide are well." (P33)

"...prepared a nice slide and presented it..." (P34)

"The slide I prepared was enough." (P36)

"I like my powerpoint..." (P45)

"...more example in ppt..." (P59)

"My powerpoint went well"" (P62)

"I think my presentation and ppt is well." (P63)

"...I worked hard for the slide, so I liked my presentation..." (P64)

11.26 % of participants claimed that they were fluent in their presentations. Some of the mentioned parts in the excerpts of the participants on this are as follows:

"Talking fluently..." (P1)

"I talk ... fluently...I think it was understandable..." (P6)

“... I was fluent.” (P27)

“I created a fluent ... presentation by asking questions and involving the audience in my presentation.” (P34)

“In my opinion I talked fluently and it is so important.” (P46)

“As I had planned while I was studying, I continued my speech fluently because I knew my shortcomings and in which parts I was better.” (P53)

Body language appeared with 9.86% by participants mentioning having an effective body language in the presentation. Some opinions pointed out by participants are as follows:

“It went well I think of my hand movements” (P24)

“...I used body language correctly...” (P31)

“...And also, I sometimes used body language in the during to presentation.” (P32)

“...Also I used body language...” (P46)

Successful pronunciation and articulation of words were also mentioned by the same number of participants with the theme mentioned above. 9.86% of the participants saw this item as a strong point that they have had in their presentation. Their opinions are as follows:

“My pronunciations [pronunciation] were [was] good...” (P27)

“I think my pronunciation ... are well.” (P33)

“...I made a presentation to articulate what was said.” (P38)

“My pronunciations [pronunciation] were good” (P51)

“... I like how I pronounce the words.” (P61)

4.2.1.3. Question 3: What needs to be improved in this presentation? This question aimed to reveal the opinions of the participants on weak points and points that needed improvement in their presentations. The theme which occurred the most, by 18.31% of the participants, was being nervous. In participants words it was stated

as being excited, nervous, or stressed. Some of them laid out this idea with statements as follows:

"I was so excited..." (P4)

"... in the presentation my voice is vibrating. I was very excited." (P12)

"I was so excited. It affect [affected] me." (P23)

"...one of the most important things is that I need to overcome my excitement a little more and calm down." (P34)

"...I was stuttering a bit and everything that I planned to say was slowly slipping from my head." (P38)

"The only thing that needs improvement in this presentation is that I can use my breathing more regularly and cope with stress" (P53)

"I had a hard time speaking while presenting the presentation because I was so excited" (P63)

"I could've be [been] less exciting [excited]" (P67)

Next theme that participants stated in this question was fluency. 9.8% of the participants believed that this area needs to be improved. Some of their opinions regarding this are as follows:

"I should be fluent." (P5)

"I need to be more ... fluent" (P21)

"More fluent English..." (P47)

"I need to learn to speak fluently because I think too much when speaking and this makes it difficult for me [to] speak." (P52)

The other theme occurred in this question is cue cards. 8.45% of the participants stated their opinions on carrying out the presentation through reading from their cue cards, papers, or notes as a weak point that needed to be improved. The ideas stated are as follows:

"...I should not read my notes. I should talking without any notes." (P2)

“Design of paper I look was too basic. When I need it, I could not find where I am” (P44)

“I checked my notes too much...” (P45)

“I shouldn't look too much my paper” (P48)

“...I spoke without looking at the paper...” (P64)

“I could've looked at my paper less” (P66)

The same percentage of participants, which is 8.45% of them, mentioned specifically about PowerPoint slides. They stated that they could have performed better with more organized PowerPoint slides. Their views are as follows:

“Slideshow can be more detailed” (P1)

“...don't forget slide...” (P11)

“...slayt [slide] planning...” (P26)

“...Maybe better slides can be prepared.” (P40)

“...There were so many page [pages] in ppt” (P59)

“not enough slides in presentation” (71)

7.04% of the participants stated that their presentations were not very good in terms of eye contact. They mostly stated that they needed to perform more eye contact with the audience. Some thoughts stated are as follows:

“Making eye contact ... can [be] improved” (P8)

“... I couldn't eye contact enough” (45)

“...I should do more eyes [eye] contact” (P51)

“I need to look peoples [people's] eyes.” (P56)

4.2.1.4. Question 4: What can you do to perform better in your upcoming presentation? Last question had the purpose of revealing general viewpoints on methods or techniques to be applied to perform better in the upcoming presentations. There was a very common opinion shared by 26.76% of the participants. That was to practice more. They mentioned about practicing more in front of the mirror, alone, or

with their friends before performing the actual oral presentation. The following ideas are extracted from the responses of the regarded question:

“Working on it little bit more” (P1)

“I should do more practical [practice] in fornt of the mirror or my family...” (P4)

“I will get prepared more than it.” (P5)

“I need to practice more” (P20)

“I can make presentation trials in advance to better prepare for the presentation...”
(P22)

“I can make more practise [practice]” (P37)

“I’ll practice talking in crowds because I think that’s where my main problem is...”
(P37)

“I have to practice a lot and present it to a few friends or my family so I can be more comfortable.” (P43)

“I will do practice. I will do better than.” (P64)

The second idea appeared was to find a way to reduce anxiety with 18.31%. They believed that this would result in performing better in future. 4.22% of the participants also belonged to this category, who stated that Ted Talks are not useful for them. They stated that they needed to get over the stress or find techniques about it. Some viewpoints are as follows:

“... I can deal with my anxiety and excitement...” (P8)

“reduce stress could be better to perform [in] my next presentation” (P11)

“... I break my excite.” (P12)

“... I can overcome my excitement before the presentation.” (P22)

“Next time I will be less excited.” (P28)

“...I don’t be flurry.” (P32)

“I can improve a lot if I can stay calm.” (P36)

“...I need [to be a] bit more calm [calmer]” (P39)

"I have to beat my excitement." (P55)

"I would like to make a more ... beautiful presentation without getting excited. (P63)

"I think I will be less exciting [excited]." (P67)

"The most important thing is to be more secure, not to worry about the result, but to enjoy the moment while I open my topic." (P71)

The third common thought was on finding a better or more interesting topic with 7.04%. A few opinions stated are as follows:

"It is useful to support subject." (P6)

"I will prepare by doing more research on a topic that suits me and can give more information to people more easily. Then ... make a stronger statement. I'm sure I will get a much higher grade by doing all of these." (P34)

"Choosing a better topic about with hobbies the next presentation could be better" (P68)

The same percentage was valid for cue cards as well. 7.04% of the participants talked about trying not to read from cue cards or adjusting them. Some of the ideas are as follows:

"I am going to read my notes again" (P2)

"... I should try to not read all of the speec [speech] of my presentation..." (P32)

"I will work my notes more and prepare more simple notes" (P45)

"If I look less my paper, it will be nice" (P48)

Memorizing was another solution that was put forward by participants to perform better next time with 7.04%. Their statements are as follows:

"I read 10 times presentation script and try to memorize" (P17)

"I need to memorize more" (P25)

"To memorize better." (P41)

"Maybe memorizing would be good." (P56)

4.22% of the participants stated clearly that they need to watch Ted Talks or follow good presenters to perform better in upcoming presentations. They stated that:

“...watch ted talks. (P24)

“I should watch different ted talking [talks] more...” (P32)

“Following good presenters will improve me...” (P47)

4.2.2. The analysis of experimental group participants’ thoughts at Final exam. When themes that stood out in reflection papers filled in after the final oral presentation exam were dwelled on, the following themes appeared. 46.47% of the participants talked about being nervous and this was conceived by most of these participants as a pitfall for presentation. Then four themes were equally mentioned. One of them was related to the theme of practising more mentioned by 38.03% of the participants which mostly appeared as a necessity for upcoming presentations. Afterwards, 38.03% of the participants talked about a delivery item, which is pronunciation. This theme mostly came within not only strong sides of presentations of the participants but also as a weak area and an area that needed to be worked on. 38.03% of the participants mentioned about a content item which is topic. They mostly talked about it as a part that went well in their presentations. Then 35.21% of the participants talked about body language, mainly as a skill that they learned thanks to the Ted Talks that they watched. Furthermore, self-confidence theme was mentioned by 33.80% of the participants mostly as a strength in presentations conducted. Detailed analyses for each question were conducted and revealed below.

4.2.2.1. Question 1: Do you think that Ted Talks that you’ve watched in class helped you in your oral presentation? If yes; how and in what ways? When the checkbox that needed participants to check off was investigated, it was revealed that 90.14% of the participants checked “yes” box, while 8.85% of them went for “no” box in the reflection papers filled in after the final oral examination (Table 22). It could be concluded that more than 90% of the participants believed that Ted Talks that they watched in class helped them.

Table 22.

