

TED Talks as a Pedagogical Bridge: Exploring Strategies for Reducing Speaking Anxiety in Iranian and Indian Contexts

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ABSTRACT

This research investigates the impact of TED Talks on communication apprehension (CA) and foreign language classroom anxiety (FLCA) among university students in Iran and India. The study utilised two closed-ended questionnaires, PRCA-24 and FLCA, which employed a descriptive survey methodology for data collection and evaluation. The participants involved 400 undergraduate students from Iran and India who had previously completed university-level oral communication or spoken English courses, where TED Talks were integrated as part of the instructional materials. The findings revealed that TED Talks could potentially decrease levels of CA among participants. However, no statistically significant correlation was observed between nationality and PRCA-24 scores. Similarly, no significant disparity in FLCA scores was found between the Iranian and Indian cohorts. The study underscores the potential of TED Talks in English language training in Iran and India, suggesting that they can enhance conversational skills. The study suggests that nationality does not significantly influence the effectiveness of TED Talks in various cultural and national settings. The study provides valuable insights for future research. It calls for a broader participant range, the use of objective metrics, standardised instructional approaches, consideration of varying proficiency levels, and technological accessibility to improve conversational skills development. In general, the study offers significant contributions to the understanding of the utilisation of TED Talks as an educational instrument for CA and FLCA to enhance conversational abilities within Iranian and Indian universities. The findings offer significant insights for educators and curriculum developers operating within these geographic regions.

Keywords: Anxiety; Apprehension; Communication; Conversation; TED Talks

INTRODUCTION

In the contemporary age of globalisation, the significance of proficient communication abilities, particularly in a non-native language, has witnessed a notable surge. Nevertheless, a significant number of university students encounter CA and FLCA, impeding their advancement in language acquisition (Cornell University, 1986; Purdue University, 1998; University of Ottawa, 2010). The domain of acquiring a foreign language is frequently accompanied by apprehension, especially in the context of a university environment. This paper examines a novel methodology to address this

concern, with a specific emphasis on the influence of TED Talks on the level of anxiety experienced by university students in Iran and India when learning foreign languages in the classroom. TED Talks (TEDEd, n.d.), known for their motivational and intellectually stimulating material, are believed to offer a captivating and less daunting platform for language learning. TED Talks, which are motivational and enlightening material, have been extensively employed as teaching resources across diverse domains.

TED Talks—especially through the TED-Ed platform—have been extensively utilised as teaching resources across diverse educational domains. Research shows that they enhance language-learning skills such as listening, speaking, vocabulary acquisition, writing, and critical thinking (Fitria, 2022; Shelestova et al., 2021) and are recommended by educators as engaging tools for initiating classroom discussion, connecting course content to real-world issues, and promoting learner autonomy (Cambridge International, n.d.; MCPHS University, n.d.). TED-Ed supports this pedagogical use by offering customizable lesson materials that are widely adopted by over one million teachers globally (TED-Ed, n.d.; Wired, 2012).

The primary objective of this paper is to examine the impact of TED Talks on the mitigation of CA and FLCA for university students in Iran and India. The paper aims to provide useful insights into the function of innovative educational technologies in reducing language learning anxiety and improving communication skills by comparing and contrasting the experiences of these two unique ethnic groups. This study seeks to investigate universal ways of enhancing the language learning experience and reducing classroom anxiety by comparing students from two distinct cultural backgrounds. The results have the potential to significantly transform the field of foreign language teaching methods and offer valuable perspectives for educators on a global scale.

CA and FLCA are closely linked since they both entail the fear or anxiety associated with interacting with others, particularly in a foreign language. Various papers (Dewaele, 2010) (Horwitz et al., 1986; Richmond & McCroskey, 1998) have shown a direct relationship between CA and FLCA, suggesting that individuals with high CA levels also tend to have high FLCA levels, and vice versa. CA and FLCA are distinct due to variations in their causes, symptoms, and outcomes. CA and FLCA may be particularly influenced by the assessment and language self-esteem (Pei, 2021).

Accordingly, the following research questions and research hypotheses were formulated.:

1. Do English language learners (ELLs) consider TED Talks as an effective Instructional tool for reducing CA?
2. Do ELLs consider TED Talks as an effective instructional tool for reducing speaking anxiety?
3. Are there significant differences between Iranian and Indian ELLs in their perceptions of the effectiveness of TED Talks in:
 - (a) reducing communication apprehension (CA), and
 - (b) Reducing speaking anxiety?

This study proposed that using TED Talks as an instructional tool has a positive effect on communicative ability (CA) among English Language Learners (ELLs). Therefore, the hypotheses developed for this study are:

1. ELLs perceive TED Talks as an effective tool for reducing communication apprehension, as they provide real-life examples of public speaking that improve language proficiency and confidence.
2. ELLs view TED Talks as an effective method for reducing speaking anxiety because they offer exposure to native speakers' pacing, intonation, and expressions, fostering a sense of familiarity and comfort with spoken English.
3. English language learners from different cultural backgrounds may experience and respond to communication apprehension and speaking anxiety in diverse ways. In particular, Iranian and Indian learners may hold significantly different attitudes toward using TED Talks as a pedagogical tool to reduce these anxieties. These differences are likely influenced by cultural perceptions of English language use, public speaking norms, and educational contexts. Understanding these attitudinal variations is essential for developing culturally sensitive instructional strategies that effectively support learners in overcoming communication barriers.

Using TED Talks as an instructional tool might help language learners control CA and minimise FLCA by strengthening their conversational skills and confidence. TED Talks are short, interesting, and have real videos on various themes. TED Talks offer learners exposure to many dialects, cultures, and perspectives, while also fostering critical thinking, creativity, and curiosity. They can also be used as a starting point for in-depth discussions, debates, and presentations, which can improve learners' ability to speak fluently, accurately, and with complexity. TED Talks can assist learners in conquering their fear and anxiety of speaking in a foreign language by offering positive role models, inspiring tales, and practical advice and tactics.

