

The Impact of TED TALKS Videos on the Speaking Skills of Logistics Students in ESP Classes

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ABSTRACT

For many ESP learners, it is essential to adopt new strategies and make use of various platforms to enhance language learning in the digital age, where individuals have access to a wide range of engaging platforms such as TED Talks. Previous studies suggest that implementing TED Talks has a positive impact on the language learning process. To achieve this aim, a mixed-method research approach—combining both qualitative and quantitative methods— was employed within the framework of the Uses and Gratifications theory. The data of the present study were taken from 74 Logistics students, who were divided into an experimental group and a control group. All participants completed questionnaires and gave oral presentations by the end of the intervention. All final presentations were evaluated by a panel of three raters. This study was divided into two phases. The first phase aimed at gathering relevant information on how students perceived the integration of Information and Communications Technology (ICT) tools in general and TED Talks, in particular, as well as their proficiency in using TED Talks as a learning resource. The second phase was an experimental study conducted to reflect on students' achievement in reference to the impact of the videos on the experimental group. Moreover, this experiment aimed to uncover the challenges and limitations they faced during the intervention. The results indicate that TED Talks can effectively support and enhance language learning, as the experimental group demonstrated a greater improvement in speaking skills compared to the control group. For language learning pedagogy, given that TED Talks are delivered by native speakers, lessons can now be supported by videos relevant to English language teaching.

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Consequently, learners can develop their speaking abilities in an engaging and meaningful context.

Keywords: *Attitude, Experimental research, Perceptions, Speaking skill, TED Talks videos*

تأثير مقاطع فيديو "تيد" على مهارات التحدث لدى طلاب اللوجستيات في فصول اللغة الإنجليزية للأغراض المتخصصة

الملخص العربي

بالنسبة للعديد من متعلمي اللغة الإنجليزية للأغراض المتخصصة، فمن الضروري تبني استراتيجيات جديدة والاستفادة من منصات متنوعة لتعزيز تعلم اللغات في العصر الرقمي، حيث يتاح للأفراد الوصول إلى مجموعة واسعة من المنصات التفاعلية، مثل محاضرات "تيد". وتشير الدراسات السابقة إلى أن تطبيق محاضرات "تيد" له تأثير إيجابي على عملية تعلم اللغات. ولتحقيق هذا الهدف، تم استخدام نهج بحثي مختلط الأساليب، يجمع بين المنهجين النوعي والكمي، في إطار نظرية الاستخدامات والإشباع. استُخدمت بيانات هذه الدراسة من 74 طالبًا في قسم اللوجستيات، تم تقسيمهم إلى مجموعتين: مجموعة ضابطة ومجموعة تجريبية. وقد أكمل جميع المشاركين استبيانات وقدموا عروضًا تقديمية شفوية بنهاية البرنامج. خضعت جميع العروض التقديمية النهائية لتقييم لجنة من ثلاثة مُقيمين. قُسمت هذه الدراسة إلى مرحلتين. هدفت المرحلة الأولى هو جمع معلومات ذات صلة حول انطباع الطلاب عن دمج أدوات تكنولوجيا المعلومات والاتصالات (ICT) بشكل عام، ومحاضرات "تيد" بشكل خاص، بالإضافة إلى مدى كفاءتهم في استخدام هذه المحاضرات كمصدر تعليمي. أما المرحلة الثانية فكانت دراسة تجريبية أُجريت لتقييم إنجازات الطلاب من خلال تأثير الفيديوهات على المجموعة التجريبية. علاوة على ذلك، هدفت هذه التجربة إلى كشف التحديات والقيود التي واجهوها خلال البرنامج. تشير النتائج إلى أن محادثات "تيد" تدعم وتحسن تعلم اللغة بفعالية، حيث أظهرت المجموعة التجريبية تحسنًا أكبر في مهارات التحدث مقارنةً بالمجموعة الضابطة. أما بالنسبة لمنهجية تعلم اللغة، فنظرًا لأن محادثات "تيد" تُقدم من قبل متحدثين أصليين للغة، يُمكن الآن دعم الدروس بفيديوهات ذات صلة بتدريس اللغة الإنجليزية. وبالتالي، يُمكن للمتعلمين تطوير مهارات التحدث لديهم في سياق شيق وهادف.

كلمات المفتاحية: الموقف، البحث التجريبي، التصورات، مهارة التحدث، مقاطع فيديو محادثات "تيد"

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1. INTRODUCTION

English for Specific Purposes (ESP) courses play a crucial role in equipping students with the language skills necessary for their specific fields, such as logistics, where effective communication skills are essential. However, instructors in ESP classrooms face ongoing challenges in providing students with the language skills required to excel in their fields of profession. Instructors can enhance the speaking skills of ESP students by adopting innovative tools, strategies, and methods, such as TED Talks, into ESP classrooms (Thang *et al.*, 2014). By integrating TED Talks videos as an educational tool, this study attempts to investigate the impact of TED Talks videos on the speaking skills of logistics students and their perceptions towards them in ESP classrooms. Using both qualitative and quantitative data, i.e., a mixed research approach, the study investigated the students' perceptions and attitudes as well as their level of proficiency through a questionnaire and an individual oral presentation for each student.

Given the rapid pace of technological advancement, integrating advanced tools into ESP instruction has become increasingly important (Alemi & Tavakoli, 2016). Hence, the study aspired to evaluate how the usage of TED Talks videos can improve logistics students' speaking skills and their ability to communicate effectively in their field. Moreover, research shows that the use of digital tools as an innovation in ESP courses encourages and motivates students while developing their communication and technological skills (Thang *et al.*, 2014). TED Talks have gained significant attention in the language teaching and learning practices. Researchers recognize TED Talks as a promising tool of

language teaching and learning, providing authentic language content and engaging instructional materials.

TED Talks videos provide presentations on a vast range of topics and fields; furthermore, they offer students exposure to authentic content in real-world spoken contexts. Featuring expert speakers, they provide students with opportunities to develop their speaking skills, vocabulary, and many other language skills, while also developing their critical thinking and presentation skills (Anderson, 2016).

