

Research Article

Enhancing EFL Saudi university students' speaking proficiency through TED talks

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The study aims to determine whether exposing EFL Saudi undergraduate students to TED talks could effectively contribute to the improvement of their oral language proficiency. To achieve this goal, 32 English as a Foreign Language Saudi undergraduate students were recruited to participate in the study. These students were selected based on their willingness to engage in the study and their availability for participation. The study employed a pre-test and post-test design, indicating that the participants' oral skills were assessed both before and after they were exposed to the TED talks. This design enables the researchers to measure the potential improvement in oral skills by comparing the scores obtained from the two tests. The test scores were evaluated across multiple dimensions, including fluency, content, vocabulary, grammar, and pronunciation. The results indicated that the overall scores of the EFL students improved after they watched the TED talks. This improvement suggests that the exposure to TED talks had a positive impact on the participants' oral skills, particularly in terms of fluency, which was the primary focus of the study.

Keywords: EFL learners; Fluency; Oral proficiency; Speaking skills; TED talks

Article History: Submitted 9 September 2023; Revised 12 December 2023; Published online 9 January 2024

1. Introduction

In the era of digital age, effective communication skills in English as a Foreign Language [EFL] have become essential for success in various academic, professional, and personal domains. Speaking skills play a crucial role in language learning. They are a fundamental aspect of effective communication and are essential for achieving proficiency in a new language. Students must verbally articulate their thoughts, feelings, and ideas to demonstrate this competency. Students must express their thoughts and emotions to others depending on the knowledge they possess. As a result, students need to be proficient in a wide range of crucial areas, including pronunciation, grammar, vocabulary, fluency, and comprehension (Leong & Ahmadi, 2017).

In EFL context, the development of proficient speaking skills is of paramount importance. To address this need, educators are continuously seeking innovative approaches to foster language proficiency among EFL learners. One such avenue of exploration involves the integration of contemporary digital resources, such as TED Talks, to enhance the speaking capabilities of Saudi university students. TED Talks, renowned for their engaging content and captivating speakers, offer an authentic and diverse linguistic input (García-Pinar, 2019). These talks span various fields

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How to cite: Alghmadi, K. A. (2024). Enhancing EFL Saudi university students' speaking proficiency through TED talks. *Journal of Pedagogical Research*, 8(1), 159-171. <https://doi.org/10.33902/JPR.202424730>

of knowledge and present diverse ideas in an accessible and engaging manner, making them an ideal resource for language learners aiming to enhance their speaking abilities. Some studies (e.g., Choirunnisa, & Sari 2021; Hamza, 2019; Meihua 2021; Nursafira, 2020; Salem, 2019) were conducted to find out the impact of TED talks on improving speaking skills. They found that by incorporating TED Talks into EFL instruction, educators can expose students to real-world language usage, authentic pronunciation, and the art of effective public speaking.

This study examines the efficacy of using TED Talks as a pedagogical tool for promoting speaking abilities among Saudi university EFL students, exploring the convergence of technology, language education, and communication ability. This study aims to shed light on the potential effects of implementing TED Talks in teaching speaking skills and offer insights into best practices for successfully applying this strategy through an examination of empirical data. The purpose of this study was to investigate how to use TED talks as a resource to improve the oral fluency of Saudi EFL students. The study will address the following research questions:

RQ1) What is the impact of incorporating TED Talks as a pedagogical tool on the development of speaking skills among Saudi university EFL students?

RQ2) What is the impact of incorporating TED Talks as a pedagogical tool on the development of fluency, vocabulary, pronunciation, grammar, content among Saudi university EFL students?