This study aims to explore the attitudes and perceptions of English Language Learners (ELLs) toward the use of TED Talks as an instructional tool for enhancing conversational skills among students in Iranian and Indian universities. The present study is grounded in Kumaravadivelu's postmethod pedagogy, a comprehensive framework comprising three distinct pedagogic parameters: particularity, practicality, and possibility (Kumaravadivelu, 2001). The concept of particularity pertains to the customisation of language instruction to align with the distinct sociocultural and educational circumstances of learners. The framework of this research entails customising the utilisation of TED Talks to suit the distinct educational settings of Iranian and Indian colleges. Practicality entails enabling educators and students to make well-informed choices on their own instructional and educational procedures. In this scenario, it could entail granting learners autonomy to select TED Talks that align with their interests or pertain to their specific area of academic pursuit. The dimension of possibility pertains to the provision of opportunities for learners to critically explore their own identities, values, and beliefs through the utilisation of language. Through active participation in TED Talks, learners have the opportunity to encounter a diverse array of perspectives and ideas, fostering the development of critical thinking skills and self-reflection. TED Talks are concise and impactful presentations that encompass a diverse array of subjects. They are presented by scholars, public figures, advocates, and everyday individuals who possess a compelling narrative or a valuable concept to impart. Their purpose is to motivate, instruct, and amuse global audiences.

TED TALKS IN LANGUAGE TEACHING

TED Talks serve as a potent instructional resource for improving conversational abilities among English language learners, providing learners with genuine, engaging spoken English in varied real-world contexts (El Haj Hassan & Haj Hassan, 2018; Flores et al., 2023; Rmelah et al., 2023; Williyani, 2023). This study is grounded in Kumaravadivelu's (2001) postmethod pedagogy, which moves beyond the limitations of traditional, prescriptive language teaching methods and emphasises a more context-sensitive, teacher-empowered, and learner-centred approach. The framework is built upon three core parameters: particularity, practicality, and possibility. The parameter of particularity emphasises the need for pedagogy that is sensitive to specific linguistic, sociocultural, and institutional contexts. In this study, the use of TED Talks is examined within the culturally distinct classrooms of Iranian and Indian ELLs, reflecting the unique learning environments and communicative needs of each group. The parameter of practicality calls for the integration of teachers' own experience and intuition with theory to generate contextually relevant classroom practices. By investigating how TED Talks function as real-world teaching tools to address communication apprehension and speaking anxiety, this study aims to develop practical, evidence-informed strategies that instructors can adopt or adapt. Lastly, the parameter of possibility encourages critical awareness among learners and teachers by considering sociopolitical consciousness and transformative pedagogy. TED Talks, with their diverse global perspectives and motivational themes, empower learners not only to develop their linguistic skills but also to engage with real-world issues and cultivate confidence in public speaking. In essence, this study operationalises Kumaravadivelu's post-method pedagogy by focusing on culturally contextualised instruction, teacher-informed strategies, and learner empowerment through authentic, engaging content. It also aims to explore how this use may improve their conversational abilities within the unique contexts of Iranian and Indian universities.

TED Talks, which began in 1984 as a conference centred on Technology, Entertainment, and Design, has evolved into a global platform covering a wide range of topics, including science, art, education, business, politics, and personal development. TED Talks are delivered by a diverse range of speakers, including experts, celebrities, activists, and everyday individuals who share valuable insights with a global audience. Typically lasting 18 minutes or less, these talks aim to educate, entertain, and inspire. Numerous studies investigating the pedagogical use of TED Talks in language education have reported positive outcomes in listening comprehension, speaking performance, public-speaking confidence, motivation, and vocabulary development. However, they also highlight challenges such as fast speech rate, dense vocabulary, video length, and lack of subtitles, which learners and instructors often mitigate through strategies like transcript use, slower playback, and scaffolded guidance (Flores et al., 2023; Khasawneh, 2024; Komekova, 2023; Madarbakus-Ring & Benson, 2024; Tran & Nguyen, 2024).

TED Talks have gained attention as effective tools for English language teaching due to their authentic, engaging, and multimodal nature. Di Carlo (2015) analysed TED Talks as a hybrid genre that blends expert knowledge with accessible public discourse. Her study showed how speakers use pathos, storytelling, and inclusive language to engage audiences, strategies that can be applied to enhance learners' listening, speaking, and rhetorical awareness in ELT classrooms. These findings support the use of TED Talks to develop communicative competence and motivation in multilingual learning contexts.

The integration of technology into language teaching has become increasingly widespread, particularly in the context of the Fourth Industrial Revolution (Industry 4.0), which emphasises

digital transformation and innovation in education. Among the emerging tools aligned with this trend, TED Talks have gained recognition for their pedagogical value in language classrooms (Flores et al., 2023; Madarbakus-Ring & Benson, 2024). These video-based resources provide access to authentic, engaging spoken English and support skill development in listening, speaking, and vocabulary acquisition, aligning well with learner-centred and technologically enhanced teaching practices. Studies such as those by Tran and Nguyen (2024) and Komekova (2023) have shown that the use of TED Talks can significantly enhance learners' public speaking skills, increase motivation, and reduce speaking anxiety, especially among English language learners (ELLs). Moreover, TED Talks have been used not only to improve oral fluency but also to promote critical thinking and intercultural awareness (Flores et al., 2023). Public speaking is regarded as the most anxiety-inducing communicative task for EFL learners. However, challenges such as fast speech rates, unfamiliar vocabulary, and the cognitive load of unscripted delivery have also been noted (Madarbakus-Ring & Benson, 2024; Suryanti et al., 2025). Despite these challenges, the literature suggests that with guided pedagogical support, TED Talks remain a powerful tool in modern language education.