Frequency of The Thoughts of the Participants on Whether Ted Talks That They've Watched in Class Helped Them in Their Oral Presentation or not at Week 14

Week 14	Yes		No	
	Frequency	%	Frequency	%
	64	90.14	7	8.85

When thought of the participants in Question 1 was investigated in detail, it was revealed that 22.53% of participants had a common opinion. They believed that they learned the effective use of body language thanks to the Ted Talks that they watched. Several ideas stated by these participants are as follows:

"I learned from Ted Talks body language..." (P2)

"We listen different people... We watch how they use their body language. They set an example for us." (P6)

"Ted Talks taught me to use body language (but I still can't)" (P8)

"I learn some methods such as body language..." (P13)

"I learned how will I use my body language!" (P18)

"...Communication presentation was give me ideas about body language." (P31)

"I am learned from the ted talks, I need to improve my body language." (P36)

"Before I don't use body language. I don't add video. After ted talk I learn new presentation skills." (P54)

"I learned to use body language more effectively." (P62)

"Using body language actively and consciously..." (P63)

"I learn so much in my class when I watch the tattos [ted talks] I learn more about body skills..." (P69)

Second commonly appeared theme in the regarded question was a general one, which was how to present. 15.5% of the participants indicated that they learned how to present with the help of Ted Talks that they watched. Some specified it such as they

learned how to start or end a presentation. Moreover, they stated that they learned what a good or bad presentation is in general terms as well as things to do and not to do in an oral presentation. Some ideas are as follows:

“I learned how to present your presentation...” (P4)

“I learned how to present subject effectively” (P9)

“I learnd [learned] how to start and finish my presentation...” (P12)

“Yes, I think Ted Talks that we've watched in class helped me in my oral presentation. When we are watching Ted Talks I can learn new things how to present and I can use this type of new methods in my oral presentation.” (P15)

“In ted talks shows us how to present something and we can see easily which one is good presentation which one is bad. We can use methods in our presentation.” (P19)

“As I said in the previous reflection sheet that presenters who performed on the stage clearly showed to us how we have to present” (P35)

“Absolutely yes because it helped and gave me some interesting ideas about how to present.” (P41)

“I learned how we present good presentation...” (P49)

“We learn many things. For example, how we can do in presentation and what we can't do in presentation” (P50)

Moreover, it was seen that 11.26% of the participants thought that they learned the importance of self-confidence. While some stated that thanks to these Ted Talks, they learned how to stay calm in a presentation as well as techniques to apply in the time of stress. Some stated that presenters posed as a role model with their courage for their presentations. A few of the ideas stated by participants are as follows:

“It helped me stay calm in front of people...” (P20)

“If I compared to my first presentation, this presentation was much more comfortable and my excitement decreased a lot and I believe one of the reason for this is the ted talks I watched.” (P24)

“The Ted Talks we watched were informative and inspiring. Because we had the opportunity to learn about the experiences people have had. Thanks to them, my self confidence will increase.” (P29)

“... from Leberecht's Ted Talk, I understood better how to best manage and control brain management and applied some of her tactics in times of stress.” (P34)

“The main problem I have with oral presentation is that I get a little nervous when performing. Ted Talks helped me with that because seeing people talk about different things help me to understand that you could talk about anything.” (P38)

Furthermore, 7.04% of them stated that they learned to adopt sense of humour from Ted Talks. They indicated that they learned the importance of being fun in their presentations to attract the attention of the audience. Some even referred to the names of some speakers of the Ted Talks that they watched. Ideas that were put forward on this are as follows:

“...They made some sense of humor.” (P7)

“... I understand that make jokes are good way to gather the audience focus.” (P13)

“Mark Bezos presentation give me ideas about making jokes at presentations...” (P31)

“I learned how to use a mit[mite] of humor and seriousness in Mark Bezos's working life talk, in Posada's Ted Talk...” (P34)

“... I learn people love and want to sense of humor...” (P39)

4.22% of the participants talked about accent. Among these three participants, two of them claimed that thanks to the Ted Talks they learned accent for their presentations. However, one participant believed that the presenters in these Ted Talks had a difficult accent which prevented her/him from comprehending the Ted Talks. These participants expressed their ideas as follows:

“It was long and presenter has a [an] accent that I don't understand.” (P61)

“...accent...” (P64), (P67)

4.2.2.2. Question 2: What went well in this presentation? When responses of participants were investigated to reveal their ideas on strength of them in terms of the

final oral presentation conducted, two themes outstood with equal percentages. One of them belongs to a content item, which is topic. The other is a delivery item, which is self-confidence. Firstly 14.08% of the participants believed that their presentations were good in terms of topic. Having an attractive, familiar, clarified, or interesting topic are among the ideas shared by participants as their strong sides in their presentations. Some of their statements are as follows:

"Enough details for presentation, topics are detailed in the presentation..." (P1)

"... my subject was attractive." (P7)

"Subject was familiar for me" (P9)

"Good support topic, good content" (P11)

"I believe that I clarify my topic well to my audience." (P30)

"...I was well-versed [rehearsed] in the subject and conveyed what I knew. (P40)

"focus on subject" (P57)

"I think this presentation subject well." (P65)

"I raised a topic that interests me, I think that I was able to convey the main idea - Clothes make 'the men' not vice versa" (P71)

The second equally mentioned theme, by 14.08% of the participants, in the second question was having self-confidence. Participants mentioned about coping with their stress and being calm during the presentation. Some opinions shared by these participants are as follows:

"I controlled my stressed level..." (P22)

"I controlled my stress. And I was free on the stage." (P24)

"I felt a little more comfortable in my presentation" (P25)

"Everything was calm..." (P42)

"... . I felt less excited and less stressed" (P52)

"Thanks to the breathing exercises I did, I was able to adjust the tone of voice and the places I should emphasize during my presentation." (P53)

"All presenter [presenters] have self-confidence. All presenter [presenters] give (P54)

"I was not excited..." (P62)

Another commonly mentioned theme was pronunciation in the second question. 11.26% of the participants stated that their presentation was good or even better than their first presentation conducted in terms of pronunciation. Some of them stated their views as follows:

"... I think pronunciation also went well according to previous presentation" (P8)

"I think my pronounciation [pronunciation] was better this presentation." (P23)

"I conveyed my voice and pronunciation well to the listener..." (P40)

"I think my pronunciation was better than the before presentation..." (P52)

"...My pronunciation was okay for me." (P59)

8.45% of the participants mentioned about cue cards and their referring to these cards during presentations. They used wordings such as cue cards, papers, text, or notes that they have during presentation. As a strong point of the presentation conducted, they stated that they didn't use them much or looked at them few times. Some of the opinions are as follows:

"I didn't look paper too much" (P12)

"...I had a set of notes giving me topics so I don't forget...." (P38)

"I think I corrected the mistakes I made in the last presentation for instance I had a large paper in my hand....it was good presentation on these subjects." (P63)

"I tryed [tried] not using my notes. And I don't think I missed any points and remembered everything." (P66)

Moreover, 8.45% of the participants talked about the delivery item entitled as fluency. They stated that they were fluent in their presentations. While some stated that they impressed the audience with a fluent presentation, some stated that they managed to become fluent by not memorizing. Some of the ideas expressed with participants words are as follows:

"I think I'm making a fluent presentation" (P20)

"In my presentation I think it impressed the audience a lot because I spoke fluently..." (P34)

“...Rather than trying to memorise my presentation it was a bit more fluid.” (P38)

“I spoke fluently...” (P44), (P64)

4.2.2.3. Question 3: What needs to be improved in this presentation? The question asked for participants to state their views on deficient points that they had in their presentations. 19.71% of the participants mentioned about being nervous. They stated that they were nervous during the presentation carried out. They used words such as trill, panic, or stress to express their thoughts. Some of the sentences of the participants on this are as follows:

“I was excited...” (P4)

“I feel very excited and it affect to me in a bad way” (P5)

“I have to... prevent trill while presenting somethings.” (P8)

“...I was be excited again.” (P12)

“... I was so excited...” (P23)

“I don't need to panic.” (P36)

“Maybe I should be a bit calm.” (P39)

“I can get excited even after trying many times and I have to learn to change something to overcome it.” (P53)

“I need to be calm down.” (P56)

“Control the excitement...” (P59)

“I need to be more relaxed...” (P61)

“I have to try to be calm in the presentation...” (P64)

“I could be less nervous” (P67)

11.26% of them mentioned about a delivery item, which is pronunciation. They stated pronunciation appeared as a weak part of their presentation conducted. There were some participants stated that this was a problematic area which also appeared in the first presentation that they conducted. Some of their opinions are as follows:

“... some pronunciation problems” (P11)

“My prounce [pronunciation]” (P16)

“I think I should pronunciation again...” (P32)

“I need to improve my pronunciation.” (P46)

“...pronunciation better” (P57)

“... pay attention [to] pronounces (pronunciation)” (P61)

8.45% of the participants talked about time management. They shared their opinions regarding this and stated that their presentations were supposed to be longer or shorter. Views shared by some of the participants are as follows:

“I will try to make it longer my presentation...” (P1)

“Maybe it should be longer...” (P7)

“Time maybe be longer like 1 minutes...” (P12)

“I think time was not enough I have to do more long presentations.” (P19)

“...longer than others” (P59)

“it need [needs] to be longer” (P70)

7.04% of them remarked on PowerPoint slides and this was a field which went bad in their presentations. They specifically talked about not using any slides or referring to wrong slides in their presentations as a shortcoming. Some extracts are as follows:

“...maybe I would control my powerpoint slayt [slides]...” (P23)

“I need to find a way to implement a slide show into this presentation.” (P38)

“Entegrating with slayt [integrated with slide]” (P44)

“I need to take care not to bring wrong slide...” (P52)

Another common theme shared by 7.04% of the participants was eye-contact. They believed that this was a point that was not managed well during their presentation. Most of them had the idea that they needed to have more eye-contact with the audience. Two opinions, which stated it as a main focus, are as follows:

“I should have made more eye contact.” (P20)

"I need to do eye contact more. I think eye contact is the most effective way to improve presentation." (P51)

4.2.2.4. Question 4: What can you do to perform better in your upcoming presentation? Final question was addressed to participants to reveal their ideas on what they could do to perform better in their upcoming presentations and the most common theme appeared among answers given was practicing more by 30.99% of the participants. They used wordings such as practice more, study more, or work more for a better performance. They called for the necessity of practising in front of people in general or in front of their friends. Some mentioned about necessity of practising on stage. Some statements are as follows:

"More practice [in] front of people" (P4)

"I will do more practice..." (P6)

"I can make it better with studying more" (P9)

"I study more my speech..." (P10)

"I will do more practice..." (P17)

"I can do more practices about presentation." (P21)

"I should improve myself more by presenting it to my friends." (P25)

"More practice on stages" (P35)

"I should practice more" (P52)

"I can study more". (P55)