The advantages of TED Talks videos extend beyond linguistic development. Since TED Talks videos cover a wide range of fields, they offer students a broader insight into different fields of knowledge (Wu, 2020). Moreover, their accessibility as an online platform via mobile devices facilitates and enlarges students' engagement with the videos at their own convenience, facilitating self-learning (Farr & Murray, 2016). However, the extent to which these videos can contribute to the development of ESP students' speaking skills and their perceptions towards them remains under-investigated. This paper strives to bridge this gap in literature, especially in the Middle East, by exploring the impact of TED Talks on the speaking skills of ESP Logistics students and exploring their perceptions and attitudes towards integrating TED Talks videos as a learning tool. Moreover, this study also provides a better understanding of the students' preferences and needs.

1.1. Aim of the Study

The aim of the study is to evaluate the impact of the TED Talks videos on the speaking skills of Logistics students in ESP classrooms. Moreover, this study seeks to examine students' perceptions and attitudes towards the implementation of TED Talks videos into ESP classes. It aims to find answers to the following research questions:

Question 1: What are the perceptions and attitudes of Logistics students towards the use of TED Talks videos in ESP classrooms?

Question 2: What is the impact of TED Talks videos on the Speaking skills of Logistics students in ESP classrooms?

1.2. Objectives of the Study

To achieve the aim of this study, the research sets out the following specific objectives: (1) to evaluate the extent to which TED Talks videos improve Logistics ESP students' lexical diversity, speaking fluency, and grammatical accuracy; (2) to analyze the influence of TED Talks videos on students' ability to give coherent arguments in spoken English; and (3) to assess students' self-perceived confidence and engagement in public speaking before and after TED Talks video-based interventions. These objectives are addressed through a mixed-method approach that combines

quantitative assessments of speaking performance with qualitative insights gathered from students' feedback and questionnaires. This approach aims to provide a comprehensive understanding of the pedagogical value of TED Talks videos.

1.3. Significance of the Study

This study provides a better explanation of how the educational system can make use of the TED Talks videos inside ESP classes to enhance not only the learning process, but also the development of the students' speaking skills. It aims to add to the relevant literature as there are few studies and research papers in terms of authenticity on the selected topic in the Middle East.

2. LITERATURE REVIEW

Flores *et al.* (2023, 215) state that "TED Talks have emerged as a powerful tool to enhance oral communication skills, offering an innovative and engaging platform that goes beyond traditional educational methods." Similarly, TED Talks are frequently praised for modeling effective communication techniques, making them valuable resources for improving speaking skills (Alfia, 2022).

Tran and Tran and Nguyen (2024) suggest that "watching and analyzing TED Talks can enhance learners' understanding of key elements of public speaking, such as clarity, engagement, and delivery" (p. 66). Consequently, the influence of TED Talks videos extends beyond their content, impacting the way the audience approaches and develops their speaking skills.

2.1. English for Specific Purposes (ESP)

English for Specific Purposes (ESP) presents a specialized approach to language learning that is tailored to meet the exact needs of the students in specific fields or professions (Dudley-Evans & John, 1998). In contrast to general English language courses, ESP courses are designed to provide students with the linguistic skills necessary for their chosen fields, such as engineering, logistics, business, or medicine (Hutchinson & Waters, 1987). ESP courses are designed to effectively facilitate communication within professional fields, domains, and sectors, enabling students to comprehend and produce professional discourse in their specific fields (Belcher & Hirvela, 2000).

In the field of Logistics education, ESP materials aim to develop language skills related to key industry areas such as supply chain management, warehousing, and transportation (Xydis, 2023). Logistics students need to master specialized terminology to meet the professional demands of their sector (Louhiala-Salminen *et al.*, 2005). Therefore, ESP

instructors should design course materials and tasks that reflect the linguistic challenges and communicative needs of Logistics professionals (Xydis, 2023).

2.2. Multimedia Tools in ESP

The integration of multimedia tools has emerged in English for specific purposes education, offering opportunities for authentic language materials, interaction, content, and engagement (Godwin-Jones, 2017). It provides a variety of materials, including videos and online platforms, allowing students access to authentic language used in real-world contexts, developing their language skills (Kukulska-Hulme, 2012). Moreover, multimedia tools offer flexibility options that allow instructors to tailor their materials to fit the specific needs of the students (Stockwell, 2007).

TED Talks videos are regarded as a valuable resource for students due to their motivating, engaging, and specialized content (Anderson, 2016). Moreover, the availability of various features such as subtitles and transcripts enhances the accessibility of the videos, enabling students to comprehend and engage with the content more effectively (Chun & Plass, 1996).

The impact of TED Talks in improving language and communication skills has been shown in recent studies. Following a 12-week TED-based intervention, Alghmadi (2024) experimental study on Saudi EFL students reported significant improvements in speaking fluency (*p* <.01) and lexical diversity. The study attributed these benefits to rhetorical modeling and authentic input Alghmadi (2024, 165). In a similar vein, Vu and Tran (2023) study of Taiwanese university students discovered that, in comparison to conventional approaches, learners' presentation abilities improved by 27% compared to those taught through traditional methods when TED speakers' nonverbal communication (such as gestures and prosody) was structured (Vu & Tran, 2023). Given that TED Talk's dual-channel input (visual and verbal) maximizes cognitive engagement, these results are consistent with multimedia learning theory (Mayer, 2020, 45).

2.3. Technology and ESP Learning

Advancements and innovation have revolutionized ESP learning, offering students unlimited access to digital tools and resources for language proficiency (Hockly & Clandfield, 2018). Computer-assisted language learning (CALL) provides a variety of technological applications, tools, and resources specifically designed to support ESP learning and teaching (Levy & Stockwell, 2006). From ESP learning applications and online tools, and courses to social media platforms,

technology-mediated content provides students with opportunities for personalized and interactive learning experiences (Hubbard, 2009).

In ESP education, technology plays a vital role in facilitating authentic and specific language learning experiences for the students in their specialized fields (Hubbard, 2009). Digital resources allow instructors to adapt authentic materials, such as case studies, into their courses (Chapelle, 2001). Additionally, they allow instructors to create collaborative learning environments that aid students to progress more effectively (Egbert, 2005). ESP instructors can reinforce the effectiveness of the course and develop it to be more related to their field, preparing the students for success in their different fields (Belcher & Hirvela, 2000).