1.1. Literature Review

1.1.1. *Speaking skills*

Effective communication requires strong speaking abilities (Zhang et al. 2020). It includes the capacity for boldly and clearly expressing thoughts, ideas, and emotions. Effective speaking development involves much more than just vocabulary and grammar. While having a solid grasp of language basics is unquestionably crucial, communicating with great proficiency requires a variety of skills. These include things like pronunciation, fluency, body language, and context sensitivity. To pronounce words correctly, for instance, one must also be able to accurately capture the subtle intonations, stress patterns, and rhythm of the language. An audience can understand and connect with a speaker's message more easily when they can pronounce their words correctly and genuinely. Fluency requires the capacity to communicate ideas clearly and fluidly without excessive pauses or hesitations (Derakhshan et al., 2016). A fluent speaker keeps the discourse moving along smoothly, grabbing the attention of the audience, and keeping them interested. In addition to spoken words, nonverbal clues like posture, facial expressions, and gestures can offer extra levels of meaning. They can highlight ideas, exude feelings, and create a bond between the speaker and the audience. A skilled speaker understands how to use body language to increase the impact of their message. An essential quality of effective speaking is context sensitivity (Pyvis, 2011). It entails adjusting the language and delivery to the context, target audience, and cultural expectations. How their message is received can be greatly affected by changing their language style depending on whether they are speaking in a personal, academic, or professional situation.

Saudi university students studying English as a Foreign Language may face various challenges that are specific to their context. Many Saudi students may have limited opportunities to use English outside of the classroom (Hamouda, 2013). This lack of immersion can hinder their language acquisition, as regular practice is crucial for language development. Differences in culture and communication styles can pose challenges in understanding and using English effectively (Hamad, 2020). For instance, certain cultural norms may affect communication patterns, making it challenging for students to adapt to Western or global communication expectations. Traditional language teaching methods in Saudi Arabia have often focused heavily on grammar and rote memorization. This emphasis might hinder students' ability to communicate effectively in real-life situations. Access to English-language resources, such as books, multimedia materials, and online content, may be limited. This lack of resources can hinder students' self-directed learning and exposure to authentic English materials.

1.1.2. Difficulties of teaching speaking skills

Many challenges can arise when attempting to teach speaking skills to students. For students to speak confidently and without apprehension, they must learn to overcome language anxiety. It is crucial to establish a welcoming and non-judgmental learning atmosphere (Sayfulluevna, 2023). The subjective nature of speaking abilities and the various components involved, including pronunciation, fluency, and coherence, make it challenging to assess individual progress. Another obstacle involves generating captivating and relevant topics that resonate with diverse backgrounds and interests. Striking a balance between time constraints and the curriculum while still facilitating effective speaking practice can be demanding. Nevertheless, by implementing supportive measures, fostering a conducive learning environment, and incorporating a range of interactive techniques, these challenges can be prevailed (Hénard, & Roseveare, 2012).

1.1.3. Techniques of teaching speaking skills

Teaching speaking skills encompasses a diverse array of techniques meticulously designed to cultivate fluency, clarity, and confidence in verbal communication. Among these techniques, role-playing exercises stand out as powerful tools for prompting students to immerse themselves in varied scenarios, thereby honing their capacity to respond spontaneously and adaptively (Harahap, et al., 2022). Engaging in discussions and debates not only refines the ability to articulate thoughts but also fosters critical thinking, as learners analyze and defend their viewpoints (Xia et al., 2022).

An essential component of this teaching approach involves pair and group exercises, offering students a supportive and collaborative environment for honing their conversational skills (Apriyanti & Ayu, 2020). Within these interactions, individuals can practice language usage and progressively become more comfortable engaging in discussions about ideas and opinions. The refinement of listening comprehension and pronunciation skills holds pivotal importance in elevating overall language proficiency. Pronunciation drills aid students in grasping the nuances of spoken language, enhancing their capacity to convey thoughts with precision. Moreover, the integration of multimedia resources, including films and podcasts, is imperative for immersing students in authentic communication contexts and exposing them to practical language application. Feedback is a crucial component of the teaching process. Students are provided with the tools to critically assess their speaking endeavors through constructive feedback and self-assessment, pinpointing their strengths and identifying areas in need of improvement. This reflective approach nurtures a dedication to continuous progress and cultivates a feeling of ownership over one's learning journey.