12.67% of the participants talked about being nervous. While some participants talked about breathing exercises, some claimed that they would try to find ways to stay calm in presentations. Utterances regarding this theme are as follows:

"I try the how I can be unstressed." (P22)

"I should learn to control stres [stress]." (P23)

"I have to beat this hype..." (P32)

"... I have to control my excitement." (P40)

"I need help getting over my excitement" (P43)

"I can be more calm." (P59)

"And I will keep my excitement... I hope!" (P64)

"Be less nervous" (P66)

"I'll be less nervous." (P67)

9.85% of the participants claimed that they needed to work on pronunciation. They believed that by doing this, they might perform better in their next presentation. They stated their opinions as follows:

"I don't know maybe I should fix my pronouncation [pronunciation]." (P26)

"I need to study my pronunciation..." (P30)

"Better practice to prononetion [pronunciation]." (P31)

"I have to...improve my pronunciation very well." (P32)

"I can improve my presentation and pronunciation skills." (P33)

"I have to work pronunciation" (P50)

"... pronounce words clearly..." (P71)

8.45% of the participants talked about topic. They stated that they would work on topic more or try to find an interesting one next time. Moreover, some stated that it would be better to expand the topic while some suggested that they might bring an object to back their topic up. Some views are as follows:

"... I will work on my subject." (P7)

"More interesting topic." (P42)

"I can bring object that related with topic." (P44)

"I need to talk about more point of view on this subject." (P56)

Some participants, 4.22%, mentioned specifically about the necessity of watching videos or Ted Talks to be better presenters in the upcoming presentations. Opinions shared on this topic are as follows:

"watching videos about interest [interesting] topics" (P11)

“Whach [watch] a lot of ted talks” (P16)

“Briefly, I may watch Ted Talks, to be a specialist in this fields I mean of presenting.” (P37)

4.2.3. The comparison of experimental group thoughts. The experimental group participants were asked to complete a reflection paper not only after the midterm oral presentation exam but also after the final oral presentation exam. Their most frequent responses were compared. Accordingly, some differences between them were revealed.

In the checkbox of the first question, 95.77% of the participants checked off the box as “yes” while 4.22% of them checked off the box as “no” in the reflection paper right after the midterm oral exam. On the other hand, 90.14% of them checked off as “yes” while 8.84% of them checked off as “no” in the reflection paper right after the final oral exam. While the participants did not give any justification at week 7, when it comes to week 14, they said that they find Ted Talks boring or missing some important presentation techniques. Participants stating “no” are different at week 7 and week 14. Some opinions are as follows:

“I think ted talks are so boring and long” (P17)

“I think Ted Talks don't help me Because I know how I can speak fluently and effective, but I can't. Knowing how to do and doing correctly are not [the] same thing.” (P23)

“Ted talkers are very rich so they can not help us because they don't feel worry [worried].” (P46)

“Some ted talks [are/were] very useful but some of them [are/were] very boring.” (P51)

“They did not introduce thimsel's [themselves] we need to learn everything about presentation from them.” (P70)

It can be concluded that even though there was a slight increase in number of participants saying no, still more than 90% of the participants believed that Ted Talks that they watched in class helped them in their oral presentation. Table 23 shows the comparison of answers to the checkbox at week 7 and week 14.

Table 23.

Frequency of The Thoughts of the Participants on whether Ted Talks that They've Watched in Class Helped Them in Their Oral Presentation or not at Week 7 and Week 14

	Yes		No	
	Frequency	%	Frequency	%
Week 7	68	95.77	3	4.22
Week 14	64	90.14	7	8.85

When it comes to the general themes mentioned in reflection papers, the most common themes appeared in reflection papers completed after the midterm regardless of the questions mentioned were being nervous, body language, self-confidence, and fluency respectively. When it comes to the reflection papers filled in after the final exam, the themes that were mostly mentioned were being nervous, practising more, topic, and pronunciation. Though being nervous was almost equally mentioned in both reflection papers, there was a change of other prominent themes in general. Question based comparisons for the prevailing themes were as follows:

In the first question, which asked for the participants to state their opinions on whether they think that having watched Ted Talks in class helped them in their oral presentation, 26.76% of the participants in reflection papers of the midterm exam and 22.53% of the participants in reflection papers of the final exam talked about learning an effective use of body language thanks to Ted Talks. Among other themes mentioned, the most noticeable difference was observed in the theme eye contact. 11.26% of the participants stated that they learned eye contact through Ted Talks at Week 7, there was no participant mentioning about eye contact at Week 14. It was seen that that most of the participants believed that Ted Talks taught them to use their body language better in terms of delivery of their presentations. Furthermore, there were students believing that they learned the importance of eye contact through Ted Talks at week 7 while this wasn't observed at week 14.

The second question aimed to reveal the strength of participants and the most common theme mentioned by participants in the reflection paper of midterm exam was related

to the topic mentioned by 16.90% of the participants. In the final 14.08% of the participants thought the same. Another 14.08% of the participants talked about gaining self-confidence at week 14. Self-confidence was mentioned by only 7.04% of the participants in the midterm exam reflection papers. All in all, topic was a strong point of participants and more participants believed that they performed a presentation with self-confidence.

In terms of weaknesses of participants in the presentations, which was asked to participants in Question 3, the most common theme appeared as being nervous which was mentioned by 18.31% of the participants at week 7. The same number of participants talked about the same issue in the final exam reflection papers as well. When other themes were investigated, the most apparent difference was seen in pronunciation. Though it was mentioned by 7.04% of the participants in midterm exam reflection papers as a weak point, 11.26% of the participants stated as a weakness in reflection papers of the final exam. Accordingly, the same number of participants believed that being nervous was the main problem of their presentations conducted. Moreover, the number of students seeing pronunciation as a part to be improved was increased.

Regarding the areas that participants needed to adjust for upcoming presentations in Question 4, the necessity of practicing more appeared as the most mentioned theme by 26.76% of the participants in the midterm exam reflection papers and 30.99% in the final exam reflection papers. Among other themes, dealing with stress stood out by 18.31% of the participants in midterm reflection papers and 12.67% of the participants in final reflection papers. In conclusion, the necessity of practicing more appeared in both reflection papers. On the other hand, regarding being nervous, less participants saw it as an issue that needed to be solved.

To sum up, when all themes were dwelled upon regardless of the number of the question, there were some changes in the themes occurred in reflection papers from week 7 to week 14. When it comes to a question-based analyses of the most common themes, the same themes mostly occurred. However, there were slight changes in terms of number of participants uttering them.

CHAPTER V

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter aims to provide the conclusion and discussion of the findings of the research questions first. Afterwards, pedagogical implications will be revealed. Finally, recommendations are to be made for further studies.

5.1. Conclusion and Discussion

The aim of the current study was to investigate the effect of Ted Talks on presentation skills of ESP learners. Accordingly, mixed methods research design was employed in order to collect data from the participants. 126 engineering students taking the ESP course at Antalya Bilim University participated in the study and they were divided into two groups as experimental group and control group. In line with the purpose of the study, experimental group participants were exposed to Ted Talks along with reading texts while control group participants read only reading texts. Participants had oral presentations at week 7 and week 14 which were assessed by the researcher through a rubric. Reflection papers were used to gather qualitative data right after both oral presentations. The study lasted a semester. SPSS 24 was used to carry out the statistical analysis of the quantitative data while thematic analysis was conducted to analyse the qualitative data.

When relevant literature on the subject area was investigated, it was seen most studies covered only one aspect of the areas of study or conducted with limitations posing some challenges. This study contributes to the field of ELT as it provides hard evidence as to the sub-areas that Ted Talks contribute to oral presentations of ESP learners as well as thoughts of participants regarding watching Ted Talks in class. The sufficient findings gathered through the data provided prove that watching Ted Talks in class do not affect the overall scores of learners. This might be resulted from the high scores gathered from two different sub-skills in each group and this sort of balance probably leads to observing no statistically significant difference in terms of

overall scores. However, when looked in detail, the study reveals statistically significant difference in terms of content, language, organization, and delivery in oral presentations of ESP learners. It was seen that students tend to perform better in terms of content when they only have reading texts as in control group. Moreover, when learners are exposed to more reading texts, this also may lead to a significant difference in terms of language as well. When it comes to the students in the experimental group, who have watched Ted Talks, they outperformed in terms of organization and delivery. It can be stated that Ted Talks improve the presentations skills of learners in terms of organization and delivery. Moreover, majority of the participants had the view that Ted Talks that they watched in class helped them in their oral presentations and this view was largely preserved throughout the study.

5.1.1. Research question 1: Do watching Ted Talks have an effect on overall learner performance regarding oral presentation scores? The results of the main body of the first research question revealed a general perspective in the study. With the aim of finding an answer for this research question, the mean of the total grades of the oral presentation results of the experimental group and control group were analysed. Consequently, the first finding obtained in the study is that there was no statistically significant difference in overall scores between experimental group and control group at the $\alpha=0.05$ level ($p=0.102$). The finding obtained in second oral examination was consistent with this proving that there was no statistically significant difference in overall scores between experimental group and control group at the $\alpha=0.05$ level ($p=0.438$). That is, the participants watching Ted Talks along with reading texts for 7 weeks and then additional 7 more weeks did not outperform the participants of the control group. Thus, this clearly indicates that watching Ted Talks do not affect learners' overall performance in oral presentation exams.

5.1.1.1. Sub research question 1 of research question 1. The regarded sub question is whether there is a statistically significant difference between the control group and the experimental group in content, language, organization, and delivery scores in the midterm oral presentation exam. After it was seen that watching Ted Talks did not have a statistically significant effect on overall learner performance in

oral presentations, related sub-skills were dwelled upon one by one for the midterm oral presentations.