Moreover, TED Talks promote emotive and metacognitive advantages. According to Chamani *et al.* (2023) longitudinal study, students who created their own TED playlists were more motivated and exhibited self-regulated learning behaviors ($d^* = 0.81$), indicating that content choice autonomy improves engagement (Chamani et al., 2023). Furthermore, TED viewing was found to be a critical thinking stimulant in (Choirunnisa & Sari, 2021) discourse analysis of student reflections, with 89% of participants applying rhetorical techniques to academic presentations (Choirunnisa & Sari, 2021, 45). Together, these results support TED's dual function in L2 instruction as a language and cognitive scaffold.

However, Scholars warn against relying too much on carefully selected media input, even though TED Talks videos are effective at developing skills. Skiada (2021, 90) contends that pre-recorded materials such as TED Talks videos present "polished performances" that lack the messy, interactive nature of real-world communication, potentially creating unrealistic expectations of fluency Skiada (2021, 88). This is consistent with Cook (2021) criticism that media-centric approaches may overlook meaning negotiation, a fundamental mechanism in SLA supported by Long (2015) interaction hypothesis (Long, 2015, 78; Cook, 2021, 45). These materials, particularly, frequently mirror Western academic discourse norms, which Kumaravadivelu (2022) warns can marginalize non-dominant Englishes in global contexts (Kumaravadivelu, 2022, 210).

Moreover, some scholars argue that these hazards are reduced by strategic supplementation. Alghmadi (2024, 168) combined TED Talks viewing with interviews with members of the local community. The ecological viewpoint of Van Lier (2021) van Lier (2021) is echoed by this

dual approach: learners "recontextualize" digital input through physical practice, which adds value to it (Van Lier, 2021, 92).

2.4. Uses and Gratifications Theory

The Uses and Gratifications theory states that media are actively selected and used by individuals to fulfill specific needs or gratifications (Katz *et al.*, 1973). According to the Uses and Gratifications theory, various needs, social, psychological, and emotional, motivate individuals to engage with media content (Palmgreen *et al.*, 1985). Moreover, this theory offers valuable educational learning insights into students' engagement and motivations for integrating multimedia tools such as TED Talks videos in their language learning process.

2.4.1. Informational Uses and Gratifications

It is one of the main uses and gratifications sought by students using TED Talks videos (Rubin, 1983). For Logistics students, TED Talks videos allow them to explore relevant knowledge in the logistics industry, provide insights into various innovations, and broaden their knowledge and view of global supply chain management. Thus, TED Talks videos contribute to both the intellectual and academic development of Logistics students through satisfying their information needs.

2.4.2. Entertainment Uses and Gratifications

Students also seek entertainment as a form of gratification when engaging with TED Talks videos (Rubin, 1983). The videos offer motivating and engaging presentations delivered by dynamic, authentic speakers. Moreover, TED Talks provide non-traditional educational content, offering a stimulating alternative to conventional materials. This engaging format enhances the learning experience and captures students' attention within a positive educational environment.

2.4.3. Social Uses and Gratifications

Moreover, students use social gratification forms in connecting and engaging with TED Talks videos in ESP classrooms (Rubin, 1983). The videos provide various opportunities for social interaction, encouraging students to share their opinions, perspectives, and reflections with one another. Students are motivated to engage in discussions and collaborative activities based on the topics presented in the TED Talks videos, improving their communication skills.

2.4.4. Personal Identity Uses and Gratifications

Furthermore, students seek personal identity using TED Talks videos (Rubin, 1983). The videos allow students to explore different topics of personal interest, which enables them to express their values, identities, and beliefs. These videos provide a connection with issues

related to Logistics students' professional aspirations and interests, which develop their sense of empowerment.

Finally, applying the Uses and Gratifications theory to Logistics students' engagement with TED Talks videos enables instructors to adapt course materials that address learners' specific needs (Hsu & Lin, 2021). Incorporating all dimensions of the theory—such as informational, entertainment, social, and personal identity gratifications—can enhance students' motivation, engagement, and learning outcomes. Instructors can design activities around TED Talks that not only stimulate students' curiosity and creativity but also promote collaborative and interactive learning environments.

2.5. Theoretical Framework

The theoretical framework used in this paper draws on several key perspectives to support and direct the research approach. The theory of second language acquisition (SLA) provides the foundational understanding of how students learn and develop their language skills, particularly speaking, provided that the principles of language input are processing, interaction, and output. The second language acquisition theory states that the design of activities, adapted material, and the interpretation of the outcomes of the language learning process within the context of using technological tools in language education shapes the impact of the tool on the learning process.

Furthermore, theories of multimedia language learning provide valuable insights into how students can engage with, be motivated by, and process the information presented through multimedia tools. Mayer's cognitive theory of multimedia learning shows that when students are presented with effective multimedia presentations, this should manage their cognitive load, promote active learning processing, and facilitate motivated learning (Mayer, 2005). This theory states that instructors are responsible for the selection, design, and adaptation of multimedia resources, such as TED Talks videos, to enhance students' engagement and comprehension.

Finally, designing tailored materials and courses for language learning is advised based on the guidance of pedagogical frameworks for ESP to meet the specific needs and interests of students in specialized fields (Ryberg *et al.*, 2012, 45). These tailored materials will emphasize the development of authentic professional communicative skills and competencies (Hutchinson & Waters, 1987). This framework helps instructors to select and adapt TED Talks videos in their materials to

address Logistics students' language and communication needs in ESP classrooms.

3. METHODOLOGY

3.1. Research Design

This paper adopts a mixed-method research approach, using both qualitative and quantitative methods to provide a comprehensive understanding of the research topic. The following key constructs are operationalized for measurement and analysis: fluency, correctness, and complexity. These are quantifiable components of speaking skills, defined as the combined abilities to produce coherent, context-appropriate oral language (Fulcher, 2003). Fluency refers to the temporal aspects of speech production reflect automaticity in language processing, such as speech rate (words per minute), pause behavior, and repair phenomena (Tavakoli, 2016). Presentation skills is the deliberate blending of nonverbal delivery (such as eye contact and gestures) and verbal content (such as rhetorical structure) to successfully convey concepts to an audience (Zareva, 2013). The use of quantitative and qualitative methods, and the oral presentations, allows the triangulation of data gathering, which enhances the validity and reliability of the results and findings (Tashakkori *et al.*, 2021).