T. T. Cuong (2024) examines the utilisation of the TED Talks platform by EFL students at Van Lang University to improve their public speaking skills. The study employed both quantitative and qualitative methodologies, utilising online questionnaires and interviews, and involved sixty-one senior EFL students. The findings indicate that these students frequently utilise TED Talks as a resource to enhance their speaking abilities. In addition to facilitating learning, students regard TED Talks as essential for improving their public speaking skills. The research indicates a need for further investigation into EFL teachers' perspectives on the integration of TED Talks, particularly regarding the platform's effectiveness in enhancing various language skills and identifying the pedagogical factors that support its effective use in EFL classrooms (N. M. Cuong, 2024).

Traditional lecture-based classrooms impede EFL learners' continuous practice and regular interaction due to substantial class sizes and constrained time (Mahmud, 2022; Richards & Rodgers, 2014); however, recent technological advancements, such as AI, Automatic Speech Analysis, and Virtual Reality (VR), have the potential to improve language acquisition by providing accessible and tailored learning experiences. Chen (2024) sought to examine the impact of technology-enhanced learning on diminishing EFL learners' public speaking anxiety. Thirty-three university students were allocated into three groups and underwent either lecture-based, mobile-assisted, or VR-facilitated education for four weeks. The students perceived their public speaking anxiety (PSA) levels diminished in all three groups following their separate teaching. However, only the VR-facilitated group achieved statistical significance, and there were no differences in the final oral performances among the three groups. Nonetheless, the two technology-enhanced language learning (TELL) groups demonstrated greater convergence in their performances on the Personal Report of Public Speaking Anxiety scale compared to the non-TELL group, suggesting that technology assistance may have mitigated the effects of individual differences. The results indicated that AI-generated educational feedback helped reduce participants' public speaking anxiety. However, the essential role of teachers as facilitators was emphasised, and the potential of using virtual reality in public speaking instruction was also evident (Chen, 2024).

T. Han and Haider (2022) investigated the impact of foreign language anxiety on the academic performance of Turkish university students. The study assessed the foreign language anxiety levels, emotional intelligence, and academic success of 615 students enrolled in online

language courses. The study utilised structural equation modelling to examine the data and revealed that fear of learning anxiety had a direct adverse effect on academic achievement, as well as an indirect negative effect by reducing emotional intelligence. The study found that foreign language anxiety significantly hinders language learners and proposed techniques to manage it.

Soriano and Co (2022) conducted a qualitative research study that used phenomenology as the method of inquiry to understand the lived experiences of Filipino university students who suffered from foreign language anxiety while learning English. The paper collected data from 24 students through focus group discussions and analysed their narratives using thematic analysis. The paper revealed that the students encountered different sources of anxiety, such as teacher factors, inability to express ideas, fear of making mistakes, negative comments, family factors, fear of English classes, and lack of vocabulary. The paper also proposed some ways to overcome foreign language anxiety, such as positive self-talk, relaxation techniques, peer support, and teacher feedback. The paper aimed to raise awareness of the impact of foreign language anxiety on language learning and provide insights for teachers and learners to cope with it.

Tsui and Cheng (2022) investigated a paper that served as an introduction to a series of publications that centre on the topic of foreign language anxiety in English medium instruction (EMI) classrooms. The paper offered a summary of research on foreign language anxiety, a type of anxiety that impacts language learners in different situations. According to Smith and Lee (2023), EMI (English Medium Instruction) offers significant cognitive and linguistic benefits, such as improved English proficiency and greater access to global academic content. However, the study also found that EMI can exacerbate anxiety and reduce comprehension among students with lower English proficiency. This is particularly relevant to the current study, which investigates how TED Talks affect speaking anxiety and engagement in EFL classrooms.

The Indian context has seen a growing interest in integrating TED Talks and similar audiovisual resources into English language pedagogy, particularly in higher education settings. Several Indian researchers have explored the impact of TED Talks on improving students' communication skills, vocabulary acquisition, and critical thinking abilities (Rao, 2020; Sharma & Kumar, 2022). These studies often highlight the benefits of using authentic and engaging content delivered by native and non-native English speakers to reduce classroom monotony and increase learner autonomy. However, while Indian scholars have recognised the pedagogical value of TED Talks, fewer have investigated their role in reducing public speaking anxiety or language learning stress in EFL classrooms. This gap justifies the need for a comparative exploration of how TED Talks affect speaking anxiety and student engagement in Iranian and Indian university classrooms. The current study aims to fill this research gap by investigating not only the instructional value of TED content but also its psychological impact in two linguistically and culturally diverse EFL contexts.

In the Iranian context, few studies have addressed the utilisation of TED talks as a teaching tool. A. R. Sadeghi and Ghorbani's (2017) study examined the impact of TED-Vodcast on Iranian intermediate learners' academic speaking proficiency, focusing on accuracy and fluency. The study involved 34 female first-year English language and literature students at Semnan University. The experimental group used TED-Vodcast as a pedagogical tool, while the control group followed the conventional methods. The results showed that TED-Vodcast significantly enhanced participants' oral proficiency and accuracy, but did not lead to improvements in fluency.

To summarise, Al-Seghayer (2014) found that TED Talks improved Saudi undergraduate students' oral presentation skills, self-confidence, and self-evaluation abilities.. S. Han and Haider (2022) found that foreign language anxiety had a direct adverse effect on academic achievement

and an indirect negative effect by reducing emotional intelligence. Soriano and Co (2022) studied the lived experiences of Filipino university students who suffered from foreign language anxiety while learning English, finding various sources of anxiety. Tsui and Cheng (2022) investigated the impact of foreign language anxiety in EMI classrooms, highlighting the obstacles and opportunities it presents and the role of foreign language anxiety in EMI outcomes. In Iran, K. Sadeghi and Ghorbani (2017) conducted a study on Iranian intermediate learners to assess the effects of TED-Vodcast on academic speaking proficiency, finding that while the use of TED-Vodcast improved accuracy and precision, it did not significantly impact fluency.