In the literature, there are many studies on public speaking or presentation skills at higher education institutions (Amin et al. 2022; Dansieh et al. 2021; Idrus, 2016; Leopold, 2016; Sabbagh, 2009; Lee & Park, 2008). Many studies also confirmed the positive effect of adopting authentic materials in language learning for ESP learners. While majority of them emphasized this effect on overall performance (Küçükyılmaz, 2016; Gilmore, 2011; Öz, 2014), a significant one divided this into sub-skills (Lengerlioğlu, 2019). There were few studies on Ted Talks and findings of the current study are in line with the previously conducted studies on Ted Talks (Çelik, 2020; Topaç, 2019; Farid, 2019; Takaesu, 2013) showing that Ted Talks improve different skills of language learners. However, the current study is differentiated from them in that it combined all these aforementioned traits and checked the effect of Ted Talks on presentation skills of engineering students in terms of not only overall performance but also sub-skills.

In this respect, statistical significance was seen in the content ($p=0.001$), organization ($p=0.000$) and delivery ($p=0.000$) scores between experimental group and control group in midterm oral presentation exam that took place at week 7. On the other hand, there was no statistical difference in terms of language ($P=0.41$) scores between the experimental group and control group in midterm oral presentation exam. While control group was better at content, experimental group was superior in terms of organization and delivery. To sum up, it was overtly seen that watching Ted Talks enriched learners' oral presentation performance in terms of organization and delivery in oral presentations.

These results put forward that after having reading texts for 7 weeks, participants in the control group surpassed the ones in the experimental group in oral presentations in terms of content and this is related to the full grasp of the presented idea and responding the questions effectively. This also may be associated with the covering the reading texts topics in detail. When it comes to the experimental group, they were better at organization which has elements such as presenting an outline, proper organization, visual aids, smooth transition as well as effective time management. Furthermore, experimental group participants outperformed the ones in control group

in terms of delivery. This indicates that they were one step ahead regarding displaying a better body language, gesture, eye contact, pronunciation, and fluency. This may also be directly related with copying the Ted speakers. The point in which statistically significant difference was not noticed is language. It has the elements of being competent in grammar and vocabulary. This shows that watching Ted Talks for 7 weeks don't affect the language sub-skill of learners besides content with a statistically significant difference but organization and delivery.

5.1.1.2. Sub research question 2 of research question 1. The regarded sub question presents whether there is a statistically significant difference between the control group and the experimental group in content, language, organization, and delivery scores in the final oral presentation exam. After the first 7 weeks had been completed, learners were exposed to five more Ted Talks until Week 14. Afterwards, in the mean score comparison of the participants in the experimental group and control group, statistically significant difference was observed in all sub-skills which are content ($p=0.000$), language ($p=0.000$), organization ($p=0.000$), delivery ($p=0.002$) in the oral presentation exam took place at week 14.

While these findings confirmed the findings of the oral examinations at week 7, it also created a statistically significant difference in learners' language sub-skill performance as well. Thus, learners in the control group performed better at content and language while the participants in experimental group were better at organization and delivery at week 14. This indicates that Ted Talks tend to improve the presentation skills of learners in terms of organization and delivery.

5.1.1.3. Sub research question 3 of research question 1. Third sub-question asks for whether there is an improvement in experimental group participants' scores between the midterm and the final exam. When the improvement in experimental group participants' scores between the midterm oral presentation exam and the final oral presentation exam was investigated through their averages, it was seen that delivery scores of the participants slightly increased. This difference might indicate that watching more Ted Talks tend to increase the delivery scores of the participants. Namely, they tend to perform better in terms of body language, eye contact, gesture,

etc. The approximate stability or slight recession in other scores might be associated with the learning curve of the participants. That is, when they first watched five Ted Talks, they were eager to learn. When they watched five more Ted Talks after the midterm oral examination exam, they might have lost their motivation and being developed only in terms of delivery.

5.1.2. Research question 2: What are experimental group participants' thoughts about watching Ted Talks with regard to improving of their presentation skills? The study aimed to reveal learners' thoughts about effect of Ted Talks that they watched in classes in their oral presentations. In line with this purpose, participants in the experimental group were asked to complete a reflection paper after completed their oral presentations at week 7 and week 14. Participants asked for comment on the effect of watching Ted Talks on their oral presentations as well as their performance. Data was analysed qualitatively.

When both reflection papers were analysed, it was seen that more than 90% of learners asserted that Ted Talks that they watched in class helped them in their oral presentations. When asked in what ways, majority of the learners said that Ted Talks contributed to their effective use of body language. Additionally, they claimed that these Ted Talks assisted them in terms of self-confidence, how to make an effective presentation as well as having sense of humour. It can be concluded that these findings echo the previous findings in that Ted Talks pose a role model for learners in many aspects (Fitria, 2022). When asked about the positive aspects of their conducted oral presentations, general view of the participants was having a good topic for their presentations. This may be resulted from the giving autonomy to learners for choosing their topics with some guidance as well as having them watch Ted Talks with various topics. There are many Ted Talks with various topics (Wingrove, 2017). Therefore, it is highly expected that learners benefitted from them. Moreover, fluency and pronunciation appeared as powerful sides in oral presentations which may be resulted from watching Ted Talks with fluent speakers. As Takaesu (2013) stated, Ted Talks have speakers with different accents and speech speeds, and these improve learners' listening skills. Learners are improved not only in terms of pronunciation (Lestary, 2022) but also in terms of familiarization with different accents (Nurhidayat et al.,

2021). Thirdly, when asked about the points that needs improvement in their oral presentations, substantial number of participants talked about being nervous. This finding is in line with what Dwyer et al. (2012) claimed, which is people are afraid of public speaking by far the most in life. Anxiety appeared as a variable, as stated in Krashen's Affective Filter Hypothesis, that needs to be lowered (Krashen, 1982). Necessity of PowerPoint adjustment and focusing more on eye contact also appeared as weak points. These may be resulted from the inadequate practice of oral presentations as Lestary (2022) revealed in her study. Lastly, many learners said that they need to practice more as well as reduce their anxiety to perform better in upcoming oral presentations. This proves the statement of Woodley et al. (2021) which revealed the necessity of preparation and practice for an effective public speaking. Moreover, some participants said that they need to watch more Ted Talks to perform better. This brings forward the necessity of Ted Talks for effective oral presentations (Tsai, 2015; Anderson, 2016; Farid, 2019; Shelestova et al., 2021). To sum up, the findings of the current study echo with the findings of the previous relevant studies.

5.1.2.1. Sub research question 1 of research question 2. This sub question aims to find out experimental group participants' thoughts about watching TED Talks with regard to improving their presentation skills at Midterm exam at week. 95.77% of the participants agreed that Ted Talks that they watched in class helped them in their presentations. When asked in what ways, 26.76% of the stated that Ted Talks improved their body language. As Li et al. (2016) put forward, learners either consciously or unconsciously imitate the body language of speakers of Ted Talks. Secondly, participants believed that they were effective in terms of topic. It should be noted that there are wide range of topics in Ted Talks and as Li et al (2016) claimed these topics can inspire learners and help them to come up with innovative ideas. Thirdly, speech apprehension is a quite common issue among learners (Madzlan et al., 2020) and this study proved that with the finding that 18.31% of the participants mentioned about being nervous as a weak side of their presentation. Finally, 26.76% of the participants called for the necessity of practising more to perform better in the future. As Lestary (2022) states that learners might not have opportunity to practice, and this seems like an issue to be solved for a better performance. In conclusion,

findings of the first sub question conform the previous findings with some additional points.

5.1.2.2. Sub research question 2 of research question 2. This sub question has a purpose of uncovering experimental group participants' thoughts about watching Ted Talks with regard to improving their presentation skills at Final exam at week 14. 90.14% of the participants claimed that Ted Talks that they have watched in class helped them in their oral presentations. The participants stating that Ted Talks didn't help them claimed that Ted Talks were boring or missing some important presentation techniques such as lack of worry or a proper introduction. 22.53% of participants said Ted Talks helped them particularly in term of body language. This proves the effectiveness of Ted Talks in terms of improving body language. This fact is supported by a well-known Mehrabian finding which reveals the importance of non-verbal communication as a rule of thumb (Mehrabian, 1969). Secondly, 14.08% of participants said topic and self-confidence were strong sides of their oral presentations. They said that they had an attractive, familiar, or interesting topic as well as they managed to restrain their stress. For the last two questions uttered, 19.17% of participants stated that they were nervous in their oral presentations and 30.99% of that said that they needed to practice more for a better performance. As Dansieh et al. (2022) suggest that glossophobia, which is fear of speaking in public, as well as necessity of practising and preparing more stood out as important points for learners to carry out effective oral presentations. All in all, findings of the second sub question are in line with majority of the previous relevant previous findings and contributed to them with some personal insights of the participants.

5.1.2.3. Sub research question 3 of research question 2. This sub question was designed to disclose the change in participants' thoughts about watching Ted Talks with regard to improving their presentation skills between the midterm exam and the final exam. As the same questions were addressed to participants not only after the first oral presentation but also after the second presentation, the findings of this question revealed the differences in thoughts of the learners' and its possible incentives. When asked about whether they think that Ted Talks that they watched in

class helped them in their presentation, while 95% of the learners said yes to this question at week 7, this ratio decreased into 8.85 which might be associated with many factors such as learning curve, motivation, or interest. For each question, theme appeared was the same for both reflection papers with slight differences in percentages uttering them. Overall, the findings showed that most learners believed that Ted Talks improved their body language in oral presentations. Moreover, participants believed that they had an effective subject in their oral presentations. Additionally, being nervous was the commonly addressed weak point while necessity of practising more appeared as an essential requirement to perform better in future by majority of participants.