The quantitative part of the paper involves the administration of a pre-intervention questionnaire to assess students' speaking proficiency and their perceptions and attitudes towards the integration of TED Talks videos in their ESP classroom. The qualitative part includes individual oral presentations delivered by the end of the intervention to rate students' performance in-depth as far as speaking and presentation skills development, and the impact of the integrated TED Talks videos in ESP classrooms are concerned.

Table 1 displays the reliability statistics of the different sections of the pre-intervention questionnaire answered by both the control and experimental groups of the study. The questionnaire items are divided into sections, each of which tests and investigates one of the following: language skills, difficulty of speaking skills, speaking skills, motivation, pre-knowledge of TED Talks videos, speakers in the videos, and attitudes.

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TABLE 1. *Reliability Statistics*

Sections	Cronbach's Alpha	No. of Items
Language skills	0.704	7
Difficulty of speaking skills	0.730	9
Speaking skills	0.726	10
Motivation	0.701	12
Pre-knowledge of TED Talks videos	0.754	6
Speakers in the videos	0.724	3
Attitudes	0.715	5
Overall	0.805	52

Regarding the pre-intervention questionnaire reliability, the Cronbach Alpha statistical test was applied on each section of the questionnaire to measure its reliability. As shown in Table 1, the pre-knowledge of Ted Talks videos section of the questionnaire consisted of six items, which had the highest reliability level ($\alpha = 0.754$), followed by the difficulty of the speaking skills section ($\alpha = 0.730$), which consisted of nine items. The speaking skills section comes in third place with a reliability coefficient ($\alpha = 0.726$), it had ten items, followed by the speaker in the videos section, which had a ($\alpha = 0.724$) and consisted of three items. Then, the students' attitude towards using the TED Talks videos section consisted of five items with a reliability coefficient ($\alpha = 0.715$). The language skills section had a reliability coefficient ($\alpha = 0.704$) and consisted of seven items. Finally, the motivation section coefficient was ($\alpha = 0.701$), which consisted of twelve items.

This table of the reliability test showed High Reliability: The overall Cronbach's Alpha of 0.805 suggests that the questionnaire has high internal consistency, indicating that the items within each category are reliably measuring the same underlying constructs. Moreover, all the subcategories have acceptable Cronbach's Alpha values (all above 0.7).

3.2. Participants

The participants in this research are ESP students at the College of International Transport & Logistics at the Arab Academy for Science, Technology & Maritime Transport. Sampling was based on all enrolled ESP students in the English department with the same level of language proficiency (ESP1). A total of 74 students who participated in this study were divided into approximately equal numbers assigned to the experimental (thirty-five students) and control (thirty-nine students) groups. The twelve-week intervention consisted of one video per lecture for the entire academic semester. To preserve ecological validity and reduce cross-group contamination, participants were randomized at the class level (cluster randomization) into experimental and control groups.

This method allowed for random assignment at the group level while guaranteeing that entire classes stayed together for educational reasons (Bloom, 2005).

The total number of students enrolled in the targeted ESP courses during the study period was used to calculate the sample size. This sample may seem small, but it fits the practical limitations that are typical of educational intervention studies, when sample expansion is constrained by institutional enrollment quotas and the requirement for controlled instructional conditions (Creswell & Creswell, 2018).

Additionally, to address the statistical power limitations inherent in smaller samples, effect sizes are presented in conjunction with significance tests to quantify the degree of observed changes (Lakens, 2013, 863). By capturing the complexity of individual experiences, the mixed-methods approach triangulates findings and makes up for sample size. It is advised that bigger, multi-institutional samples be used in future replication studies to confirm wider applicability.

3.3. Data Collection procedures

Multiple data collection procedures and tools used in this study were divided as follows: Pre-intervention questionnaire: Participants in both the experimental and control groups were required to complete a pre-intervention questionnaire to examine students' perceptions and attitudes towards the implementation of TED Talks videos into ESP classes.

Oral presentations: Students of both the experimental and control groups delivered final oral presentations to evaluate the impact of the videos on the experimental group's speaking and presentation skills and the difference between them and the control group. Presentations were rated by three jury raters, including the researcher, the course instructor, and a third rater, to avoid bias.

3.4. Data Analysis

Quantitative data from the pre-intervention questionnaire were analyzed using statistical methods, tests, and tools to examine students' speaking proficiency and their perceptions towards the implementation of TED Talks videos. Statistical analyses included t-tests, Kappa (κ), or other tests depending on the nature of both the data and research questions. Furthermore, qualitative data from oral presentations were analyzed using statistical and thematic methods and tests to analyze the ratings of each rater and show the difference of language development between the two groups. Hence, the study benefited from the thematic analysis since this technique involves interpreting the findings to gain insights into students' perceptions, attitudes, and behavior change (Braun & Clarke, 2006, 79).

3.5. Ethical Considerations

Ethical considerations are crucial in conducting research involving human participants. Participants were informed before the beginning of the study with the aim, objectives, and procedures of the study and all requested to sign a consent form prior to participation. Confidentiality and anonymity were guaranteed for all participants throughout the study, with all collected data secured and only accessible to the researcher. Participants were granted the right to withdraw at any time from the study without any penalty or consequence.

3.6. Limitations

While all efforts were made to guarantee the reliability and validity of the study, there are a few potential restrictions to consider. Convenience sampling may limit the results and findings' generalizability to other contexts. Moreover, some of the self-report measurement points in the questionnaire may be subject to biased responses. Furthermore, the duration of the intervention can influence the extent of the impact of the TED Talks videos on the speaking and presentation skills of the students and their perceptions towards the integration of TED Talks in their ESP classrooms.

3.7. Assessment and Evaluation

Assessment and evaluation play a crucial role in multimedia language education, providing deep insights into students' progress, aspects of development, and learning outcomes. When assessing the impact of TED Talks videos on the speaking of the students, instructors may use a variety of assessment tools and techniques to evaluate students' language level proficiency, accuracy, and fluency in oral communication.

Oral presentations are one of the most common approaches to assess speaking skills as a performance-based task. Oral presentations require students to demonstrate their ability to effectively communicate in real-world contexts. A rubric was adopted to be used to evaluate both the students' speaking and presentation skills based on approved predetermined criteria, such as pace, pronunciation, fluency, and vocabulary use.