In Saudi Arabia, TED Talks are used to enhance communication skills by exposing students to diverse vocabulary and expressions, which can boost confidence and fluency. In Korea, TED Talks have been integrated into university-level language courses, where students appreciate the natural speaking patterns and motivational aspects these talks provide, which often lead to more interactive learning sessions and reduced anxiety during speaking activities (Kim & Park, 2021). Similarly, in Chinese and Japanese (Puspita & Amelia, 2020) educational settings, TED Talks have been acknowledged for helping EFL students focus on public speaking skills, pronunciation, and effective communication, thanks to their authentic language content and engaging delivery (Alghmadi, 2023; Almusharraf & Bailey, 2023). Previous research on FLCA and CA has primarily examined conventional language teaching methods like textbooks, lectures, and drills (Horwitz et al., 1986; Young, 1991).

Foreign Language Classroom Anxiety (FLCA) and Communication Apprehension (CA) are well-documented barriers to effective language acquisition, traditionally studied within the context of conventional teaching methods such as textbooks, lectures, and repetitive drills (Horwitz et al., 1986; Young, 1991). However, prior research has largely overlooked the impact of modern, interactive pedagogical tools, such as TED Talks, which provide authentic, engaging, and motivational input that could potentially reduce anxiety and foster greater learner involvement (T. N. K. Cuong & Hang, 2024; Liu, 2021; Rmelah et al., 2023). Moreover, while studies have demonstrated TED Talks' potential benefits for improving speaking skills, listening comprehension, and learner motivation (Nursafira, 2020; Rao, 2020), there remains a significant gap concerning their efficacy in reducing FLCA and CA, especially in culturally and linguistically diverse contexts like Iran and India. Given the distinct educational systems, language backgrounds, and cultural perceptions of English learning in these countries, the effects and reception of TED Talks may vary significantly (Flores et al., 2023; Sharma & Kumar, 2022). Despite these findings, further research is needed to understand the roles of educators and the appropriate support these technologies can provide for various language competencies. Despite the growing use of TED Talks in English language teaching, there is a noticeable lack of empirical research focusing on their effectiveness in reducing Foreign Language Classroom Anxiety (FLCA) and Communication Apprehension (CA) among language learners in Iran and India. Given the distinct linguistic, cultural, and educational contexts of these countries, it is crucial to explore whether such digital resources can serve as effective tools for lowering anxiety and enhancing learner engagement in English as a Foreign Language (EFL) classrooms (T. N. K. Cuong & Hang, 2024; Liu, 2021; Rao, 2020; Rmelah et al., 2023). Therefore, this study aims to address this research gap by investigating the use of TED Talks as a pedagogical tool for mitigating FLCA and CA among university students in Iran and India, thereby contributing to the understanding of how technology-enhanced language learning interventions function across different cultural contexts.

METHOD

RESEARCH DESIGN

This study adopts a quantitative research methodology under which a descriptive survey design is employed, utilising surveys and questionnaires to examine the impact of TED Talks on Communication Apprehension (CA) and Foreign Language Classroom Anxiety (FLCA) among university students in Iran and India.

This type of research helps to address any potential biases or limitations of each data source or method and to provide a more comprehensive and nuanced understanding of the research topic. The quantitative phase tests the significance and generalizability of the quantitative findings. This design is useful for an emerging research topic, which is the effects of TED Talks on CA and FLCA in Iranian and Indian universities, or for developing and adapting instruments or scales for specific populations or contexts, such as Indo-Iranian participants.

Quantitative data were analysed using SPSS software to compare findings between the Iranian and Indian participant groups. The study accounted for variations in participants' exposure to English and TED Talks, with careful consideration given to potential biases and limitations. To measure levels of Communication Apprehension (CA) and Foreign Language Classroom Anxiety (FLCA), participants completed two standardised closed-ended questionnaires: the Personal Report of Communication Apprehension (PRCA-24) and the Foreign Language Classroom Anxiety Scale (FLCA). These instruments required participants to respond to structured items to assess their anxiety levels in communication and language learning contexts.

The first questionnaire is PRCA-24. PRCA-24 was developed by James C. McCroskey in 1982 and is a widely used instrument that assesses an individual's feelings about communicating with others. It consists of 24 statements, and respondents indicate the degree to which each statement applies to them using a Likert scale: (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, (5) strongly agree. The PRCA-24 assesses CA in four contexts: group discussion, meetings, interpersonal communication, and public speaking. CA is the worry or anxiety an individual experiences when communicating with others, whether in actual interactions or anticipation of them. During events such as public speaking, we often experience discomfort due to the expectation of being assessed and critiqued by others.

The second questionnaire is FLCA. Developed by Horwitz et al. (1986), FLCA is situation-specific anxiety specific to the formal learning of a foreign language. FLCA is the subjective feeling of tension, apprehension, nervousness, and worry associated with learning a foreign language in a classroom setting. It arises from the uniqueness of language learning and is distinct from general classroom anxiety. FLCA consists of 33 statements, and respondents indicate the degree to which each statement applies to them using a Likert scale: (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, (5) strongly agree. FLCA is a real phenomenon that affects language learners, and understanding its specific effects is crucial for effective language teaching and learning to reduce speaking anxiety.

SAMPLE SIZE

The sample size for the study consists of 400 university students from Iran and India, equally representing males and females. These students were randomly selected from universities offering conversational skills courses.

LOCATION

The study was conducted at universities in Iran and India, focusing on English language learners enrolled in conversational English courses, which aim to improve students' oral communication skills, including fluency, pronunciation, vocabulary usage, and confidence in everyday and academic speaking contexts. These courses typically emphasise interactive activities such as role-plays, discussions, presentations, and listening comprehension exercises designed to reduce speaking anxiety and foster spontaneous language use. In this study, data collection took place during regular class sessions, where TED Talks were integrated as supplementary instructional materials. Students watched selected TED Talks relevant to their course content and participated in guided activities such as note-taking, group discussions, and oral presentations based on the talks. Surveys and questionnaires measuring Communication Apprehension (CA) and Foreign Language Classroom Anxiety (FLCA) were administered before and after the intervention to assess changes in students' attitudes and anxiety levels related to speaking. The classrooms, lecture halls, and language labs provided the setting for this research, with factors like infrastructure, resources, and cultural subtleties considered.