5.1.3. Implications of the study. There are several possible pedagogical implications for this study for teachers, learners, parents, material designers, as well as curriculum developers. The first and the foremost include integration of Ted Talks in language learning. It is followed by designing effective ESP courses, teaching public speaking or presentation skills, as well as adopting collaborative learning environment. First and the most important implication of the study is Ted Talks should be part of the ESP classes for effective oral presentation skills. Many studies (e.g., Demircan, 2004; Lengerlioğlu, 2019; Okka, 2020) suggested that authentic materials should be part of the language classes. Moreover, technology should be integrated into classrooms as it has been developing exponentially and considering that many learners are digital natives. The current study indicates that Ted Talks, as audio visual materials, should be part of the language teaching and learning process. When integrating them into classes, some factors are to be taken into account such as their language use, length, speech rate, topic, cultural appropriateness etc. The findings of the study proved that Ted Talks polish some of the oral presentation skills of ESP learners and learners have positive opinions regarding adopting of Ted Talks as a part of their language classes. This chimes with the findings of the previous relevant studies. This study further adds on them by revealing this positive effect in terms of some sub skills such as organization and delivery.

Secondly, for an effective ESP program, needs and expectations of learners should be taken into consideration. In the current study, as participants are freshmen engineering

students who need public speaking or presentation skills for their academic and professional advancement, the course served for the purpose. Accordingly, presentation skills should be taught to ESP learners as it constitutes a milestone of communication. Moreover, as applied in this study and Javid (2015) says, cooperative learning environment can be adopted in ESP classes to promote a better learning environment.

In conclusion, as Nunan says (1992) “In language education, teachers, learners, researchers and curriculum specialists can collaborate for a number of reasons” (p.1). Accordingly, all stakeholders in language learning should embed Ted Talks into ESP classes for effective public speaking or presentation skills. Learners can watch Ted Talks as a curricular or extra-curricular activity as Ted Talks are easily accessible. Moreover, teachers can integrate Ted Talks into classes or assign them as homework. Furthermore, material designers might place them into coursebooks. Besides, curriculum developers may incorporate them into the curricula of higher education institutions.

5.2. Recommendations

This part of the study aims to shed light on some recommendations for further research. Firstly, the current study was conducted with engineering students only. Further research can be conducted with different ESP learners to see the effect of Ted Talks on presentation skills. Moreover, another study may be carried out not only with university level participants but also with learners from different stages. Hereat, depending on the learners, Ted Talks with different language use and topics might be adopted as well. Besides, regarding the sample size, a similar study can be conducted with enlarged participants. Furthermore, instead of cooperative learning, a different methodology may be adopted as a method of teaching. Additionally, two presentation types were adopted in the study which were informative and persuasive. In another study, different types of presentations could be used as an assessment tool. Finally, as speech apprehension and necessity for practicing more appeared as common topics in the study, some techniques to overcome fear of speaking in public might be studied in future research as well as another longitudinal study can be conducted in which

learners have a chance to practice more. To sum up, the current study is insightful though is to be augmented with further related research.



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TÜRKÇE GENİŞLETİLMİŞ ÖZET

Giriş

İngilizce, giderek globalleşen Dünya’da, yadsınamayacak önemde bir yere sahiptir. Özel Amaçlı İngilizce 1960’lardan beri İngiliz Dili Eğitiminin bir parçasıdır. Ortaya çıktığı ilk yıllarda kelimelere ve bilimsel yazılara önem veren Özel Amaçlı İngilizce dersleri giderek öğrenci ihtiyaçlarını ve öğrenim yöntemlerini dikkate almaya başlamıştır. Bu doğrultuda genel amaçlı İngilizce derslerinin yanı sıra Özel amaçlı İngilizce derslerine verilen önem de giderek artmaktadır. Öğrenciler Özel Amaçlı İngilizce dersleri sayesinde hem akademik hem de iş hayatlarında gerekli olan becerilerle donatılmaktadır. Bu dersler tek bir öğrenme ve dil teorisi benimsemeyip, mevcut teorilerin birkaçını kapsayan bir yaklaşım benimsemektedir. Öğrenciler bu derslerde, yapılan ihtiyaç analizleri doğrultusunda, belirli alanlarda becerilerini geliştirmektedirler. Bu ihtiyaçlar şimdiye kadar yapılan çalışmalarda genellikle kelime, terminoloji ve gramer öğrenimine odaklanmaktadırlar ancak öğrenciler hem bölümlerinde hem de iş hayatlarında sunum becerilerine de ihtiyaç duymaktadırlar. En önemli iletişim becerilerinden olan sunum becerileri, öğrencilerin etkili birer birey veya takım üyesi olmaları yönünde önemli bir yer teşkil etmektedir. Özel Amaçlı İngilizce dersi öğretim elemanları da derslerini öğrencilerin bu ihtiyaçlarını göz önüne alarak düzenlemektedir. Bu doğrultuda gelişen teknolojiyle beraber çeşitli materyaller kullanılmaktadır. Çalışmalar daha çok Podcast, şarkı ve TV dizileri üzerine olurken, bu derslerde kullanılan Ted konuşmalarına yer verilmesi oldukça azdır. 2006 yılından beri yaygınlaşan Ted Konuşmaları 2014 yılından itibaren yabancı dil eğitim kitaplarının bir parçası olmuştur. Bu doğrultuda Ted konuşmaları özel amaçlı İngilizce derslerinde de yerini almıştır. Yapılan çalışmalar Ted konuşmalarının öğrencilerin

dinleme becerileri üzerindeki etkisini ortaya koyarken sunum becerileri üzerinde etki yaratıp yaratmadığı alanda eksiktir. Çalışma, Özel Amaçlı İngilizce derslerinde kullanılan Ted konuşmalarının özel amaçlı İngilizce dersi öğrencilerinin sunum becerileri üzerinde etkisi olup olmadığını ortaya koyarak öğrencilerin bu konudaki görüşlerini açığa çıkarmaktır. Elde edilecek sonuçlar ışığında daha etkili ve verimli bir öğrenim ortamı sağlanması, gelecekte düzenlenecek olan öğretim programlarına yol gösterilmesi ve konuya ilişkin araştırma yapan araştırmacıların çalışmalarına ışık tutulması amaçlanmaktadır.

Problem Durumu

Yapılan çalışmaların çoğu Özel Amaçlı İngilizce derslerinde öğrencilerin kelime öğrenmesi üzerinedir. Bununla beraber bu derslerde otantik materyal kullanılması da yaygın değildir. Yapılan çalışmalar çoğu bu derslerde kullanılan şarkı, televizyon dizisi ya da belgesel gibi materyallerin öğrencilerin okuma ve dinleme becerileri üzerindeki etkisi araştırılmaktadır. Ted Konuşmalarının öğrencilerin sunum becerileri sonuçları üzerinde bir etkisinin olup olmadığı alinyazında yeterince yer almamakla beraber öğrencilerin Ted Konuşmalarının sunum becerileri için kullanılmasına ilişkin görüşlerinin açığa çıkarılması da bu doğrultuda gereklidir.

Problem Cümlesi

Bu araştırmanın problemini; “Ted Konuşmalarının öğrencilerin sunum becerilerinin üzerinde etkisi var mıdır?” sorusu oluşturmaktadır.

Alt Problemler

Bu çalışmada aşağıdaki alt problemlere cevap aranmıştır.

1. Ted Konuşmalarının öğrencilerin sunum becerilerinin üzerinde içerik, dil, organizasyon ve sunum becerisi bakımından istatistiksel olarak anlamlı bir farklılık göstermekte midir?
2. Ted Konuşmalarının öğrencilerin sunum becerilerinin üzerinde içerik, dil, organizasyon ve sunum becerisi bakımından zamanla bir farklılık göstermekte midir?
3. Öğrencilerin Ted konuşmalarının sunum becerileri için kullanılmasına ilişkin görüşleri nelerdir?
4. Öğrencilerin Ted konuşmalarının sunum becerileri için kullanılmasına ilişkin görüşleri zamanla farklılık göstermekte midir?

Araştırmanın Amacı

Bu çalışmanın amacı Özel Amaçlı İngilizce derslerinde kullanılan Ted Konuşmalarının Türkiye’de özel bir üniversitedeki özel amaçlı İngilizce öğrencilerinin sunum becerileri üzerinde etkisi olup olmadığını ve öğrencilerin Ted konuşmalarının sunumlar üzerindeki etkisine ilişkin görüşlerini ortaya koymaktır.

Araştırmanın Önemi

Daha etkili ve verimli bir eğitim ve öğrenim ortamı sağlamak çalışmanın en önde gelen amacıdır. Bunun yanında gelecekte düzenlenecek olan öğretim programlarına yol göstermek, materyal hazırlamalarında fikir vermek ve konuya ilişkin araştırma yapan araştırmacıların çalışmalarına ışık tutmak da tezin önemini yansıtmaktadır.

Yöntem

Aşağıda sırasıyla araştırma modeli, çalışma grubu ve veri toplama araçları ile ilgili bilgiler yer almaktadır.

Araştırmanın Yöntemi

Araştırmada karma araştırma yöntemi kullanılmıştır. Bu çalışmada hem nicel veri hem de nitel veri toplanmış ve analiz edilmiştir. Çalışmada karma yöntem kullanma sebepleri çalışmayı tek bir yöntemle sınılamadan araştırmaya daha geniş bir bakış açısı kazandırmaktır.

Çalışma Grubu

Çalışma, Antalya Bilim Üniversitesi'nde 2021-2022 bahar döneminde Özel Amaçlı İngilizce dersinin bir parçası olarak Mühendislik için İngilizce dersini alan öğrencilerle gerçekleşmiştir. 126 katılımcıdan 71'i deney 55'i kontrol grubunu oluşturmuştur. Katılımcılar aynı hazırlık atlama sınavını geçerek geldikleri için B2 seviyesindedir. Katılımcıların çoğu erkek öğrencilerden oluşmakta olup çoğunun anadili Türkçedir. Aynı zamanda büyük bir çoğunluğu dokuz yıldan fazla süredir İngilizce öğrenmektedir.