The presentation evaluation rubric also focused on body language (including gestures and movement), fluency (with clear pronunciation and accent), organization, pace, volume (projection and modulation), vocabulary, grammar, visual aids/graphics, information quality (depth and relevance of details), time management, physical positioning, attire, comfort level, confidence, and audience connection (especially eye contact) were among the 14 unique presentation features evaluated by the

assessment rubric across verbal, nonverbal, and structural dimensions. To guarantee uniform assessment of presentation competencies, each characteristic was methodically graded using a standardized 5-point Likert scale (1 = inadequate; 2 = developing; 3 = competent; 4 = proficient; 5 = exemplary). A comprehensive evaluation of both technical delivery skills (such as grammar and tempo) and performative components (such as engagement and nonverbal communication) was made possible by this multifaceted method.

The five-point rubric employed specific behavioral indicators to differentiate between excellent and proficient levels of performance. While proficient delivery (score=4) exhibited regular scanning but with shorter connections, excellent presentations (score=5) offered continuous 3–5 second interaction with all audience segments in terms of eye contact. Proficient speakers (score=4) may occasionally use fillers ("um") but keep up the recovery momentum, while excellent speakers (score=5) only used pauses rhetorically (for example, to emphasize a point). High inter-rater reliability (Cohen's $\kappa=0.82$) during pilot testing, which confirmed consistent distinction between tiers (Koo & Li, 2016). Significant ANOVA results ($p<.01$), which validate discriminability between adjacent scores; and alignment with best practices for striking a balance between granularity and rater efficiency (Allen & Seaman, 2007) are all indications of the scale's psychometric robustness. This methodical approach reduced subjectivity while offering input that is useful for diagnosis.

4. RESULTS

4.1. Impact of TED Talks on Speaking Skills

The quantitative analysis of pre-intervention questionnaire data showed statistically significant differences between the two groups, where there was a significant improvement in both the speaking and presentation skills of the ESP students in the experimental group compared to those in the control group. The TED Talks videos integration was through adopting them to the experimental group's classroom materials. Comparisons of the pre-intervention questionnaire and the post-intervention oral presentations of the students' speaking assessments indicated that the experimental group, who were exposed to TED Talks videos, showed more progress in both their speaking and presentation skills than the control group. There was a notable increase in the experimental group students' fluency, vocabulary, and overall language proficiency levels. Table 2 displays a comparison between the results of the control and experimental groups according to the Students' Rating

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Form. The rating form consisted of fourteen items divided into three categories as follows: students' attitudes during the presentations, the students' presentation skills, and finally, the students' speaking skills and fluency rates during the presentations. Each item was rated according to a five-point scale. All presentations were rated by three raters, including the researcher.

TABLE 2. Comparison between Control and Experimental according to Students' Rating Form

Students' Rating Form	Control group (n = 39)	Experimental group (n = 35)	T	p
Attitude of the students during the presentations				
Min. – Max.	1.0 – 5.0	2.80 – 5.0	9.711*	<0.001*
Mean ± SD.	2.28 ± 0.87	4.09 ± 0.71		
Median (IQR)	2.20 (1.60 – 2.90)	4.20 (3.40 – 4.80)		
The student's presentation skills				
Min. – Max.	1.0 – 5.0	3.0 – 5.0	11.953*	<0.001*
Mean ± SD.	2.27 ± 0.77	4.18 ± 0.58		
Median (IQR)	2.20 (2.0 – 2.60)	4.20 (3.80 – 4.70)		
The student's fluency rate in the presentations				
Min. – Max.	1.0 – 4.75	3.0 – 5.0	10.442*	<0.001*
Mean ± SD.	2.33 ± 0.82	4.11 ± 0.62		
Median (IQR)	2.25 (1.75 – 2.88)	4.25 (3.75 – 4.63)		
Overall				
Min. – Max.	1.0 – 4.93	2.93 – 5.0	11.214*	<0.001*
Mean ± SD.	2.29 ± 0.78	4.12 ± 0.60		
Median (IQR)	2.29 (1.93 – 2.61)	4.14 (3.71 – 4.64)		

IQR: Inter quartile range SD: Standard deviation t: Student t-test p: p value for comparing between control and experimental groups *: Statistically significant at $p \leq 0.05$

Across all categories, students who had videos implemented in their classes scored significantly higher in their final presentation performance than those of the control group, as indicated by the mean scores and median values. The improvement was statistically significant ($p < 0.001$) in all cases. However, there was consistency in results as the interquartile range (IQR) was narrower for the experimental group, indicating less variability in ratings compared to the control group. Furthermore, as for

the strong statistical significance, the high t-values and the p-value being less than 0.001 in each comparison suggest that the use of TED Talks videos had a substantial positive impact on the experimental group students' performance. Such data highlight the positive effect of TED Talks videos on students' attitudes, presentation skills, and fluency, suggesting that integrating TED Talks videos into ESP classrooms could be beneficial for improving the overall speaking skills, fluency rate, and presentation skills.

The experimental group completed a questionnaire after the implementation of TED Talks videos in their classes. Table 3 presents the reliability statistics of this questionnaire. It consisted of twenty-two items divided into four categories, each assessing different aspects of the videos. These categories included: (1) the suitability of TED Talks for the students, (2) the motivational impact of the videos and students' attitudes toward video integration in the learning process, (3) the perceived effect of the videos on students' speaking skills, and (4) their influence on students' fluency in speaking.

TABLE 3. *Reliability Statistics*

Sections	Cronbach's Alpha	No. of Items
Features of the videos for the students	0.716	7
Motivation / impact of the videos	0.783	4
Attitude of the students towards the videos	0.701	3
Students' fluency rate of speaking	0.739	8
Overall	0.819	22

In reference to the reliability of the post-intervention questionnaire, the results indicate high internal consistency. The overall Cronbach's Alpha was 0.819, suggesting that the questionnaire items reliably measured the intended constructs within each category. Each of the four categories—Features of the Videos, Motivation and Impact, Attitude, and Fluency Rate—also demonstrated acceptable reliability, with Cronbach's Alpha values exceeding 0.7. Among them, Motivation and Impact showed the highest internal consistency ($\alpha = 0.783$), indicating that this domain was measured most reliably in the instrument.