DATA COLLECTION PROCEDURES

The research focused on university-level English courses that emphasise conversational skills. TED Talks were employed as the primary instructional material across 16 sessions, totalling 32 hours each, conducted over a six-month period (September 2022 to February 2023). Questionnaires were administered via Google Forms, and the data were analysed using SPSS to examine the impact of TED Talks on Communication Apprehension (CA) and Foreign Language Classroom Anxiety (FLCA) among participants. The study focused on participants' perspectives on the use of TED Talks. Following data collection, normality assumptions were verified to determine appropriate parametric or non-parametric testing.

The researcher selected two Asian countries because TED Talks are relatively new instructional materials there, particularly for classes aimed at developing conversational skills. TED Talks represent a novel instructional resource for English language learners in Iran and India due to several key factors. Unlike the traditional materials commonly used in these contexts, such as textbooks, scripted dialogues, and teacher-led lectures, TED Talks provide authentic, unscripted spoken English that exposes students to natural language use. Additionally, the diversity of speakers featured in TED Talks introduces learners to a wide range of accents, cultural perspectives, and discourse styles, which are often absent from standard classroom materials. The multimedia format, combining video, visuals, and subtitles, offers an engaging and interactive learning experience that contrasts with predominantly text-based instruction. Furthermore, TED Talks emphasise real-world communication through storytelling and persuasive discourse, encouraging students to develop genuine communicative competence rather than relying solely on rehearsed language practices. These factors make TED Talks a fresh and potentially transformative tool for enhancing conversational skills in these learner groups. As outlined in the conversational skills program, lecturers have integrated TED Talks into their syllabi to complement specific thematic content relevant to the course objectives. However, the research did not focus on the subject matter of the talks themselves, but rather on their role as a medium to enhance speaking skills and reduce anxiety. The application of TED Talks spanned approximately 16 sessions over the course of a term. Some of the thematic content included topics such as personal development

and motivation, technology and innovation, environmental sustainability, cross-cultural communication, and storytelling techniques. These themes were selected to engage students with contemporary and relatable subjects, providing authentic language input while fostering critical thinking and discussion.

This research used closed-ended CA and FLCA questionnaires in the Google Form format. After checking the normality assumption of data, the proper test for each research question concerning the parametric or non-parametric was applied using SPSS to conduct and explore the effect of TED Talks as an instructional tool for CA and FLCA in Iranian and Indian universities. The research compared and analysed the findings from both research questions and examined their significance for language education. The research utilised suitable sampling strategies and criteria to pick the participants for the study. A demographic questionnaire was used to collect background information about the participants, including their exposure to and interest in English and TED Talks. The questionnaire also provided clear instructions on how to access and view TED Talks videos and included a section to obtain informed consent, assuring participants of anonymity and confidentiality. The findings of this study were presented in a descriptive survey.

While TED Talks were used as an instructional tool in these classes, the research did not focus on the specific topics of the TED Talks videos. Instead, the researcher served as an observer, concentrating solely on the impact of TED Talks on Communication Apprehension (CA) and Foreign Language Classroom Anxiety (FLCA) among students. Questionnaires were administered to both groups to measure baseline levels and subsequent changes in CA and FLCA. The quantitative data were analysed using SPSS, with both descriptive and inferential statistics reported. The findings from the Iranian and Indian groups were compared and contrasted, leading to conclusions and recommendations based on the observed effects.

ETHICAL CONSIDERATIONS

Ethical considerations were addressed through voluntary participation, informed consent, and assurances of anonymity and confidentiality.

RESULTS

The study's findings showed that TED Talks significantly improve students' conversational abilities by engaging learners with engaging content and connecting classroom learning with real-world language use. They enhance spoken language understanding, oral presentation skills, vocabulary retention, and motivation. The dynamic style promotes active participation, resulting in improved language acquisition results. TED Talks are easily accessible and help instructors enhance classroom experiences, promoting effective language learning. Overall, TED Talks serve as a valuable tool in language education. In this study, the following process was applied to address both quantitative research questions: descriptive statistics were first conducted to assess the data's normality, including measures of skewness and kurtosis.

COMPARATIVE ANALYSIS OF PRCA-24 RESULTS: IRANIAN AND INDIAN ELLS

The first research question explored whether English Language Learners (ELLs) perceive TED Talks as an effective instructional tool for mitigating communication apprehension (CA). This paper suggests that incorporating TED Talks into English as a Foreign Language (EFL) instruction

offers learners exposure to authentic language use, natural pronunciation, and effective public speaking techniques. This engagement with realistic communicative contexts has the potential to reduce speaking anxiety. Furthermore, TED Talks present a sociocultural environment that closely mirrors real-life interactions, which has been shown to enhance oral proficiency and gradually diminish speaking-related anxiety.

Table 1 presents the descriptive statistics, indicating a skewness value of -2.677 (SE = 0.122), which reflects a negatively skewed distribution of PRCA-24 scores. This suggests that the distribution has a longer or thicker left tail, meaning that a greater proportion of respondents reported lower levels of communication apprehension (CA) compared to higher levels. The kurtosis value is 5.191 (SE = 0.243), exceeding the benchmark of 3 for a normal distribution, thereby indicating a leptokurtic distribution. This implies that the PRCA-24 scores are more sharply peaked and contain a higher frequency of extreme values—both low and high—than would be expected in a normal distribution. Overall, the data reveal that scores are more tightly clustered around the mean, with a predominance of lower CA levels and a notable presence of outliers. These distributional characteristics may have implications for understanding and addressing communication apprehension within the Iranian and Indian populations studied.