Veri Toplama Araçları

Verilerin toplanması sınav (öğrenci sunumları; 7. Ve 14. haftada) ve yansıtma kâğıdı (sınav sonraları öğrenciler tarafından doldurulacaktır) yoluyla gerçekleşmiştir. Bilgi formlarıyla da öğrencilere ilişkin yaş, cinsiyet, anadil ve İngilizce öğrenme süresi gibi genel bilgiler elde edilmiştir.

Veri toplama yöntemi olarak, çalışmada kontrol grubu geleneksel bir yöntem olarak okuma metinleri kullanmıştır ve sunum sınavları gerçekleştirmişlerdir. Deney grubu ise okuma metinlerine ek olarak otantik materyal olan Ted Konuşmaları izlemişlerdir ve aynı haftalarda (7. Ve 14. Hafta) aynı sunum sınavlarına tabi olmuşlardır. Öğrencilerin sunum sınavları aynı değerlendirme kriteri kullanılarak puanlamıştır. Bunun yanı sıra deney grubundan gerçekleştirdikleri sunum sınavları sonrasında yansıtma formları aracılığıyla görüşleri toplanmıştır.

Verilerin analizine gelindiğinde, Ted Konuşmalarının öğrencilerin sunum becerileri sonuçları üzerinde bir etkisinin olup olmadığının açığa çıkarılması için toplanan veriler SPSS 24 ile analiz edilirken öğrencilerin Ted konuşmalarının sunum becerileri için kullanılmasına ilişkin görüşleri için toplanan veriler için ise tematik analiz kullanılmıştır.

Bulgular

7. hafta sonunda yapılan sunumlar sonucunda kontrol ve deney grubu arasında toplam sonuçlarda istatistiksel olarak anlamlı bir fark ortaya çıkmazken, içerik bakımından kontrol grubu öne çıkmıştır. Dil açısından da iki grup arasında istatistiksel olarak anlamlı bir fark yoktur. Ancak organizasyon ve konuşma biçimi incelendiğinde deney grubu istatistiksel olarak anlamlı bir farkla kontrol grubunun önüne geçmiştir. Ted Konuşmaları izleyen öğrenciler izledikleri sunumların konuşmacılarının sunumlarına benzer organizasyonda sunumlar oluşturarak konuşma biçimlerini örnek almışlardır. Bu doğrultuda bu iki beceride kontrol grubunu geride bırakmışlardır.

14. hafta sonunda yapılan sunumlardan toplanan veriler sonucunda toplam sonuç bakımından kontrol ve deney grubu arasında istatistiksel olarak anlamlı bir fark yoktur. Ancak içerik ve dil olarak kontrol grubu istatistiksel olarak anlamlı bir farkla öne çıkarken organizasyon ve konuşma biçimi bakımından deney grubu öne çıkmaktadır. Kontrol grubu okudukları ve odaklandıkları okuma metinleri sayesinde içerik ve dil kullanımı bakımından başarılı olmuşlardır. Bu doğrultuda daha etkili kelime ve dil yapısı kullanmışlardır. Deney grubu ise bu okuma metinlerine ek olarak izledikleri Ted Konuşmaları sayesinde organizasyon ve konuşma biçimi açısından daha başarılı olmuştur. Sunumlarının bölümleri ve bunlar arasındaki geçişlerin yanında beden dili, mimik ve göz teması gibi konularda kontrol grubunu geride bırakmışlardır.

Deney grubu 7. Haftadan 17. Haftaya geçtiğinde ise konuşma biçimi becerilerinde bir artış gözlenmiştir. Diğer becerilerde ise durağanlık ve hafif azalış vardır. İzledikleri Ted Konuşmaları sayesinde beden dili kullanımları, mimikleri ve göz temaslarıyla giderek daha başarılı olmuşlardır.

7. ve 14. Haftada yapılan sunumlardan sonra deney grubu tarafından yazılan yansıtma formları incelendiğinde 7. Haftada öğrencilerin %96'sı izledikleri Ted Konuşmaları gerçekleştirdikleri sunumlara katkı sağladığını söylerken 14. Haftada ise %90'ı bu olumlu görüşü ortaya koymuştur. Yüzdedeki bu çok az azalış öğrencilerin motivasyonlarını ya da öğrenme eğrileri ile ilişkilendirilebilir. Ancak yine de öğrencilerin %90'ı Ted Konuşmalarını yararlı bulmaktadır. Hangi açılardan olduğu sorulduğunda öğrenciler her iki sınavdan sonra da izledikleri Ted Konuşmaların kendilerini beden dili kullanımı, kendilerine güven, nasıl sunum yapılacağını öğrenme, espri anlayışı ve göz teması gibi hususlarda yardımcı olduğunu belirtmişlerdir. Gerçekleştirdikleri sunumların içerik, görsel materyal, akıcılık ve telaffuz bakımından güçlü olduklarını düşünmektedirler. Bu sunumlarda düzeltmeleri gereken nokta olarak da sunum kaygısı öne çıkmaktadır. Sonraki sunumlar için ise daha fazla alıştırma yaparak deneyim kazanmaları gerektiğini düşünmelerinin yanı sıra daha fazla Ted Konuşmaları izlemeleri gerektiğini paylaşmışlardır.

Sonuç, Tartışma ve Öneriler

Ted Konuşmaları öğrencilerin toplam sunum puanlarını etkilememektedir ancak organizasyon ve konuşma biçimi bakımından istatistiksel olarak anlamlı bir farkla öğrencileri daha başarılı kıldığı ortaya çıkmıştır. Bunun yanı sıra öğrencilerin %90'ı Ted Konuşmalarının sunum becerilerine farklı açılardan destek sağladığını belirtmektedir. Bu doğrultuda, Ted Konuşmalar Özel Amaçlı İngilizce derslerinin bir

parçası olarak kullanılarak yapılan sunumlar daha etkili hale getirilebilir. Eğitim ve öğretim bu otantik materyalle desteklenmelidir. Ders kitaplarının ve müfredatlar Ted Konuşmalarıyla zenginleştirilebilir. Ted Konuşmaları özellikle yükseköğretim kurumlarında daha fazla yer almalıdır.

Gelecek çalışmaların, farklı Özel Amaçlı İngilizce öğrencileriyle, farklı katılımcı sayılarıyla, farklı konularda olan Ted Konuşmalarıyla, farklı sunum sınavlarıyla veya sunum kaygısı üzerine çalışılarak gerçekleştirilmesi önerilmektedir.





APPENDICES

APPENDIX-1

Study Flow

WEEK	CONTROL GROUP	EXPERIMENTAL GROUP
Week 1	Introduction to public speaking and presentation skills / Pilot study	Introduction to public speaking and presentation skills / Pilot study
Week 2	Topic: Working Life Reading Text: Skills for the 21st century.	Topic: Working Life Ted Talk: Mark Bezos: A life lesson from a volunteer firefighter Reading Text: Skills for the 21st century.
Week 3	Topic: Trends Reading Text: Identifying trends	Topic: Trends Ted Talk: Derek Sivers: How to start a movement Reading Text: Identifying trends
Week 4	Topic: Money Reading Text: Teaching financial literacy	Topic: Money Ted Talk: Jacqueline Novogratz: An escape from poverty Reading Text: Teaching financial literacy
Week 5	Topic: Success Reading Text: Paid to Succeed	Topic: Success Ted Talk: Joachim de Posada: Don't eat the marshmallow Reading Text: Paid to Succeed
Week 6	Topic: Marketing Reading Text: The power of the crowd	Topic: Marketing Ted Talk: Tim Leberecht: 3 ways usefully lose control of your brand Reading Text: The power of the crowd
Week 7	Midterm Exam (Informative Speech)	Midterm Exam (Informative Speech) + Reflection Papers
Week 8	Topic: Communication Reading Text: Why don't we listen anymore	Topic: Communication Ted Talk: Melissa Marshall: Talk nerdy to me Reading Text: Why don't we listen anymore
Week 9	Topic: Seeing the future	Topic: Seeing the future

	Reading Text: Our pick-new gadgets	Ted Talk: Sanjay Dastoor: A skateboard, with a boost Reading Text: Our pick-new gadgets
Week 10	Topic: Environment Reading Text: Big rise in greenhouse gas emissions	Topic: Environment Ted Talk: Pam Warhurst: How we can eat our landscapes? Reading Text: Big rise in greenhouse gas emissions
Week 11	Topic: Leaders and Thinkers Reading Text: Words of wisdom	Topic: Leaders and thinkers Ted Talk: Richard Brandson: Life at 30,000 feet Reading Text: Words of wisdom
Week 12	Topic: Wellbeing Reading Text: Health and wellbeing news	Topic: Wellbeing Ted Talk: Arianna Huffington: How to succeed? Get more sleep Reading Text: Health and wellbeing news
Week 13	Revision	Revision
Week 14	Final Exam (Persuasive Speech)	Final Exam (Persuasive Speech) + Reflection Papers

- Ted Talks and articles/reading texts are taken from the National Geographic Keynote Intermediate Coursebook (2018) by Paul Dummett, Helen Stephenson, and Lewis Lansford.