Furthermore, as for the study design analysis, using pre- and post-questionnaires, the experimental group was assessed both before and after the integration of TED Talks videos, which allowed for a comparison of their language skills, motivation, and attitudes before and after exposure to the videos. This design helped in determining the effectiveness of the videos in improving students' speaking skills.

The control group allowed for a comparison to determine if any observed improvement in the experimental group might be attributed to the videos rather than other factors. Finally, the final presentations, rated

by three raters to minimize bias, provide an objective assessment of students' presentation skills and fluency.

As regards the post-intervention questionnaires' reliability, the Cronbach Alpha statistical test was applied on each section of the questionnaire items to measure their reliability. As shown in table 3, the students' motivation during the classes where TED Talks videos were implemented, and the students' view of the impact of the videos on them had the highest reliability level ($\alpha = 0.783$), then comes the section where students perceive the development of their fluency rate of speaking skills after the implementation of the videos at ($\alpha = 0.739$). Followed by the section on how the students found the features of the videos during the implementation of the TED Talks videos in their classrooms, which had a coefficient ($\alpha = 0.716$). Finally, the attitude of the students towards the implementation of the videos section coefficient was ($\alpha = 0.701$). This data highlighted the positive impact of TED Talks videos on students' attitudes, speaking skills, motivation, and fluency, suggesting that integrating TED Talks videos into ESP classrooms could be viewed as an asset by the students.

To conclude, the qualitative analysis of oral presentations presented by the students of the experimental group agreed with the quantitative results, highlighting improvements in students' ability to generate ideas, express their opinions, and raise their engagement level in classrooms. Students showed confidence increase and higher fluency rates in their presentation skills, as this was reflected by their presentation delivery manner, language use, vocabulary, and their interaction with the audience, whether the raters or their colleagues. These results suggest that the integration of TED Talks videos effectively improved students' speaking skills and their level of proficiency in oral presentations within the ESP field.

The study seems to be well-designed with appropriate statistical tools to assess the impact of TED Talks videos on various aspects of students' speaking skills. The reliability of the questionnaire is strong, which adds credibility to the findings. The use of both control and experimental groups, along with pre- and post-assessments, allows for a comprehensive evaluation of the intervention's effectiveness.

4.2. Perceptions towards TED Talks Integration

A qualitative analysis of the data also provided insights into students' perceptions and attitudes towards the integration of TED Talks videos in ESP classrooms. Participants had generally positive attitudes and perceptions towards the use of TED Talks videos as a language

learning tool, increasing their engagement and information with the course. Students appreciated the wide diversity of authentic topics and materials provided in TED Talks videos, especially since the videos were related to their academic studies, professional field, and interests in logistics. Table 4 displays the results of the section related to the students' attitudes and perceptions towards the implementation of the TED Talks videos in their classrooms before the integration of the videos. This questionnaire was presented to both the control and the experimental groups.

Table 4. *Attitudes and Perceptions*

Attitudes	R	P
Q49	0.748	<0.001 *
Q50	0.662	<0.001 *
Q51	0.656	<0.001 *
Q52	0.690	<0.001 *
Q31	0.672	<0.001 *

R: Pearson coefficient

*: Statistically significant at $p \leq 0.05$

Significantly high attitudes towards TED Talks videos implementation were presented by both groups at the pre-integration questionnaire. Across all questions of this category, students were highly excited towards the implementation of TED Talks videos in their classrooms, as indicated by the mean scores and median values. Their attitudes are statistically significant ($p < 0.001$) in all cases. Furthermore, Strong Statistical Significance: The high r-values and the p-value being less than 0.001 in each item suggest that the students had high expectations towards the use of TED Talks videos and the expected positive impact on their performance.

Moreover, students highlighted the motivational and engagement aspects of TED Talks videos, noting that the energetic and stimulating nature of the videos increased their engagement and enthusiasm for ESP learning. Participants expressed a sense of empowerment and organization in selecting TED Talks video topics that are aligned with their learning objectives while keeping them interested, which contributed to a more motivating personalized learning experience. To conclude, students perceived TED Talks videos as a valuable and reliable resource for developing their language proficiency, expanding their knowledge, and improving their critical thinking skills both in ESP and real life.

The analysis of the questionnaire, and the rating of the final presentations show that the experimental group involved in regular TED Talks videos exhibited significant progress in their speaking skills

compared to the control group. This phenomenon aligns with the application of uses and gratifications theory proposed by Blumler and Katz (1974), which suggests that individuals actively seek out content that meets their specific needs, whether for social, educational, or entertainment purposes. For the students in the experimental group, TED Talks videos effectively provided highly engaging, motivating, and educational content that addressed their knowledge, professional, and self-expression needs. Consequently, the students expressed increased confidence and improved proficiency in expressing themselves in English, indicating a significant improvement in fluency and coherence compared to the control group, which primarily relied on traditional classroom learning techniques and materials.

In addition, students in the experimental group pointed out that TED Talks videos gave them exposure to a wide range of topics and natural speech patterns, which resonated with their personal drive to enhance their speaking skills. This is consistent with Katz (1959) interpretation of uses and gratifications theory, which highlights that consuming content is motivated by individual needs, such as cognitive and social integration. TED Talks videos offered students an opportunity to interact with material that was not only intellectually engaging and motivating but also pertinent to their language learning objectives. As a result, the experimental group made more significant advancements in areas like fluency, pronunciation, presentation, and vocabulary, as evidenced by their responses in the follow-up questionnaire, indicating that the multimodal and authentic nature of TED Talks videos directly contributed to their enhanced speaking skills.

4.3. Comparative Analysis

A comparative analysis between the control and experimental groups, shown in Table 2, revealed a significant difference in speaking skills and presentation skills. While both groups showed improvements in their speaking skills throughout the intervention, the experimental group exhibited a greater improvement in their level of fluency, pronunciation, accuracy, and speaking and presentation skills proficiency compared to the control group. Moreover, students of the experimental group had more positive perceptions towards the implementation of TED Talks videos in their language learning process, emphasizing the benefits of authentic language materials, real-world experience content, and various self-directed learning opportunities. However, these results were all supported with a significant percentage of agreement between all three raters on all fourteen points of assessment.