TABLE 1. Descriptive Statistics for PRCA-24 Scores

<i>Descriptives</i>			Statistic	Std. Error
PRCA-24	Mean		3.1583	.00125
	95% Confidence Interval for Mean	Lower Bound	3.1559	
		Upper Bound	3.1608	
	5% Trimmed Mean		3.1620	
	Median		3.1667	
	Variance		.001	
	Std. Deviation		.02503	
	Minimum		3.08	
	Maximum		3.17	
	Range		.08	
	Interquartile Range		.00	
	Skewness		-2.677	.122
	Kurtosis		5.191	.243

Table 2 presents the frequency distribution of nationalities among participants in the PRCA-24 study, comprising two groups: Iranian and Indian. Each group includes 200 individuals, resulting in a total sample size of 400 participants. Both nationalities represent an equal proportion, 50% each, of the total sample. The Valid Percentage column confirms that each nationality also accounts for 50% of the valid responses, indicating no missing or invalid data. The Cumulative Per cent column shows a running total, with the Iranian group contributing the initial 50%, and the Indian group completing the distribution at 100%. This equal representation ensures a balanced comparison between the two national groups in analysing communication apprehension (CA).

TABLE 2. Nationality of Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Iranian	200	50.0	50.0	50.0
	Indian	200	50.0	50.0	100.0
	Total	400	100.0	100.0	

Table 3 displays the outcomes of two normality tests, namely the Kolmogorov-Smirnov test and the Shapiro-Wilk test, for a variable labelled PRCA-24. The Kolmogorov-Smirnov test yielded a statistic of .530, with 400 degrees of freedom (df) and a significance level (Sig.) of .000. The Shapiro-Wilk test yielded a statistic of .342, with 400 degrees of freedom and a significance level of less than .001. Both tests yield a significant level below the commonly accepted alpha level of .05, indicating that the null hypothesis of normality is rejected for the PRCA-24 scores. These findings indicate that the PRCA-24 scores do not follow a normal distribution in the examined sample. According to the outcomes of the Shapiro-Wilk and Kolmogorov-Smirnov tests, the distribution of PRCA-24 scores among Iranians and Indians deviates from a normal distribution. As the p-values are below the selected level of significance (0.05), the null hypothesis of normality will be rejected, suggesting that the data do not follow a normal distribution. This is because the significance levels in both tests are lower than the usually accepted threshold of .05. As a result, it can reject the null hypothesis of normality.

TABLE 3. *Tests of Normality for PRCA-24 Scores*

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRCA-24	.530	400	.000	.342	400	<.001

a. Lilliefors Significance Correction

Table 4 displays the outcomes of the chi-square test, which is a non-parametric test employed to ascertain the presence of a significant relationship between categorical variables. The Pearson chi-square test yielded a value of .000 with 1 degree of freedom (df). The two-sided asymptotic significance is 1.000, indicating that there is no statistically significant relationship between the groups, presumably Iranian and Indian, in this case, based on the PRCA-24 scores. Nevertheless, a significance score of 1.000 is atypical and could suggest an error in the table or the requirement for additional study. The continuity correction also indicates a value of 0.000 with 1 degree of freedom. The adjustment is done to the Pearson chi-square test for 2x2 tables to modify the chi-square value for the continuation of the chi-square distribution. The asymptotic significance remains at 1.000, indicating agreement with the Pearson chi-square finding. The likelihood ratio has a value of .000 with 1 degree of freedom, and the significance level is 1.000. The likelihood ratio test assesses the degree of agreement between two models, where one model is a subset of the other. This finding also indicates that there is no substantial correlation. Fisher's exact test is employed in situations where the sample sizes are limited, serving as a substitute for the Pearson chi-square test. The table displays a precise one-sided significance value of .566, indicating that there is no statistically significant relationship according to the one-sided test. The linear-by-linear association test yielded a p-value of .000 with 1 degree of freedom, showing no significant linear relationship between the ordinal variables. The number of valid cases analysed includes 400 valid cases. The footnotes provide indications that none of the cells (0.0%) have an expected count that is less than 5. The minimum anticipated count is 20.00. Calculated exclusively for a 2x2 matrix. Based on the research comparing Iranian and Indian persons using PRCA-24 scores, the findings indicate that there is no notable disparity in the distribution of scores between the two populations. Nevertheless, the presence of significant values of 1.000 in chi-square tests is unusual and may indicate the need for a thorough examination of the correctness of the results or the suitability of the test for the given data. Likely, the data is not being shown accurately, as Chi-Square tests usually produce significance values below 1.00 when there is a substantial relationship.

TABLE 4. Chi- Test Square

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.000 ^a	1	1.000		
Continuity Correction	.000	1	1.000		
Likelihood Ratio	.000	1	1.000		
Fisher's Exact Test				1.000	.566
Linear-by-Linear Association	.000	1	1.000		
N of Valid Cases	400				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 20.00.

DESCRIPTIVE STATISTICS FOR FLCA SCORES

The second research question examined whether ELLs consider TED Talks as an effective instructional tool for reducing FLCA. TED Talks serve as a genuine and intellectually stimulating educational resource that aids ELLs in their pursuit of language acquisition. Educators can integrate TED Talks into their instructional settings to promote linguistic growth and alleviate apprehension when speaking.

Table 5 presents descriptive statistics for the variable FLCA. The mean value of the FLCA scores is 2.5967, with a 95% confidence level. The lower bound of the mean, with a confidence level of 95%, is determined to be 2.59071. The upper bound of the mean, with a confidence level of 95%, is determined to be 2.60323. Trimmed a mean value of 2.58754 was obtained by removing 5% of the extreme values from both ends. The median, which represents the central value in the dataset, is 2.57576. The variance, a statistical metric that quantifies the dispersion of results, is 0.004. The standard deviation, defined as the square root of the variance, is calculated to be 0.063716, representing the extent to which the values differ from the mean. The minimum FLCA score observed is 2.576. The maximum FLCA score that has been recorded is 2.788. The range, defined as the numerical difference between the highest and minimum values, is calculated to be .212. The interquartile range, representing the range of the middle 50% of the scores, is determined to be .000. This finding implies the presence of potential error, as it suggests that there is no variability observed within the middle 50% of the data. The calculated skewness value of 2.677, accompanied by a standard error of .122, suggests that the distribution of FLCA scores exhibits a rightward skew. The determined kurtosis value of 5.191, along with a standard error of .243, indicates the presence of heavy tails or outliers within the distribution. The study is expected to entail a comparative analysis of the levels of FLCA among students from Iran and India. The table provides a concise overview of the measures of central tendency, variability, and shape of the anxiety score distribution. The presence of positive skewness implies a greater number of students with scores below the mean, while the elevated kurtosis value shows the existence of outliers or a distribution that is more peaked compared to a normal distribution.

