

EFFECT OF TED TALKS VIDEOS ON THE EFFECTIVENESS OF TEACHING ENGLISH
MONOLOGUE SPEECH TO MANAGEMENT STUDENTS

*EFEITO DOS VÍDEOS TED TALKS NA EFICÁCIA DO ENSINO DE MONÓLOGO DE INGLÊS
PARA ALUNOS DE ADMINISTRAÇÃO*

*EFFECTO DE LOS VIDEOS TED TALKS EN LA EFICACIA DE LA ENSEÑANZA DE
DISCURSOS MONÓLOGOS EN INGLÉS A ESTUDIANTES DE ADMINISTRACIÓN*



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ABSTRACT: At present, a key role in teaching English is played using TED Talks video materials. They provide ample opportunities to develop and improve students' speech skills and ability to understand English in an engaging and informative way. The study aims to assess the impact of using contemporary media content from TED Talks on improving the effectiveness of training management students in English-language monologue speaking. The presented experimental results confirm the efficiency of teaching English-language monologue speech to university students with the use of the Ted Talks video hosting platform.

KEYWORDS: English language. Teaching. Monologue speech. TED Talks.

RESUMO: *Atualmente, um papel importante no ensino de inglês é desempenhado pelo uso de materiais de vídeo TED Talks. Eles oferecem amplas oportunidades para desenvolver e melhorar as habilidades de fala dos alunos e a capacidade de entender o inglês de maneira envolvente e informativa. O objetivo do estudo é avaliar o impacto do uso de conteúdo de mídia contemporânea dos TED Talks a fim de melhorar a eficácia do treinamento de estudantes de administração em monólogos em inglês. Os resultados experimentais apresentados confirmam a eficiência do ensino de monólogos em língua inglesa para estudantes universitários com o uso da plataforma de vídeos dos TED Talks.*

PALAVRAS-CHAVE: *Língua inglesa. Ensino. Discurso de monólogo. TED Talks.*

RESUMEN: *En la actualidad, el uso de materiales de video de TED Talks juega un papel importante en la enseñanza del inglés. Brindan amplias oportunidades para desarrollar y mejorar las habilidades del habla de los estudiantes y su capacidad para comprender el inglés de una manera atractiva e informativa. El propósito del estudio es evaluar el impacto del uso de contenido de medios contemporáneos de TED Talks para mejorar la efectividad de capacitar a los estudiantes de administración en el habla de monólogos en inglés. Los resultados experimentales presentados confirman la eficiencia de la enseñanza de monólogos en inglés a estudiantes universitarios con el uso de la plataforma de alojamiento de videos Ted Talks.*

PALABRAS CLAVE: *Idioma inglés. Enseñando. Discurso monólogo. TED Talks.*

Introduction

High proficiency in a foreign language can only be attained through various approaches to its mastery. Since non-linguistic universities allocate few academic hours for foreign language classes, the organization of the learning process requires finding optimal and efficient teaching methods. Recently, online resources have gained significant popularity in teaching foreign languages. The virtual environment, the educational platforms, and the existing products enable the practical realization of the principles of e-learning. The application of Internet technologies in teaching foreign languages is the most promising (SAFRONOVA *et al.*, 2023; TREMPOLETS *et al.*, 2023). The Internet provides a considerable amount of modern and authentic materials, which allows students to immerse themselves in the foreign language environment, observe the country's cultural realities, and listen to examples of contemporary foreign language speech, including English. These opportunities contribute to developing students' speaking skills and professional competencies (ALAKRASH, RAZAK, 2021).

In the present study, we focused on the possibilities of using the online resource TED Talks, which offers lectures on current issues by expert speakers. We believe that this is one of the most efficient methods to improve Monologue Speech (MS) skills, as these materials are not just audio recordings of educational material but examples of live English with its pacing, vocabulary, tone, accents, gestures, and speakers' facial expressions. TED Talks videos provide many opportunities to learn public speaking and develop critical thinking, and they are highly informative, allowing students to learn a lot of new and exciting information in their professional field (KOSTROMINA *et al.*, 2022).

Literature review

Scientific works covering the various aspects of working with TED Talks highlight the importance of using these video materials in teaching English. For example, based on TED Talks lectures, the study (SHELESTOVA *et al.*, 2021) develops a method for teaching professional vocabulary. The technique provides a system of specific exercises and is systematized by the stages of demonstration of materials in TED Talks speeches: pre-demonstration, demonstration, and post-demonstration. The study (DZASEZHEVA *et al.*, 2023) highlights the possibilities of using modern media content by TED Talks in teaching a professionally oriented foreign language to future specialists, characterizes the main stages of

work with video speeches, and gives an algorithm for working with TED Talks presentations in foreign language classes.