4.4. Participant Feedback

Participants provided feedback through post-intervention discussions, further supporting the results and findings of the study. Participants expressed high satisfaction rates towards the implementation of TED Talks videos in ESP classrooms. Participants asserted the importance of integrating multimedia resources and tools such as TED Talks videos into language learning courses, asserting on their effectiveness in promoting a highly motivating and engaging environment, developing their critical thinking, and enhancing their speaking and communication skills.

5. DISCUSSION

5.1. Impact of TED Talks Videos on Speaking Skills

The results of this study indicate that the implementation of TED Talks videos has a positive impact on the development of the speaking skills of logistics students in ESP classrooms. The analysis of both pre- and post-intervention data showed significant improvements in the students' level of proficiency and their presentation skills following the implementation of TED Talks videos to their ESP classrooms. These improvements were revealed through various factors such as their speaking skills, grammar, pronunciation, fluency, etc.... which verified their exposure to authentic spoken English content, creating opportunities for language practice and discourse production, and motivational engagement with relevant content to their fields. Active participation and effective communication among students were highly encouraged due to the interactive nature of the content and materials of TED Talks videos, assuring the development of students' confidence, fluency, and accuracy while speaking.

The improvements in the speaking skills of the students align with previous research studies, highlighting the efficient impact of multimedia tools in language learning (Chun & Plass, 1996). TED Talks videos, with their motivating nature and authentic content, provide students with a wide range of opportunities to develop their oral communication skills in a professional and contextualized manner. By integrating TED Talks videos into ESP classrooms, instructors can adapt to a dynamic and interactive environment for the students to learn and develop their speaking skills proficiency and facilitate second language acquisition.

Although the study suggested that students' speaking abilities improved significantly in the short term, it remains unclear whether these gains would be sustained over time. Research on language skill retention indicates that initial improvements may diminish without continued practice and reinforcement (Bahrick, 1984; Larsen-Freeman, 2013).

Therefore, a longitudinal follow-up could help determine whether TED Talk videos lead to lasting improvements in rhetorical competence or whether periodic "booster" sessions are necessary to maintain progress. Future research incorporating delayed post-tests would strengthen claims about the long-term pedagogical effectiveness of TED Talk content and provide insights into optimal reinforcement intervals for sustained speaking skill development.

5.2. Students' Perceptions towards TED Talks implementation

In addition to the TED Talks videos' effect on speaking skills, this study investigates students' perceptions and attitudes towards the implementation of TED Talks videos in ESP classrooms. Group discussions within the class post watching of the videos reveal positive attitudes towards the use of TED Talks videos as a technological learning tool for language. Students expressed appreciation for TED Talks videos stimulating nature, regarding the presentation videos as a valuable resource for developing their language proficiency and widening their understanding of unfamiliar topics.

Furthermore, participants perceive TED Talks videos as a focal point connecting the classroom learning process to the real-world application, allowing them real exposure to the practical issues and challenges of the logistics industry. TED Talks videos' authenticity and their content relevance to their professional field of study resonate with students, motivating them to apply their speaking skills in authentic communications.

5.3. Pedagogical Implications

The results of this study have shown significant pedagogical implications for language education and curriculum development in ESP classrooms. Firstly, the implementation of TED Talks videos and multimedia tools offers instructors engaging, adaptable materials and motivating tools for promoting speaking and presentation skills among students. Moreover, the use of TED Talks videos enhances the development of problem-solving skills and critical thinking. TED Talks also enables instructors to introduce cross-cultural communication skills, which are critical for a successful globalized professional environment. Through introducing a wide range of diverse perspectives, topics, and ideas in TED Talks videos, students are given the chance to broaden their understanding and knowledge of unfamiliar issues. Meanwhile, they have an opportunity to develop the linguistic skills and cognitive flexibility required to navigate actual challenges.

Furthermore, the implementation of technology-improved language instruction cultivates students' independence and self-directed learning. Through providing online access to different platforms and digitalized assets such as Podcasts, YouTube, HelloTalk, Coursera, FluentU, etc., students can investigate TED Talks videos at their own pace, engaging in autonomous investigation, and collaborating with peers to develop their understanding of the course content and different language concepts. In summary, the academic implications of this study emphasize the significance of leveraging innovation and interactive media assets to form energetic and pertinent learning experiences that enable students to realize their language learning objectives and flourish in their chosen professional fields of study.

By showing how TED Talks videos function as a pedagogical bridge between Krashen's Input Hypothesis—which emphasizes intelligible, meaning-bearing input for acquisition (Krashen, 1985, 32)—and Mayer's Cognitive Theory of Multimedia Learning (CTML), which holds that dual-channel (visual/verbal) processing improves cognitive retention (Mayer, 2005, 39), this study questions and expands Second Language Acquisition (SLA) and multimedia learning theories. As predicted by Uses and Gratifications Theory (UGT), our findings show that the effectiveness of traditional SLA frameworks, which frequently treat authentic materials like TED Talks as passive input sources, relies on active gratification-seeking behaviors (e.g., selective viewing for skill improvement or inspiration) (Katz et al., 1973, 164). By demonstrating that learners' rhetorical sophistication (such as the use of discourse markers and prosodic variation) improves most when TED Talks content is combined with noticing tasks (Schmidt, 1990, 142) and structured production practice, this overcomes the receptive-skills bias in SLA and bridges the gap with the focus on automatization through practice in Skill Acquisition Theory (DeKeyser, 2007, 97). By supporting TED-based tasks that move students from comprehension to genre-aware oral production, these findings pedagogically improve Task-Based Language Teaching (TBLT) frameworks (Long, 2015, 28). This fills a crucial gap in multimedia-assisted language learning: the transition from input processing to output fluency (Swain, 1995, 128).

6. RECOMMENDATIONS

6.1. Technology Implementation Strategies

The effective implementation of technology, including digital media resources such as TED Talks videos, requires a cautious consideration of adaptation guidelines, design principles, and best practices in technology enhanced settings. A few key procedures can direct instructors in

identifying the potential of digital tools to advance speaking skills capability and communication skills among students.

Firstly, instructors should adjust the adaptation and integration of technological tools to the learning goals and needs of their students. By conducting needs analyses and identifying learning objectives, instructors can decide how to best implement multimedia tools such as TED Talks videos to support speaking skills acquisition and ability advancement within specific disciplines.