APPENDIX-2
Bilgi Formu

1. *Cinsiyetiniz*
() *Kadın* () *Erkek*
 2. *Yaşınız*
() *12-17*
() *18-24*
() *25-34*
() *45 ve üstü*
 3. *Ana diliniz:*
 4. *Okuduğunuz Bölüm:*
 5. *Kaç yıldır İngilizce öğreniyorsunuz?*
() *3 yıldan az*
() *4 yıl*
() *5-7 yıl*
() *8 yıl*
() *9 yıl ve üzeri*
-

INFORMATION FORM

1. *Gender*
() *Female* () *Male*
2. *Age*
() *12-17*
() *18-24*
() *25-34*
() *45 and above*
3. *Mother tongue:*
4. *Department:*
5. *How many years have you studied English?*
() *less than 3 years*
() *4 years*
() *5-7 years*
() *8 years*
() *More than 9 years*

APPENDIX-3

ENEN 101 PRESENTATION GRADING RUBRIC	
CATEGORIES	DESCRIPTORS
CONTENT (30 points)	- Clearly presented content, supported by interesting/relevant facts/examples - Full grasp and a good command of presentation content - Can answer listeners' questions quite satisfactorily
LANGUAGE (20 points)	- Shows a good degree of control of simple grammatical structures and attempts some complex grammatical structures. Doesn't make errors leading to misunderstandings - Has a sufficient range of language and vocabulary to give and exchange views on familiar and general topics without noticeable searching for words
ORGANIZATION (20 points)	- Clearly outlined, logically sequenced presentation structure - Has a very good organization with a proper introduction & outline, body, and conclusion - Effective, clear, relevant, and well-prepared use of visual aids - Clear transitions between ideas & stages of the presentation - Effective management of time
DELIVERY (30 points)	- Display of relaxed, confident body posture and appropriate gestures - establishes eye contact with the listeners effectively - No reading through written content in note cards/slides - Note cards referred to when/as required - pronounces words and uses intonation appropriately with minor mistakes - speaks with a pace comprehensible to the audience
TOTAL	100 points

APPENDIX-4

Bilgilendirilmiş Gönüllü Olur Formu

Bilgilendirilmiş Gönüllü Olur Formu asgari olarak aşağıda belirtilen açıklamaları içermelidir:

1. Çalışma bir araştırmadır.
2. Bu çalışma için Mehmet Akif Ersoy Üniversitesi Etik Komisyon izni alınmıştır.
3. Araştırmamanın amacı Mehmet Akif Ersoy Üniversitesi İngiliz Dili Eğitimi yüksek lisans öğrencisi olan 1930461001 numaralı Hande Akdeğirmen'in Prof. Dr. Mustafa Şevik danışmanlığında yürüteceği 'The effect of Ted Talks on presentation skills of ESP learners: The example of Antalya Bilim University'' araştırması için çalışma yapmaktır.
4. Çalışmanın amacı TED Konuşmalarının öğrencilerin sunum becerileri gelişimindeki etkisini ölçmektir.
5. Gönüllüden beklenen araştırma sürecinde vize ve final sunumlarına katılarak bu sınavlardan sonra 4 soru yanıtlayıp yazılı görüşlerini belirtmektir.
6. Gönüllünün sorumlulukları: Araştırma süresi boyunca 2 sunuma katılıp, sunum sonraları 4 soruyu cevaplamaktır.
7. Araştırmamanın deneysel kısımları için vize ve final sınavlarına katılıp 4 soruyu yanıtlamaları yeterlidir.
8. Gönüllünün maruz kalacağı öngörülen riskler veya rahatsızlıklar bulunmamaktadır.
9. Varsa, gönüllülere yapılacak ulaşım yemek gibi masraflara ilişkin ödemeler bulunmamaktadır.
10. Gönüllünün araştırmaya katılımının isteğe bağlı olduğu ve gönüllünün istediği zaman, herhangi bir cezaya ya da yaptırıma maruz kalmaksızın, hiçbir hakkını kaybetmeksizin araştırmaya katılmayı reddedebileceği veya araştırmadan çekilme hakkı vardır.
11. Gönüllünün kimliğini ortaya çıkaracak kayıtların gizli tutulacaktır. Kamuoyuna açıklanamayacaktır. Araştırma sonuçlarının yayımlanması halinde dahi gönüllünün kimliği gizli kalacaktır.
12. Araştırma konusuyla ilgili ve gönüllünün araştırmaya katılmaya devam etme isteğini etkileyebilecek yeni bilgiler elde edildiğinde gönüllünün veya yasal temsilcisi zamanında bilgilendirilecektir.
13. Gönüllünün araştırma hakkında, kendi hakları hakkında veya araştırmayla ilgili herhangi bir olay hakkında daha fazla bilgi temin edilebilmesi için temasa geçebileceği kişiler ile bunlara erişebileceği e-posta adresleri mevcuttur.
14. Gönüllünün araştırmaya katılımının sona erdirilmesini gerektirecek durum: Sunumlardan birine katılmamış ya da sınav sonrasındaki 4 sorunun yanıtlanmamış olmasıdır.
15. Gönüllünün araştırmaya devam etmesi için öngörülen süre 1 dönemdir (2021-2022 Bahar Dönemi)
16. Araştırmaya katılması beklenen tahmini gönüllü sayısı 120'dir.

17. Gönüllülerden elde edilecek olan materyaller tez dışında başka bir amaçla kullanılmayacaktır.
18. 'Bilgilendirilmiş Gönüllü Olur Formundaki tüm açıklamaları okudum. Bana, yukarıda konusu ve amacı belirtilen araştırma ile ilgili yazılı ve sözlü açıklama aşağıda adı belirtilen araştırmacı tarafından yapıldı. Araştırmaya gönüllü olarak katıldığımı, istediğim zaman gerekçeli veya gerekçesiz olarak araştırmadan ayrılabilceğimi biliyorum.'
19. 'Söz konusu araştırmaya, hiçbir baskı ve zorlama olmaksızın kendi rızamla katılmayı kabul ediyorum.'
20. Gönüllünün:
- Adı:
- Soyadı:
- İmzası:
- Tarih:
21. Araştırma ekibinde yer alan ve yetkin bir araştırmacının:
- Adı:
- Soyadı:
- İmzası:
- Tarih:
22. Gerekiyorsa olur verme işlemine tanık olan kişinin:
- Adı:
- Soyadı:
- İmzası:
- Tarih:
23. Gerekiyorsa yasal temsilcinin:
- Adı:
- Soyadı:
- İmzası:
- Tarih:
24. Gönüllülerden elde edilen verilerimin/görüntülerimin/ses kaydımın
'Sadece yukarıda bahsi geçen araştırmada kullanılmasına izin veriyorum.' ()
'İleride yapılması planlanan tüm araştırmalarda kullanılmasına izin veriyorum.' ()
'Hiçbir koşulda kullanılmasına izin vermiyorum'. ()
25. Bilgilendirilmiş gönüllü olur formu, gönüllü ve kanuni temsilcisinin yasal haklarını ortadan kaldıracak hiçbir hüküm veya ifade içeremez. Ayrıca araştırmacıyı, kurumu, destekleyici veya bunların temsilcilerini kendi ihmallerinden kaynaklanan herhangi bir yükümlülüğün kurtaracak hüküm ve ifadeyi taşıyamaz.

Bilgilendirilmiş gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim.

APPENDIX-5*REFLECTION QUESTIONS*

1. *Do you think that Ted Talks that you've watched in class helped you in your oral presentation? If yes; how and in what ways?*

() *Yes* () *No*

2. *What went well in this presentation?*

3. *What needs to be improved in this presentation?*

4. *What can you do to perform better in your upcoming presentation?*

APPENDIX-6

Reflection Question Guidance

Sections 1 + 2

TED TALKS

Midterm:

1. Working Life (Ted Talk: Mark Bezos: A life lesson from volunteer firefighter)
2. Trends (Ted Talk: Derek Sivers: How to start a movement)
3. Money (Ted Talk: Jacqueline Novogratz: An escape from poverty)
4. Success (Ted Talk: Joachim de Posada: Don't eat the marshmallow)
5. Marketing (Ted Talk: Tim Leberecht: 3 ways usefully lose control of your brand)

In terms of;

Delivery (body language, eye contact, confidence, note-cards, pronunciation, fluency)

Organization (visual materials, introduction-body-conclusion, transitions, time management)

Language (grammar and vocabulary)

Content (topic; supporting details such as facts, examples, answering questions)

Final:

6. Communication (Ted Talk: Melissa Marshall: Talk nerdy to me)
7. Seeing the Future (Sanjay Dastoor: A skateboard, with a boost.)
8. The Environment (Pam Warhurst: How we can eat our landscapes?)
9. Leaders and thinkers (Richard Brandson: Life at 30,000 feet.)
10. Well-being (Arianna Huffington: How to succeed? Get more sleep)

APPENDIX-7**Rater Results for Inter-Rater Reliability**

ID	Rater 1	Rater 2
Student 1	72	70
Student 2	92	90
Student 3	95	95
Student 4	85	85
Student 5	70	70
Student 6	95	94
Student 7	66	65
Student 8	70	70
Student 9	78	77
Student 10	74	74
Student 11	71	70
Student 12	63	65
Student 13	73	73
Student 14	76	77

APPENDIX-8

EXPERIMENTAL GROUP (SECTIONS 1-2) MIDTERM SCORES

	CONTENT (30)	LANGUAGE (20)	ORGANIZATION (20)	DELIVERY (30)	TOTAL (100)
Participant 1	15	15	17	15	62
Participant 2	20	15	17	10	62
Participant 3	20	18	16	26	80
Participant 4	25	17	17	27	86
Participant 5	26	13	12	22	73
Participant 6	16	15	16	25	72
Participant 7	23	15	16	27	81
Participant 8	22	16	16	23	77
Participant 9	25	16	15	22	78
Participant 10	23	16	16	25	80
Participant 11	23	16	14	22	75
Participant 12	22	16	14	26	78
Participant 13	22	16	14	26	78
Participant 14	21	15	16	25	77
Participant 15	22	13	16	26	77
Participant 16	22	10	14	25	71
Participant 17	22	15	14	23	74
Participant 18	25	16	14	26	81
Participant 19	23	15	17	26	81
Participant 20	23	15	16	15	69
Participant 21	22	15	17	24	78
Participant 22	20	15	17	22	74
Participant 23	24	13	15	24	76
Participant 24	22	15	16	23	76
Participant 25	21	15	16	22	74
Participant 26	22	15	15	22	74
Participant 27	25	16	17	25	83
Participant 28	22	16	17	24	79
Participant 29	23	16	15	23	77
Participant 30	24	17	17	27	85
Participant 31	25	17	16	26	84
Participant 32	23	15	15	18	71
Participant 33	24	17	16	26	83
Participant 34	22	16	15	24	77
Participant 35	27	19	18	28	92
Participant 36	23	16	16	20	75
Participant 37	24	16	18	26	84
Participant 38	26	18	16	27	87