Combining these methods creates a dynamic and engaging learning environment that nurtures the cultivation of a diverse range of speaking abilities. Students acquire the essential skills to communicate effectively, articulating their viewpoints clearly, and projecting confidence during verbal interactions. This is accomplished through a spectrum of approaches, including role-playing, conversations, debates, interactive exercises, pronunciation drills, and exposure to multimedia resources. As the educational landscape evolves, these methods retain their significance in shaping adept communicators poised to excel in various language contexts.

1.1.4. Web-based language learning

Teaching English to non-native students requires steps that are critical for understanding and learning the language (Puspita, 2021). Learning English by foreign students requires visual aids and simple vocabulary that the learners can understand. The increased use of the internet has led to an increase in online learning (Weng & Chiu, 2023). Online learning is an education that takes place over the internet. English language is increasingly being taught using online learning platforms. Online learning platforms are continuously used because of their flexibility, low costs and debts, increased career advancements, and increased self-confidence (Chansanam et al., 2021).

With the rapid advancement of technology, web-based language learning has emerged as a popular and effective method for acquiring language skills (Abbasian, & Modarresi, 2022; Nguyen & Manegre, 2023). It offers a wide range of advantages that cater to language learners. One of the most significant advantages of web-based language learning is its accessibility. Learners no longer need to attend physical classes at specific times or locations. With just an internet connection and a device, individuals can access language lessons and resources from the comfort of their own homes, allowing for flexible learning schedules that fit into busy lives (Nesterenko & Pavlyuk 2022). This convenience accommodates professionals, students, parents, and anyone seeking to enhance their language skills without disrupting their daily routines. Web-based language learning platforms provide a vast range of resources that cater to various learning styles (Radia, 2019). From interactive exercises and quizzes to audiovisual content, learners can engage with materials that suit their preferences. This diversity enables individuals to find the methods that resonate with them, leading to a more engaging and effective learning experience.

The use of online platforms in the teaching of English remains critical in ensuring that the users use minimal infrastructure. Learning English by foreign students can also work by ensuring the personalization of the learning (Nguyen & Boers, 2019). In learning English as a foreign language, the instructors have better time management; self-motivation also increases, enhanced critical thinking by the students, and improved technical skills (Chukwunemerem, 2023). In learning English, the foreign students can work by increasing their fluency and increased understanding of the English by non-native students. Online platforms allow students to access authentic language and work towards developing the requisite exposure and motivation (Sevy-Biloon & Chroman, 2019).

Despite these advantages, online learning has some drawbacks and disadvantages. In Saudi context, where the people are conservative, some materials in these websites are considered culturally immoral. One of the primary drawbacks of online learning is the absence of face-to-face interaction with instructors and peers (Gherheş et al., 2021). This can result in a less dynamic learning experience, limiting opportunities for immediate clarification, group discussions, and social interactions. In online courses with a large number of students, individualized attention from instructors may be limited (Seo et al., 2021). This can be a challenge for students who require extra support or have specific learning needs. Traditional classrooms provide opportunities for students to build social connections, network, and collaborate. Online learning may lack these opportunities, potentially hindering the development of interpersonal skills and professional relationships (Ferri et al. 2020). Ensuring the integrity of assessments in an online environment can be challenging. Cheating and plagiarism may be more difficult to monitor and prevent compared to traditional in-person assessments.

1.1.5. *TED talks*

A TED talk is a video that is applied to spread ideas to different people across the world. TED talks are always spread through YouTube and have become popular in the world owing to the ideas that are spread. TED talks have been used to inform and educate global audiences and improve their accessibility. In a typical TED talk, the speakers connect with the audience emotionally (Aravind & Rajasekaran). TED talks are used to inspire the audience and understand different activities and ideas that are worth spreading. English as a Foreign Language can be taught through such platforms as the TED talks. The main intention is to teach, inspire, and motivate foreign students into learning the language.