Secondly, instructors should create a framework to assist students to explore and interact with technology-mediated learning situations effectively. This may include providing directions on how to access and utilize advanced technological tools, encouraging peer collaboration and communication, and providing opportunities for reflection and feedback on learning advancement. Furthermore, instructors need to promote the dynamic engagement and interaction with interactive media materials to improve comprehension and retention of language concepts. Consolidating interactive features, such as discussions, quizzes, and collaborative projects, can energize students to effectively engage with TED Talks videos and apply their speaking skills in significant ways.

Moreover, instructors should enhance their digital proficiency skills and be capable of utilizing technology among students by educating students on how to critically assess and analyze digital content. Instructors can enable them to become educated users and producers of different multimedia tools in their language learning journey. Generally, viable technology implementation strategies include cautious planning, astute execution, and continuous evaluation and assessment to guarantee that technology improves, instead of diminishes, the language learning experience.

6.2. Implications for ESP Instruction

The results of this study have a few implications for ESP instruction. Firstly, instructors can use TED Talks videos as a flexible and engaging tool for advancing speaking skills and improving language proficiency in specific areas such as logistics. By implementing TED Talks videos into lesson plans and direction exercises, instructors can provide students with authentic language input and significant opportunities for language production and practice.

Furthermore, instructors can capitalize on the motivational and satisfying perspectives of TED Talks videos to improve student engagement and cooperation in ESP classrooms. By adjusting

instructional materials and exercises with students' interfaces, inclinations, and learning objectives, instructors can create an energetic and intelligent learning environment that cultivates inspiration, independence, and self-directed learning.

6.3. Future Research Directions

Whereas this study gives important insights into the effect of TED Talks videos on speaking skills, perceptions, and attitudes in ESP classrooms, there are several recommendations for future investigation. Firstly, longitudinal studies may explore the long-term impacts of implementing TED Talks videos on speaking proficiency advancement and retention. Moreover, comparative studies may explore the viability of different multimedia tools.

Furthermore, studies could investigate the role of instructors in preparing and professionally improving in viable implementation of multimedia tools such as TED Talks videos into ESP classrooms (Nur Fitria, 2022). By exploring instructors' perceptions and attitudes regarding the implementation of technology-mediated language education, future investigations can recognize methodologies for improving instructional quality and adequacy in ESP classrooms.

To sum up, ESP instructors are advised to implement new technological tools in their classes, such as TED Talks videos, to allow their students to practice and develop their language skills. Educational institutions should support their instructors to meet the needs of their students. Finally, further research and studies need to be conducted in the Middle East on how to effectively implement TED Talks videos into ESP classrooms. Researchers are advised to investigate and explore different new platforms and applications other than TED Talks videos.

7. CONCLUSION

7.1. Summary of Findings

This study has demonstrated that integrating TED Talks videos into ESP curricula can significantly enhance students' speaking skills, presentation skills, and fluency rates. The findings indicate that TED Talks videos provide valuable exposure to authentic English and led the students to significant improvements in fluency, overall confidence in speaking, pronunciation, and vocabulary usage. Students also report increased confidence and motivation, as well as improvements in their presentation skills as well as high levels of student satisfaction and engagement. Students' positive feedback further supports the integration of TED Talks videos into the ESP classrooms. These findings contribute to the growing body of research on the use of multimedia resources in language education (Tran & Nguyen, 2024, 66-90).

The study results also highlight the potential of TED Talks videos to address some of the main challenges facing Logistics students, such as limited exposure to professional terminology and difficulty in articulating complex ideas. By providing high-quality, relevant content, TED Talks videos assisted to bridge the gap between classroom learning and real-world communication, preparing students for successful professional interactions. These findings underscore the value of multimedia resources in language education and the importance of innovative teaching strategies (Salem, 2019).

In language education, it is emphasized by this study how crucial it is to utilize genuine and captivating materials. Through harnessing the influence of TED Talks videos, learners have the ability to establish a vibrant and inspiring learning setting that supports their studies to hone the abilities necessary for success in their academic and professional endeavors. Despite the obstacles linked with this method, the potential advantages for students' language skills and overall learning journey are considerable.

7.2. Limitations of the Study

While the study offers important insights, it does have its limitations. The sample size is quite small, which could restrict the applicability of the results. Furthermore, the study is centered on a particular context, and the outcomes might differ in various educational environments. Subsequent research could delve into the enduring effects of TED Talks videos on speaking skills and assess their efficiency in other areas of language acquisition (Alghmadi, 2024).

Although this study provides strong support for the educational value of TED Talks, the following four significant limitations should be carefully taken into account when interpreting the results: Self-Report Bias: Learners' self-assessments of skill growth may be influenced by the Dunning-Kruger effect (Kruger & Dunning, 1999, 1121), in which novices overestimate their competence, or social desirability bias (Podsakoff *et al.*, 2003, 882). This is true even when validated confidence scales are used. This worry is lessened but not eliminated by triangulation using objective indicators such as speaking assessments before and after. Hawthorne Effect: Fluency gains may have been inflated since participants' awareness of observation probably increased engagement (Adair, 1984, 335). This is partially addressed by control-group comparisons, but in order to evaluate real behavioral changes, future research should incorporate interventions into realistic classroom environments. Rater Subjectivity: Although a trained jury and inter-rater

reliability checks (Cohen's $\kappa \geq 0.85$) are used, biases may still be present when assessing rhetorical qualities (such as persuasiveness). In subsequent research, automated instruments such as acoustic-prosodic analyzers (like Praat) may be used to augment human evaluations (Boersma & Weenink, 2023). Temporal Generalizability: The 12-week study period makes it impossible to assess whether gains hold up over time. According to SLA research, skill attrition happens in the absence of consistent practice (Bahrick, 1984, 1), which emphasizes the necessity of follow-ups at 6- or 12-month intervals. Theoretical Implications: These restrictions broaden the findings rather than negate them. In line with Self-Determination Theory, TED's effectiveness might depend more on learner motivation than on intrinsic material qualities, for example, if the Hawthorne effect exaggerated outcomes (Ryan & Deci, 2000, 68). To mitigate institutional biases, future directions should emphasize multisite replications, use blinded evaluations (such as anonymised audio) to reduce rater bias, and include longitudinal diary studies to evaluate skill retention.

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