The possibilities and tools of TED Talks video lectures are discussed in a paper by Shelestova *et al.* (2021), which provides a list of advantages of using TED Talks videos and reveals their significance for students' socio-cultural development. The work by Harb (2018) emphasizes the necessity of following specific criteria when choosing videos, namely the usefulness and appropriateness of the topic, correspondence of the video to the academic environment, the level of language complexity and pronunciation, duration, etc.

According to Scotto di Carlo (2014), in recent years, TED Talks have become a global online hub for exchanging ideas and information. For teaching English as a Foreign Language (EFL), TED Talks videos provide extensive opportunities to develop and improve students' speaking skills and ability to understand English in an engaging and informative way (NURSAFIRA *et al.*, 2020).

Owing to the variety of topics discussed and exciting and charismatic speakers, future managers can study the world achievements in their field (BAJRAMI, ISMAILI, 2016), learn to present ideas, follow the example of professionals, and learn to formulate their thoughts accurately and convincingly, as well as master the art of public speaking (KUSUMASTUTY *et al.*, 2019). Since TED Talks conference speakers are often heads of companies, organizations, and enterprises sharing their thoughts, ideas, and successful business experiences (MARÍA *et al.*, 2018), these presentations can be helpful material for students not only to improve their foreign language skills but also to develop their professional knowledge and skills (BORODINA *et al.*, 2023).

After analyzing scientific sources, we conclude that ICT is an effective learning tool in today's world, and *TED.com* offers numerous opportunities for successful mastery of the living language. The relevance of this paper stems from the lack of any thorough research (discussion or experimental) on the possibilities of using TED Talks in teaching MS to college students in contemporary Russian scientific discourse. Thus, the study aims to prove that the use of contemporary media content provided by TED Talks contributes to the higher efficiency of teaching MS to management students.

Methods

Proceeding from the analysis of the content and components of MS (TOLMACHEV *et al.*, RAMAZANOVA *et al.*, 2022), we move to the criteria for evaluating management students' ability to produce professional monological statements.

In this study, MS skills were evaluated with an assessment criteria scale, in which each criterion received a specific number of points to determine the average score. This assessment method is the most objective and allows us to track changes by each measure after implementing the way of teaching MS to management students based on the materials of TED Talks. Most of the requirements listed in Table 1 have already been used in previous studies (ABISHOVA *et al.*, 2022; DOLZHENKOV *et al.*, 2021).

Table 1 – Assessment criteria for monologue statements

Primary criteria	Description of criterion	Maximum score
1. Correspondence to the communicative intent	Realization of communicative intent – to inform about an event, to describe a necessary phenomenon, to inform about a decision, and the like	10
2. Professional accuracy	Use of appropriate professional vocabulary and terminology	10
3. Logical coherence	Effective use of linkers and structure signals	10
4. Informativity	Presence of sentences with the necessary information in the MS	10
5. Relative linguistic accuracy	Phonetic, grammatical, and lexical accuracy	10
6. Fluency	Lack of hesitations, false starts, rewordings, repetitions, and self-corrections. The established minimum speech rate is 120 words per minute	5
7. Speech length	An average response should be 360 words, which usually takes 3 minutes	5
Total maximum score		60

Source: Prepared by the authors.

As indicated in Table 1, the maximum score management students could obtain for their monologue was 60 points. To determine the learning rate, the score was divided by 60: $K = Q/N$, where Q is the number of points the student received, and N is the maximum score (60 points). Each criterion had its assessment scale. Each student's answer was recorded to analyze it in detail according to the abovementioned requirements.

The level of formation of English-language MS in management students in their training was determined by the diagnostic methods developed for this study, which included oral communicative tasks. The students were offered to choose one of seven verbal communication tasks on a card and express themselves proceeding from different professional situations.

The experimental study involved 95 practical (EG) and control (CG) students. The division into EG and CG was consistent, with students assigned to different academic groups. The ascertaining stage of the experiment aimed at determining the formation levels of students' English-language MS skills at the beginning of the experimental study.

The formative stage of the pedagogical experiment lasted throughout the experimental training of management students in MS. Students in the CG were trained using the traditional method, while EG students were taught using the practical method with TED Talks video materials.

For work with TED Talks lectures to be efficient, a specific algorithm must be followed. Typically, it consists of three stages: pre-demonstration, demonstration, and post-demonstration. For our work with management students, we selected several speeches that could have been of interest from the point of both teaching English and developing students' professional competencies.