TED talks enable the students to recognize specific speech techniques. Foreign students can learn the structure of the English Language, stress, and the patterns present during the TED talks. It provides a practical way of learning the language and ensuring that various actions have been identified. TED talks work by demonstrating to non-native English speakers how to construct language and sentences. The structure of the TED talks is such that the speakers make a clear and critical presentation that remains essential in understanding different activities. These steps remain

vital in ensuring that non-native speakers learn the language (Izzah et al., 2020). TED talks have been critical in talking to ensure that different objectives are achieved. In the talks, the non-native students can understand how the English Language works and, in the process, develop a clear understanding of the language.

Speaking skills in TED talks provide practical use of the English language. Speaking skills are correctly handled and remain vital in learning the language. TED talks have remained critical in handling different activities and ensuring that the students can learn different activities (Puspita & Amelia, 2020). TED talks have been used to pass critical messages and to ensure that the ideas are adequately communicated. Speech and presentation remain critical in ensuring that the students can learn and improve their English competence. TED talks can also provide rubrics for learning English Language (Lipina, 2021). Therefore, a continued watch of the English language remains critical in the understanding of the language. The English language can be understood from the TED talks.

Incorporating TED talks into teaching speaking skills offers an innovative and engaging approach that enriches language learning experiences. These thought-provoking talks cover a diverse range of topics, allowing learners to explore real-world issues while honing their oral communication abilities. By watching and analyzing TED talks, students not only improve their listening comprehension but also enhance their vocabulary, fluency, and pronunciation. Additionally, TED talks provide exemplary models of effective public speaking, helping learners develop confidence, organization, and persuasive techniques. Interactive discussions and presentations inspired by these talks foster critical thinking and encourage students to express their opinions articulately, ultimately cultivating well-rounded speaking skills for various contexts.

TED talks can be understood by listening to the talks being delivered by native English speakers. TED transcripts are vital in understanding the language to some level. These talks can be helpful to students who have at least some knowledge of the language. The talks have been critical for the students who have undergone some learning process and know some words. The TED talks have been critical in understanding the language while at the same time building a stronger connection with the learning of different aspects of the language. Listening to the talks helps in gaining the language that has remained vital in improving different activities. TED talks also help break the language barriers vital in improving different activities and ensuring that various activities are appropriately handled.

Breaking the language barriers has been identified in the TED talks that remain critical in learning the English Language. TED talks have always been vital in improving fluency and observing the language properly (Hsu, 2020). In the TED talks, understanding the language is based on developing a language that foreign language learners can understand. Therefore, TED talks have been critical in improving different activities and ensuring an understanding of the language. The students can connect what they have learned in class while at the same time observing the speech presentations. The oral skills of students are improved when they watch TED skills.

According to social constructivism theory, all knowledge develops when language use and interaction between different people (Lombardo & Kantola, 2021). Knowledge is obtained when it is shared, and it does not exist from the individual experience. Therefore, knowledge results from observing the world. In the case of TED talks, people's experiences are brought out, which can be critical in ensuring that different objectives are achieved. Understanding the contents of the TED talks has been crucial in ensuring that the students can learn various aspects. The behaviorism concept also argues that behaviors are always learned from the environment (Mai'a, 2021). Therefore, in TED talks, the environments where the speakers use English remain critical in developing the requisite environment to understand different aspects of the English language. Understanding the TED talks have been crucial in ensuring that the learners can feel the environment while at the same time building a connection with different individuals. In contrast to

alternative resources, TED stands out as a highly efficient tool. While other platforms like YouTube, Skype, WhatsApp (Dirjal et al., 2021; Mustafa, 2018), and YouGlish (Fu et al., 2019) are employed for teaching speaking skills, TED has been demonstrated to be among the most effective platforms for enhancing oral proficiency.