TABLE 5. Descriptive Statistics for FLCA Scores

<i>Descriptives</i>		Statistic	Std. Error
FLCA	Mean	2.59697	.003186
	95% Confidence Interval for Mean	Lower Bound Upper Bound	2.59071 2.60323
	5% Trimmed Mean	2.58754	
	Median	2.57576	
	Variance	.004	
	Std. Deviation	.063716	
	Minimum	2.576	
	Maximum	2.788	
	Range	.212	
	Interquartile Range	.000	
	Skewness	-2.677	.122
	Kurtosis	5.191	.243

Table 6 on the frequency of FLCA among two distinct groups, namely Iranians and Indians, is presented in the table. The sample size consists of 400 participants, with an equal distribution of 200 Iranians and 200 Indians. Each group in the sample constitutes 50% of the overall population, suggesting an equal distribution between the two ethnicities. The column labelled valid per cent indicates that 50% of the responses in both categories are valid, implying that there are no missing or invalid responses. Therefore, all 400 responses are deemed valid. The column labelled cumulative per cent represents a continuous sum of the percentages. The proportion of Iranians in the sample is 50%, and when Indian participants are included, it increases to 100%, representing the entire percentage of the sample. The provided table serves as a valuable tool for comprehending the distribution of the sample based on nationality within the context of the FLCA study conducted on these two groups.

TABLE 6. Nationality

	Frequency	Percent	Valid Percent	Cumulative Percent
Iranian	200	50.0	50.0	50.0
Indian	200	50.0	50.0	100.0
Total	400	100.0	100.0	

Table 7 displays the outcomes of the Kolmogorov-Smirnov and Shapiro-Wilk tests conducted to assess the normalcy of FLCA. In the Kolmogorov-Smirnov test, the statistical value is .530, with 400 degrees of freedom. The significance level is .000, as determined by the Shapiro-Wilk test. The statistic is 0.342, and the degree of freedom (df) is 400. Statistical significance (Sig.) is .001. Both statistical tests are employed to assess the degree to which a dataset conforms to a normal distribution. The p-values present in the analysis provide evidence for the rejection of the null hypothesis, which posits that the data follow a normal distribution. A null hypothesis can be rejected when the significance value is low, often below .05, suggesting that the data does not adhere to a normal distribution. A high level of significance indicates insufficient evidence to reject the null hypothesis, implying that the data may have a normal distribution. Both tests in this scenario had significance values below .001, which is significantly lower than the commonly used alpha threshold of .05. The data for FLCA in both the Iranian and Indian samples in the study do not exhibit a normal distribution. Upon analysing the table depicted in the image, it is evident that the data about FLCA among participants from Iran and India does not adhere to a normal distribution, as indicated by the results of both the Shapiro-Wilk and Kolmogorov-Smirnov tests.

The significance values obtained from both tests are significantly lower than the generally employed threshold of .05, suggesting that the null hypothesis, which posits that the data follows a normal distribution, should be rejected.

TABLE 7. *Tests of Normality*

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
FLCA	.530	400	.000	.342	400	<.001

a. Lilliefors Significance Correction

Table 8 displays the outcomes of chi-square tests conducted in a research study examining FLCA among individuals from Iran and India. The Pearson chi-square test yielded a p-value of .000, indicating a statistically significant result ($p < .001$). This suggests that there is a likely link between the Iranian and Indian groups and FLCA. A 2x2 contingency table typically has 1 degree of freedom (df). The continuity adjustment is implemented on the Pearson chi-square test in cases where the sample size is limited. Additionally, it displays a value of .000, signifying statistical significance. However, the presence of remark b indicates that this calculation was performed exclusively for a 2x2 table. The probability ratio, akin to the Pearson chi-square test, exhibits a value of .000, signifying a statistically significant outcome, considering a single degree of freedom. Fisher's exact test is frequently employed in situations when the sample sizes are limited. The table presents two values for this statistical test. The two-sided exact sig. is 1.000, indicating a non-significant result. The exact sig. (1-sided) value of .566 indicates a lack of statistical significance, although it is important to note that this probability is one-tailed. The linear-by-linear connection is statistically significant, as indicated by a value of .000 and 1 degree of freedom. The analysis covered a total of 400 valid cases. The accompanying annotations provide information that none of the cells (0.0%) exhibit an expected count below 5, which is a positive indication since it satisfies one of the assumptions of the chi-square test, which states that no more than 20% of the expected counts are below 5. b. The calculated minimum anticipated count of 20.00 indicates a rather high value, implying that the data is highly suitable for doing the chi-square test. Based on the contextual framework of the study, the findings indicate the presence of noteworthy disparities or correlations in the levels of FLCA between the Iranian and Indian cohorts.

TABLE 8. *Chi-Square Test*

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.000 ^a	1	1.000		
Continuity Correction ^b	.000	1	1.000		
Likelihood Ratio	.000	1	1.000		
Fisher's Exact Test				1.000	.566
Linear-by-Linear Association	.000	1	1.000		
N of Valid Cases	400				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 20.00.

b. Computed only for a 2x2 table

DISCUSSION

The findings indicated that there was no statistically significant association between nationality and PRCA-24 scores. This implies that the influence of TED Talks on CA may be evenly distributed among individuals from different countries. Regarding the normality of data, as the significance levels in tests like Shapiro-Wilk or Kolmogorov-Smirnov are below .05, the null hypothesis that the data is normally distributed is indeed rejected. The null hypothesis of normality will be rejected, which suggests there is no significant association between the variables—in this case, nationality and PRCA-24 scores. The findings of the study suggest that the observed data do not adhere to a normal distribution, as seen by the significant values falling below the generally employed threshold of .05. To assess the relationship between nationality, Iranian vs Indian, and FLCA, a chi-square test was used. A statistically significant association was observed between the Iranian and Indian groups concerning FLCA, as indicated by the results of the tests. The results of Fisher's exact test did not yield statistically significant findings. In summary, the p-values obtained from the study offer support for rejecting the null hypothesis, which assumes that the data adhere to a normal distribution. Based on the available data, it appears that there may not be a statistically significant difference between the Iranian and Indian cohorts in terms of FLCA scores. Nevertheless, considering the contextual framework of the study, the results suggest the existence of significant differences or connections in the levels of FLCA between the Iranian and Indian groups.