Relying on a previous study (FITRIA *et al.*, 2022), a step-by-step method was developed for working with video materials as part of experimental training with the use of TED Talks materials:

1. In the first stage (pre-demonstration), preparing students to perceive the video material is essential. To improve MS skills, the demonstration of videos is preceded by activating students' knowledge and work on vocabulary, ensuring their understanding of the material, raising their interest in the topic, and preparing them for a more conscious perception of the speech. At this stage, students are offered to discuss questions related to the case of the video material. The teacher can provide different exercises associated with the presentation topic or answers to the questions and introduce active vocabulary based on the video material. At this point, new words can be presented with or without translation to encourage students to explain their meaning in a foreign language. The objective of the first stage can be achieved once the teacher sees students' interest in the presented topic.

2. In the second stage (demonstration), students watch the video. In accordance with the rules for listening comprehension assignments, students are allowed to listen to and watch the video twice – for general comprehension and detailed discussion or for searching for verbal information. During the demonstration phase, students not only listen to the speech but are free to take notes on key facts, events, figures, and more. The teacher offers students a series of questions to focus on key ideas. The objectives of this stage involve performing

lexical and grammatical exercises. Here, to improve knowledge of English grammar, students can be offered activities on modal verbs, as they are often found in speakers' speeches, and exercises to expand vocabulary on the topic.

3. At the final post-demonstration stage of the work, a discussion of the problem is organized. The debate will be oral in the form of a reflection. The teacher can propose to make a summary of the video material that the students have heard and seen, ask their questions about what they have listened to, make true and false statements, and present them to the competing team, answer the teacher's questions, insert missing words in sentences, write feedback on the video material, prepare a report on the video material that would further explore the topic, and so on. In addition, TED Talks videos can be watched with subtitles, which allows for reading the report's content in detail, especially when the student has difficulties fully understanding a particular speaker while improving their reading skills.

The work on the chosen topic concludes with a group discussion. In this process, attention should be paid to the presentation style, oratorical skills, etc.

To test statistical differences in the MS learning rate in EG and CG, the Student's t-test performed mathematical processing of the obtained data. The null hypothesis H0 is that EG and CG do not differ significantly from each other in the level of MS proficiency, and hypothesis H1 is that there is a significant difference between them.

Results

Quantitative results of the assessment of monological statements of management students in the pre-experimental stage are presented in Table 2.

Table 2 – Assessment of monological statements of management students (pre-experimental section)

№	Criterion	Average result, points	
		EG	CG
1	Correspondence to the communicative intent	5.6	5.9
2	Professional accuracy	6.7	6.3
3	Logical coherence	5.5	5.4
4	Informativity	5.4	5.8
5	Relative linguistic accuracy	6.3	6.2
6	Fluency	3.1	3.3
7	Speech length	2.8	3.0
	Learning rate	0.59	0.6

Source: Prepared by the authors.

The results of pre-experimental testing suggest the average learning rate in both the EG and CG being less than 0.7, which is defined as a satisfactory level of training (Table 2). This testifies to the students' difficulties in MS and supports the need to use the experimental method of teaching MS. Note that at this stage, all the groups in the empirical study show approximately the same results in completing the test tasks. This gives grounds to state that the difference in the formation of students' monologue skills is not statistically significant.

After the main experiment, post-experimental testing was used to determine the final level of students' proficiency in MS. Assessment of the statements was conducted according to the same criteria as in the pre-experimental section. Quantitative results of the assessment of management students' monological statements in the post-experimental phase are presented in Table 3.

Table 3 – Assessment of monological statements of management students (post-experimental section)

№	Criterion	Average result, points	
		EG	CG
1	Correspondence to the communicative intent	7.2	6.1
2	Professional accuracy	7.1	6.5
3	Logical coherence	7.5	5.6
4	Informativity	7.4	6.0
5	Relative linguistic accuracy	7.1	6.2
6	Fluency	4.0	3.5
7	Speech length	3.9	3.0
Total score		0.74	0.615

Source: Prepared by the authors.

As demonstrated in Table 3, the EG trained using TED Talks video materials explains higher levels of MS skills in contrast to the CG, in which students were taught by the traditional method.

The changes in MS skills are confirmed by mathematical processing using Student's t-test, according to which $t_{emp} = 5.13$ (with $t_{cr} = 2.629$; $p < 0.01$), meaning that the difference between monologue skills in the EG and CG is statistically significant.

Discussion

The conducted study proves the efficiency of the method for teaching MS to management students using TED Talks video materials, as the learning rate by each criterion has increased in the EG and achieved an above-satisfactory level of proficiency. Post-experimental testing reveals that these students use more logical linkers. Furthermore, the usage of professional terminology by future managers has increased significantly.