To explore the effect of TED talks in improving speaking skills among EFL Saudi learners, this study expands the scope by exploring the impact of TED talks on spoken language abilities, incorporating various elements such as vocabulary, grammar, pronunciation, and content.

2. Method

2.1. Study Design

The research was structured around an experimental research design, carried out diligently and comprehensively, spanning the entirety of a university semester. Typically, a university semester encompasses a duration of approximately 18 weeks. Within this substantial timeframe, the study meticulously executed its experimental approach, allowing for a thorough examination and assessment of the methods and outcomes related to the use of TED talks in enhancing speaking skills among EFL Saudi university students.

2.2. Participants

The participants of the study were 32 EFL university students. They enrolled in level 5 at the English Department. The sampling strategy used in this study was convenience-based sampling. Convenience sampling is a non-probability sampling technique where researchers select participants based on their ease of access and availability. They were divided randomly into two groups: an experimental group and control group. The experimental group were taught by watching TED talks. The control group students were taught in a traditional way. The participants' level of English was considered as intermediate based on the program's specifications. In the study, an inclusion criterion was formulated that had been used in recruiting the participants. Students who were willing to participate in the study were recruited. The participants were informed of their rights to withdraw from the study at any point. To ensure that there is privacy and confidentiality, the students were given numbers and not names to ensure that they were protected.

2.3. Instrument

The students were subjected to (Pandiya, 2013) rubric that captured fluency, vocabulary, pronunciation, Grammar, and content. Each of these scores was given out of 20. A pre-test and post-test based on Pandiya (2013) rubric have been used in this study to understand the role that the TED talks play in the development of fluency, vocabulary, pronunciation, grammar, and content. Pre and post-test scoring are critical in ensuring that there is validity and reliability of the study. The pre-test was designed to present the findings before watching the TED talks, while the post-test was after the students had watched the talks.

2.4. Procedures

The intervention was carefully structured and executed over a period of five weeks, with sessions taking place once a week, each lasting for a duration of one hour. The participants in the experimental group were exposed to only one TED talk in each session. The core of each session involved the exposure of participants to a single TED talk, carefully selected for its linguistic complexity and relevance. Following the TED talk viewing, the participants engaged in discussions centered around the topics presented in the talk. This methodology aimed at integrating listening comprehension with spoken expression, encouraging participants to articulate their thoughts and opinions on the subject matter. The TED talks that were used in this study were:

- 1) Do schools kill creativity? By Sir Ken Robinson

- 2) Your body language may shape who you are. By AMY CUDDY
- 3) How great leaders inspire action. By SIMON SINEK
- 4) How to speak so that people want to listen. By JULIAN TREASURE
- 5) What makes a good life? Lessons from the longest study on happiness. By Robert Waldinger

The control group participated in a traditional way using discussion task. The same topics used in TED talks were introduced in the control group.

2.5. Data Analysis

Table 1 presents the results of the Kolmogorov-Smirnov tests conducted to assess the normality of the pretest and post-test scores for both the experimental and control groups. The Kolmogorov-Smirnov statistic is utilized to examine whether the distribution of the data significantly deviates from a normal distribution. For the pretest scores, the experimental group exhibited a Kolmogorov-Smirnov statistic of .243 with 16 degrees of freedom, resulting in a statistically significant p-value of .012. Conversely, the control group's pretest scores displayed a Kolmogorov-Smirnov statistic of .154 with 16 degrees of freedom, yielding a non-significant p-value of .200. The asterisk (*) denotes statistical significance. Moving to the post-test scores, both the experimental and control groups showed similar patterns. The experimental group's post-test scores produced a Kolmogorov-Smirnov statistic of .146 with 16 degrees of freedom, yielding a non-significant p-value of .200. Likewise, the control group's post-test scores had a Kolmogorov-Smirnov statistic of .149 with 16 degrees of freedom and a p-value of .200. In summary, the results indicate that both groups were significantly deviated from a normal distribution.