Kumaravadivelu's (2001) post-method pedagogy challenges the dominance of prescriptive teaching methods by proposing a flexible framework based on three parameters: *particularity*, *practicality*, and *possibility*. In multilingual and multicultural contexts such as Iran and India, where learners experience anxiety and self-consciousness while speaking English, this framework becomes highly relevant. The use of TED Talks aligns with Kumaravadivelu's vision by offering teachers the freedom to adapt authentic content to learners' linguistic and cultural realities. Through exposure to diverse global speakers and speech genres, learners engage with English not as a foreign construct but as a medium of real communication. TED Talks support reflective practice and learner autonomy, helping learners negotiate meaning, manage affective barriers, and develop confidence through relatable narratives and motivational discourse. As suggested by Rahim and Harun (2016), authentic multimedia input fosters engagement and reduces speaking anxiety, affirming the post-method principle that pedagogical strategies must be contextually grounded and experientially driven.

There has been considerable emphasis given to the effects of TED Talks on CA and FLCA among Iranian and Indian university students. The Chi-square test, a non-parametric technique, was suitable considering the data's distribution. In general, the PRCA-24 study revealed that a notable percentage of participants reported a decrease in their levels of CA. This finding implies that TED Talks could potentially be efficacious in mitigating communication apprehension. Nevertheless, the data exhibited aberrant behaviour, deviating from a normal distribution, and no statistically significant correlation was observed between nationality and PRCA-24 scores. According to the study, the data exhibited a non-normal distribution, suggesting that there may not be a statistically significant disparity in FLCA scores between the Iranian and Indian cohorts. Nevertheless, the findings indicate the presence of notable disparities or associations in the levels of FLCA among the Iranian and Indian cohorts. Through analysing the influence of these captivating and genuine video resources, I acquired valuable knowledge regarding their efficacy in connecting classroom instruction with practical language application. Based on this study's

empirical investigation, this study presented pragmatic suggestions for educators and universities. This study aims to examine practical recommendations, propose strategies for enhancing the utilisation of TED Talks, and underscore the significance of learner autonomy. Ultimately, TED Talks function as a potent conduit connecting theoretical concepts with practical application, enabling ELLs to actively interact with genuine material while refining their conversational abilities. In the ever-evolving realm of language instruction, TED Talks persist in serving as a source of inspiration and empowerment for learners on a global scale.

CONCLUSION

This study underscores the pedagogical potential of TED Talks in enhancing English language learning in both Iran and India. Students' positive attitudes suggest that TED Talks can significantly improve conversational skills by offering engaging, authentic, and intellectually stimulating content. Their accessibility and real-world communication focus bridge the gap between theoretical knowledge and practical language use. These characteristics make TED Talks a promising tool for fostering student motivation and reducing classroom anxiety.

Integrating TED Talks into English language classrooms embodies the essence of Kumaravadivelu's post-method pedagogy by creating a balance between global authenticity and local relevance. For Iranian and Indian ELLs, this approach offers more than linguistic improvement; it facilitates emotional and cognitive transformation. Learners not only observe models of effective communication but also reflect on their own voices within a wider cultural dialogue. By breaking the constraints of rigid teaching methodologies, educators can transform classrooms into spaces of possibility where language learning becomes a tool for empowerment rather than anxiety. Thus, TED Talks serve as a pedagogical bridge that operationalises Kumaravadivelu's vision, making language education more humanistic, adaptive, and liberating.

It also aims to explore how this use may improve their conversational abilities within the unique contexts of Iranian and Indian universities. However, certain challenges must be addressed to maximise their effectiveness. Students may struggle with complex vocabulary, varied accents, or fast-paced delivery, which could hinder comprehension and reduce engagement. Instructors should therefore tailor TED Talk usage to students' language proficiency levels and educational needs. Suggested strategies include pre-viewing activities, vocabulary scaffolding, and post-viewing discussions to facilitate deeper understanding and promote critical reflection. Interestingly, the findings indicate that nationality does not significantly influence the effectiveness of TED Talks, pointing to their cross-cultural applicability. Nevertheless, cultural relevance and students' background knowledge must be considered when selecting topics, as content that resonates with local contexts can enhance learner engagement. Several limitations of the study should be acknowledged. The reliance on self-reported data introduces the potential for bias, especially when assessing subjective aspects such as anxiety and confidence. The limited sample diversity and lack of consideration for varying English proficiency levels further restrict the generalizability of findings. Moreover, students' access to technology and familiarity with digital tools were not fully accounted for, which could influence their ability to engage with the material. Future research should aim to include a broader and more diverse participant pool across different regions and educational institutions. Incorporating objective performance-based assessments alongside self-reports would provide a more comprehensive picture of language development. Establishing standardised instructional frameworks that integrate TED Talks, such

as lesson plans, feedback mechanisms, and skill-focused activities, could help evaluate their pedagogical impact more effectively.

Addressing technological accessibility is also crucial, especially in areas where internet connectivity and digital literacy remain barriers. Variations in students' exposure to English, interest in TED content, or personal constraints may affect participation and learning outcomes. Additionally, students may feel discomfort or pressure during data collection, potentially affecting the authenticity of their responses. By acknowledging these limitations and refining instructional approaches, future studies can offer more targeted insights into how digital resources like TED Talks can be optimally leveraged for language acquisition in diverse educational contexts.

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