Participant 39	23	17	17	26	83
Participant 40	18	16	18	20	72
Participant 41	25	17	18	28	88
Participant 42	27	18	19	29	93
Participant 43	22	17	16	18	73
Participant 44	24	14	17	18	73
Participant 45	25	16	17	16	74
Participant 46	22	17	16	28	83
Participant 47	24	15	18	25	82
Participant 48	23	15	18	22	78
Participant 49	24	14	18	26	82
Participant 50	22	17	18	27	84
Participant 51	22	16	17	26	81
Participant 52	20	12	16	23	71
Participant 53	24	17	18	27	86
Participant 54	25	10	18	27	80
Participant 55	26	11	15	25	77
Participant 56	24	15	15	19	73
Participant 57	20	10	16	18	64
Participant 58	27	17	17	28	89
Participant 59	27	18	18	29	92
Participant 60	24	15	16	24	79
Participant 61	20	15	15	23	73
Participant 62	23	16	16	18	73
Participant 63	23	16	18	22	79
Participant 64	25	15	16	25	81
Participant 65	24	16	15	16	71
Participant 66	26	19	17	28	90
Participant 67	25	16	16	25	82
Participant 68	23	18	16	26	83
Participant 69	22	16	15	20	73
Participant 70	27	19	17	28	91
Participant 71	25	17	17	25	84

APPENDIX-9

CONTROL GROUP (SECTIONS 3-4) MIDTERM SCORES

	CONTENT (30)	LANGUAGE (20)	ORGANIZATION (20)	DELIVERY (30)	TOTAL (100)
Participant 72	26	15	15	23	79
Participant 73	25	15	17	22	79
Participant 74	25	15	16	12	68
Participant 75	24	15	14	13	66
Participant 76	27	16	15	24	82
Participant 77	26	15	16	22	79
Participant 78	23	15	16	20	74
Participant 79	27	17	17	25	86
Participant 80	26	16	16	24	82
Participant 81	25	17	15	24	81
Participant 82	22	15	15	20	72
Participant 83	26	16	16	25	83
Participant 84	25	16	15	26	82
Participant 85	25	15	15	17	72
Participant 86	24	15	15	14	68
Participant 87	25	16	17	22	80
Participant 88	25	16	15	22	78
Participant 89	25	16	14	24	79
Participant 90	25	17	16	24	82
Participant 91	25	16	17	26	84
Participant 92	24	16	17	25	82
Participant 93	26	15	15	24	80
Participant 94	25	16	14	26	81
Participant 95	23	15	16	17	71
Participant 96	25	16	16	23	80
Participant 97	27	16	17	25	85
Participant 98	26	17	15	26	84
Participant 99	22	15	16	20	73
Participant 100	27	18	16	27	88
Participant 101	26	17	14	26	83
Participant 102	15	13	10	15	53
Participant 103	25	17	15	25	82
Participant 104	25	17	15	20	77
Participant 105	25	15	15	22	77
Participant 106	25	16	15	24	80
Participant 107	25	16	16	18	75
Participant 108	27	17	14	26	84
Participant 109	25	16	15	20	76

Participant 110	26	16	17	16	75
Participant 111	20	16	16	18	70
Participant 112	23	16	15	15	69
Participant 113	25	15	15	13	68
Participant 114	26	15	16	22	79
Participant 115	26	16	16	19	77
Participant 116	26	14	16	20	76
Participant 117	20	15	13	15	63
Participant 118	23	16	12	20	71
Participant 119	20	15	16	18	69
Participant 120	21	16	12	20	69
Participant 121	25	17	15	25	82
Participant 122	24	17	14	21	76
Participant 123	25	16	17	15	73
Participant 124	24	15	14	15	68
Participant 125	25	17	17	26	85
Participant 126	22	15	15	23	75

APPENDIX-10

EXPERIMENTAL GROUP (SECTIONS 1-2) FINAL SCORES

	CONTEN T (30)	LANGUAG E (20)	ORGANIZATI ON (20)	DELIVE RY (30)	TOTAL (100)
Participant 1	17	16	16	23	72
Participant 2	17	16	15	22	70
Participant 3	25	16	17	26	84
Participant 4	25	15	18	26	84
Participant 5	16	14	15	23	68
Participant 6	20	14	17	24	75
Participant 7	25	16	18	28	87
Participant 8	23	16	16	23	78
Participant 9	19	16	16	24	75
Participant 10	24	15	17	27	83
Participant 11	23	15	16	20	74
Participant 12	15	16	14	25	70
Participant 13	23	15	16	27	81
Participant 14	24	15	15	26	80
Participant 15	23	15	15	26	79
Participant 16	23	14	15	21	73
Participant 17	20	15	12	22	69
Participant 18	24	15	16	26	81
Participant 19	24	14	16	23	77
Participant 20	23	14	15	21	73
Participant 21	23	15	15	24	77
Participant 22	22	14	16	22	74
Participant 23	20	15	15	20	70
Participant 24	22	15	17	23	77
Participant 25	22	15	16	22	75
Participant 26	20	14	16	26	76
Participant 27	25	16	16	27	84
Participant 28	22	15	16	20	73
Participant 29	20	15	16	20	71
Participant 30	26	16	16	28	86
Participant 31	27	16	16	28	87
Participant 32	22	13	15	20	70
Participant 33	24	15	19	20	78
Participant 34	23	16	17	23	79
Participant 35	28	17	17	28	90
Participant 36	25	14	16	20	75
Participant 37	27	17	18	28	90
Participant 38	20	18	10	24	72

Participant 39	27	17	18	28	90
Participant 40	20	14	14	20	68
Participant 41	24	17	15	27	83
Participant 42	23	17	18	28	86
Participant 43	24	15	16	22	77
Participant 44	15	15	15	25	70
Participant 45	23	15	10	23	71
Participant 46	20	17	14	23	74
Participant 47	23	17	14	23	77
Participant 48	24	14	18	27	83
Participant 49	22	16	16	26	80
Participant 50	25	15	18	27	85
Participant 51	25	14	18	21	78
Participant 52	21	15	13	20	69
Participant 53	25	16	15	27	83
Participant 54	26	13	18	25	82
Participant 55	22	15	15	23	75
Participant 56	23	16	16	26	81
Participant 57	20	13	16	19	68
Participant 58	27	17	17	27	88
Participant 59	27	18	17	26	88
Participant 60	20	16	15	25	76
Participant 61	25	15	15	25	80
Participant 62	15	15	10	15	55
Participant 63	25	15	16	20	76
Participant 64	24	15	16	24	79
Participant 65	22	16	14	18	70
Participant 66	29	20	18	29	96
Participant 67	27	18	19	26	90
Participant 68	26	17	14	25	82
Participant 69	24	16	15	23	78
Participant 70	30	18	18	29	95
Participant 71	25	17	17	26	85

APPENDIX-11

CONTROL GROUP (SECTIONS 3-4) FINAL SCORES

	CONTEN T (30)	LANGUAG E (20)	ORGANIZATIO N (20)	DELIVER Y (30)	TOTAL (100)
Participant 72	24	17	10	17	68
Participant 73	22	17	10	22	71
Participant 74	23	16	13	16	68
Participant 75	24	17	15	22	78
Participant 76	23	16	12	20	71
Participant 77	22	17	13	21	73
Participant 78	24	16	14	24	78
Participant 79	28	19	17	29	93
Participant 80	26	17	16	26	85
Participant 81	27	17	17	24	85
Participant 82	26	16	14	25	81
Participant 83	27	17	17	24	85
Participant 84	28	19	18	28	93
Participant 85	25	16	12	22	75
Participant 86	24	15	12	22	73
Participant 87	26	15	14	24	79
Participant 88	24	16	12	24	76
Participant 89	27	16	16	26	85
Participant 90	29	17	18	27	91
Participant 91	28	19	16	29	92
Participant 92	28	17	16	24	85
Participant 93	27	17	15	27	86
Participant 94	25	17	12	24	78
Participant 95	24	16	13	23	76
Participant 96	24	16	14	22	76
Participant 97	29	17	16	22	84
Participant 98	27	17	15	26	85
Participant 99	25	16	12	18	71
Participant 100	30	19	18	29	96
Participant 101	26	17	14	27	84
Participant 102	20	17	10	18	65
Participant 103	27	16	15	22	80
Participant 104	24	16	16	20	76
Participant 105	23	16	10	20	69
Participant 106	26	14	13	20	73
Participant 107	26	16	11	17	70
Participant 108	25	15	12	22	74
Participant 109	26	16	10	17	69

Participant 110	26	17	12	17	72
Participant 111	23	17	11	18	69
Participant 112	17	16	10	17	60
Participant 113	26	16	12	16	70
Participant 114	23	15	13	20	71
Participant 115	26	15	13	18	72
Participant 116	24	16	16	26	82
Participant 117	22	15	10	16	63
Participant 118	26	16	15	16	73
Participant 119	25	14	15	22	76
Participant 120	24	15	14	17	70
Participant 121	25	16	14	24	79
Participant 122	22	16	15	18	71
Participant 123	24	17	16	27	84
Participant 124	25	17	12	16	70
Participant 125	27	17	16	27	87
Participant 126	25	17	14	22	78