Table 1
Tests of normality

	Group	<i>Kolmogorov-Smirnov^a</i>		
		Statistic	df	Sig.
Pretest	Experimental	.243	16	.012
	Control	.154	16	.200*
Post-test	Experimental	.146	16	.200*
	Control	.149	16	.200*

Because the distribution was normal, descriptive statistics was employed. The application of descriptive statistics involved calculating measures such as means and standard deviations, which provided a clear snapshot of the central tendencies and variations within the two group. To ascertain the significance of observed changes, a t-test was employed, facilitating a rigorous comparison of the means between the two groups for pre-test and post-test conditions.

3. Results

To answer the first research question to find out the impact of using TED talks as a material to develop EFL students' oral skills with a specific focus on fluency, descriptive and inferential analyses were performed.

Table 2
Descriptive statistics of the groups in pre-test and post-test

	Group	N	Mean	SD	t	df	Sig. (2-tailed)
Pretest	Experimental	16	55.38	3.59	-0.522	30	.606
	Control	16	56.06	3.86			
Post-test	Experimental	16	68.81	3.54	5.819	30	.000
	Control	16	61.63	3.44			

As depicted in Table 2, the participants in the experimental group achieved an average score of 55.38, with a standard deviation of 3.59 in the pre-test. Furthermore, the results showed that the

control group attained an average score of 56.06, with a standard deviation of 3.86. Statistical analysis of this data, employing the paired samples t-test, revealed no significant difference between the two groups in the pre-test: $t(30) = -0.522, p = .606$.

Moving on to the post-test, the participants in the experimental group achieved an average score of 68.81, with a standard deviation of 3.54. Likewise, the results indicated that the control group garnered an average score of 61.63, with a standard deviation of 3.44. The statistical analysis of this data, utilizing the Paired Samples t-test, uncovered a significant difference between the two groups in the post-test: $t(30) = 5.819, p = .000$. Notably, the effect size was large ($d = 2.057$).

These findings suggest that both groups experienced an improvement in their speaking skills following the intervention. However, the enhancement was more pronounced in the experimental group. The incorporation of TED talks contributed significantly to an improvement in the participants' speaking abilities, as evidenced by the higher post-test scores compared to the pre-test.

To answer the second research question, the scores of each category in both tests were analyzed. The results are shown in Table 3.

Table 3
Descriptive and inferential analysis of speaking skills categories

		N	Mean	SD	95% Confidence Interval for Mean		F	Sig.
					Lower Bound	Upper Bound		
Fluency	Experimental	16	13.81	.83	13.36	14.25	126.784	.000
	Control	16	10.18	.98	9.66	10.71		
Vocabulary	Experimental	16	13.62	1.20	12.98	14.26	74.840	.000
	Control	16	10.31	.94	9.80	10.81		
Pronunciation	Experimental	16	13.68	1.25	13.02	14.35	26.706	.000
	Control	16	9.93	2.61	8.54	11.33		
Grammar	Experimental	16	13.93	1.06	13.37	14.50	22.341	.000
	Control	16	10.50	2.70	9.05	11.94		
Content	Experimental	16	13.75	.85	13.29	14.20	53.041	.000
	Control	16	10.68	1.44	9.91	11.45		