We conclude that the spheres of influence of TED Talks video materials in the educational process can be roughly divided into four groups:

- The sociocultural dimension: The topics raised in TED Talks videos address the acute problems of humanity, so watching these presentations will not only familiarize students with sociocultural trends, scientific advances, hypotheses, and technological innovations but will also foster their personal opinions about the presented information, as well as their personal views on solutions to particular problems. Meanwhile, as argued by G. Scotto di Carlo (2014), the provocative nature of these videos can encourage students to engage in an enthusiastic discussion about what they have heard, which can begin before they watch the video and continue afterward;

- The competency dimension of MS: A skillfully structured and guided process of watching TED Talks videos will improve speaking skills (as part of an organized discussion of the presentation's topic) (DZASEZHEVA *et al.*, 2023). The most significant competencies that TED Talks videos promote are such skills of monologic speech, the so-called "presentation skills," as the ability to effectively construct and present oral lessons, starting with the choice of the topic (SERGEEVA *et al.*, 2022), the effective structuring of the main ideas, the selection of techniques for successful verbal and nonverbal interaction with the audience, and the methods for maintaining a solid and persistent interest in the information presented by the speaker (BOGATYREVA *et al.*, 2022). We agree with researchers who believe that presentation skills are helpful for students in the academic environment (while defending research papers and listening to lectures), as well as in the professional space (in business negotiations and contact with clients and when participating in professional conferences, meetings, and assemblies both as a speaker and a listener);

- The linguistic dimension: Properly organized work with TED Talks videos will promote the contextual vision of the lexical and grammatical components of the presentations, an understanding of how words, grammatical forms, and constructions function in live authentic

speech, and the analysis of linguistic and syntactic units. Additionally, it is appropriate to stress the existence of many videos made by non-native English speakers. Introducing students to TED Talks will clarify the diversity of foreign accents and allow them to hear speakers from different countries. We believe this to be extremely useful because, in the future, today's students will be more likely to communicate professionally not with native speakers but with people from other countries and cultures;

- The psychological dimension: The authenticity and emotional presentation of information in TED Talks and the curious and topical themes of the speeches create a positive learning atmosphere that enhances students' motivation and desire to listen, analyze, and perform relevant assignments (GLADYSHEVA *et al.*, 2022). Furthermore, the multinational nature of TED Talks materials is intended to show that the project's main purpose is successful communication and expression of one's position. Seeing speakers who can capture the interest of the audience, being non-native speakers, removes a psychological barrier from students, teaches them not to be afraid to make mistakes in the pronunciation of words, and helps them understand that the primary goal of learning English is not the ability to speak perfectly, but to speak so that the interlocutor understands, the ability to achieve the necessary communicative goal. Successfully selected TED Talks materials for English classes and the correct construction of work with them will encourage students to use monological speaking – to produce their statements and exchange ideas.

To summarize, for the work with videos to be successful and practical, the teacher should consider the following criteria when selecting the video performance to show:

- Usefulness and practicality of the topics: The teacher must approach the choice of videos considering the curriculum, the matter of a particular class, and the relevance, appropriateness, and usefulness of the problem disclosed in the presentation for students in one specific group;

- The appropriateness of videos for the academic environment: The teacher should check the selected video for offensive, foul language, jokes, or stories that have an overly provocative message or are of a religious or political nature;

- The complexity of speech and pronunciation: The teacher should analyze the lexical-grammatical, phonetic, and stylistic features of lectures to choose those where the lexical and grammatical units, sentence construction, style of information presentation, nonverbals, speech

tempo, and pronunciation clarity will match the student's level of English and will not interfere with perception and comprehension;

- Duration of the video: The teacher must carefully plan the lesson so that the chosen video's duration corresponds to the specific lesson's demands.

Final considerations

The study results testify that using authentic TED Talks videos provides an opportunity to develop monologic speaking skills in students. Thanks to the variety of topics discussed and the attractive, charismatic speakers giving speeches, management students can learn about world achievements in their field, remember to present ideas from the example of real professionals, develop critical thinking, analyze information, learn to formulate their thoughts accurately and convincingly and master the art of public speaking. Since speakers at TED Talks are often leaders, heads of companies, organizations, and enterprises who present their thoughts, ideas, and experiences on successful businesses, these speeches can be good material for students not only to improve their foreign language skills but also to build professional knowledge.

TED Talks media content enables teachers to solve several problems, especially to overcome interlanguage interference's negative influence and increase students' motivation to learn a foreign language. There is also no doubt that using TED Talks videos in English classes will significantly diversify the learning process, encourage students to actively participate in class, and improve their ability to deliver monologues. Further research should address the issue of using TEDx and TEDed online resources as a means of diversifying and improving the process of teaching English in higher education.

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