The results presented in Table 3 indicate a significant difference in the students' scores for fluency. Specifically, the mean score was 13.81 (SD = 0.83) for the experimental group, while it was 10.18 (SD = 0.98) for the control group. A significant difference in scores between the two groups with respect to fluency was observed ($F = 126.78, p < .001$). Similarly, the results also display the students' scores for vocabulary, where the mean score was 13.62 (SD = 1.20) for the experimental group and 10.31 (SD = 0.94) for the control group. Once again, a significant difference in scores between the two groups in terms of vocabulary was evident ($F = 74.84, p < .001$). Additionally, the results demonstrate the students' scores for pronunciation, with a mean score of 13.68 (SD = 1.25) for the experimental group and 9.93 (SD = 2.61) for the control group. Significantly different scores between the two groups in regard to pronunciation were found ($F = 26.70, p < .001$). Furthermore, the results illustrate the students' scores for grammar, where the mean score was 13.93 (SD = 1.06) for the experimental group and 10.50 (SD = 2.70) for the control group. A significant difference in scores between the two groups related to grammar was observed ($F = 22.34, p < .001$). Lastly, the results also display the students' scores for content. The mean score was 13.75 (SD = 0.85) for the experimental group and 10.68 (SD = 1.44) for the control group. Significant differences in scores between the two groups concerning content were identified ($F = 53.04, p < .001$).

4. Discussion

The results indicate that the score of EFL students would increase when the students watch the TED talks. TED talks have been designed to present different ideas that are critical in learning.

TED talks have been vital in ensuring that the ideas are passed on to different individuals. The evidence presented shows that there is overall development when the TED talks are used in learning. The outcomes have been consistent with the theories that support e-learning (Lhamo & Chalermnirundorn, 2021). TED talks are videos, and their presentation shows the necessary improvements. TED talks demonstrate how people have presented different objectives and ideas, and this has been crucial in ensuring that foreign students learn TED and language. Language proficiency depends on the ideas that people have and the handling of different activities in learning the language. Contextually, Saudi students have a disadvantage in the absence of native or native alike modeling of the language. The presence of online outlets of the native language is essential and critical in their acquisition of oral reproduction of the target language (Chogyel et al., 2021).

The study's findings delve into the potential of utilizing TED talks as a valuable resource to enhance various dimensions of English language understanding. In the process of learning, observation often proves to be an effective strategy. In the context of TED talks, learners can absorb different facets of the language by immersing themselves in the presentations. Notably, the TED talks are delivered in English, thereby providing students with a platform to not only comprehend the content but also witness language usage in action. By observing the speakers, students can glean insights into how language is effectively employed in presentations (Rotas & Cahapay, 2021).

A distinctive feature of TED talks is the utilization of both facial and non-facial expressions. These expressions serve as communicative tools that accentuate important points and ideas, aiding in conveying nuances that contribute to comprehension. The amalgamation of verbal and nonverbal cues in TED talks serves to enhance understanding and emphasize key concepts. This synthesis of linguistic and visual elements provides learners with a holistic experience that mirrors real-world language usage. Within the TED talks, these facial and non-facial expressions work synergistically to underscore stress points and elucidate ideas, thereby facilitating a deeper grasp of the subject matter. Such a multimodal approach to learning offers a richer context for comprehending diverse activities and concepts discussed in the presentations.

In the realm of language acquisition, an environment that fosters knowledge growth is crucial (Bilgiç & Tekin, 2023). TED talks provide an ideal learning ecosystem wherein students can engage with a dynamic array of language-related aspects to enhance their language proficiency. The talks offer a unique blend of exposure to authentic language usage, insights into nonverbal communication strategies, and the opportunity to refine fluency. Embedded within the TED talks are not only ideas and themes but also vocabulary and language grammar. These linguistic components form an integral part of the presentations and contribute significantly to language development. By actively engaging with the vocabulary and grammar structures embedded within the talks, students are exposed to contextual language use that goes beyond textbook learning (Aguilar-Valera, 2019; Ismail et al., 2023).

The study reports a notable enhancement in the overall scores of the 16 participants. This improvement could potentially be attributed to the informative and engaging nature of the TED videos. The exposure to well-structured presentations and effective language use likely contributed to the participants' increased language skills and overall understanding.

It can be inferred that understanding the participants' actions and responses to the TED talks is pivotal in cultivating an effective learning environment for foreign language learners. The study underscores how this type of multimedia resource not only imparts language knowledge but also cultivates a sense of context, fluency, and linguistic aptitude. Through the medium of TED talks, students are afforded an immersive language learning experience that amalgamates linguistic elements with visual and nonverbal cues (Bilgiç & Tekin, 2023).

From the findings, all the students scored above 60 on the test. The total scores were 100, adding together fluency, vocabulary, pronunciation, grammar, and content that gathered 20 maximum points. The results indicate that listening to TED talks by foreign students helps improve the

students' fluency and build on the use of vocabularies, improving pronunciation, Grammar, and developing content. High scores after the test and before the test show the differences in the results brought about by the treatment that the TED talk has brought. TED talks have been critical in ensuring that foreign learners can capture different activities and practical aspects.

5. Limitations and Recommendations for Future Studies

The employment of a convenience sampling strategy in this study constitutes a noteworthy limitation that warrants careful consideration. Convenience sampling, while expedient and resource-efficient, inherently carries the risk of producing a sample that may not accurately represent the broader population of Saudi EFL learners. The study's findings may, therefore, lack generalizability and might not be universally applicable to all Saudi EFL learners. The participants selected through convenience sampling may share specific characteristics or contexts that differ significantly from the wider population, introducing a potential bias. To enhance the robustness and external validity of future studies in this domain, it is recommended that future studies adopt more rigorous sampling methods, such as random sampling or stratified sampling. These approaches can contribute to the creation of a more diverse and representative participant pool, allowing for more confident generalizations and broader implications of research findings. Additionally, future studies could benefit from incorporating a larger and more diverse sample, encompassing various demographics, language proficiency levels, and educational backgrounds within the Saudi EFL learner population. Such refinements would contribute to a more comprehensive understanding of the phenomena under investigation.

6. Conclusion

The study aims at investigating the potential of utilizing TED talks to enhance the oral skills of EFL students, particularly focusing on the aspect of fluency. The findings of this study demonstrate that TED talks serve as an effective catalyst for enhancing speaking skills. TED talks play a pivotal role in fostering the enhancement of fundamental language skills, encompassing fluency, grammar, content comprehension, pronunciation, and vocabulary acquisition. The influence of TED talks extends beyond mere concept exposure; it facilitates an immersive experience where language learners are concurrently engaged in a multifaceted journey toward linguistic mastery. One profound implication of comprehending TED talks lies in the intrinsic connection between language understanding and content absorption. Understanding the intricate nuances of these talks is intricately tied to a robust grasp of the English language itself. The interplay of grammar, vocabulary, pronunciation, and coherent content alignment amalgamate to unravel the underlying message conveyed. Consequently, this interdependence reinforces the importance of fostering linguistic excellence for unfettered content comprehension.

7. Pedagogical Implications

Following the results of this study, various recommendations are being made and remain vital in ensuring that different objectives are realized. Authentic role modeling is one of the recommendations that are being made. Authentic role modeling helps the students to understand different activities in the English language. Authentic role modeling is critical as it makes the learners identify with various people and continue practicing. It is a step that helps in effectively managing the learning process while at the same time building a stronger connection with different individuals. There is also a recommendation to develop an application that teaches EFL learners how to speak in English. Such an application is critical in ensuring that people can learn the language and develop their competencies in the English Language. The English language requires practice that must be enhanced. Practicing the English language, including how to pronounce certain words in English, enhances fluency. Online exposure to the English language is also essential in ensuring that international students learn the English language and that different

activities are achieved. Therefore, English language learners can directly learn through online platforms.

Data availability: The datasets generated during and/or analysed during the current study are available from the corresponding author on reasonable request.

Declaration of interest: The author declares no competing interests.

Ethics declaration: The authors declared that this study does not require ethical approval.

Funding: This research did not receive any funding from any agency in the public, commercial, or not-for-profit sectors.

Informed Consent: All subjects gave their informed consent for inclusion before they participated in the study.

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