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TED TALK-BASED APPROACH TO TRAINING AND PRESENTING SPEAKING SKILLS IN UNIVERSITY STUDENTS

This study investigates the efficacy of a TED Talk-based methodology in enhancing university students' monologic speaking and presentation skills within the context of English language learning. The research emphasizes the integration of TED-style presentations into classroom activities as a strategy to improve students' abilities to organize ideas coherently, communicate with confidence, and effectively engage audiences. Special emphasis is placed on content development as an independent aspect of speaking competence, encompassing coherence, originality, relevance, and depth of ideas. This research is anchored in communicative, constructivist, and action-oriented approaches to language learning, highlighting learner's autonomy, creativity, and real-life communication. The experimental workshops were conducted with university students through practical training, which included analysing TED Talks, practicing speech structure and delivery techniques, and presenting individual talks. The findings indicate that the TED Talk-based approach significantly enhanced students' motivation, speaking confidence, and overall presentation competence. The students exhibited improvements in structuring monologic speech, employing persuasive language, and maintaining audience engagement. The article concludes that TED-inspired speaking activities can function as effective pedagogical tools for cultivating academic speaking competence and presentation literacy in higher education settings.

Keywords: oral communication, TED-style presentations, speaking competence, presentation skills, university students, foreign language teaching.

Background

In recent years, the enhancement of speaking competence among university students has garnered increasing attention, particularly within the context of global communication and preparation for professional interaction. Contemporary higher education increasingly emphasizes students' language proficiency and their ability to express ideas effectively, persuasively, and critically in academic and professional environments. Consequently, presentation and public speaking skills have become crucial components of university education, especially in the field of foreign language teaching. Scholars in various educational contexts have emphasized the importance of equipping students with the skills necessary for effective oral communication and enabling them to deliver presentations with confidence and coherence. The TED Talk format is widely regarded as one of the most effective

models for teaching speaking skills, as it incorporates storytelling, logical organization, authentic communication, and active audience engagement. TED Talks offer learners examples of natural speech, persuasive delivery, and impactful presentation techniques, rendering them a valuable pedagogical tool in courses focused on speaking.

Nevertheless, despite the popularity of TED-inspired activities, many university students encounter challenges when preparing and delivering presentations. Learners often struggle to organize information logically, maintain coherence, support ideas with compelling arguments, and develop presentations with substantial and engaging content. Furthermore, students frequently rely on memorized speeches or overly general information, which limits spontaneity, diminishes audience interaction, and weakens the overall impact of the presentation. This

challenge becomes even more significant when students are expected to combine language accuracy with creativity, critical thinking, and conceptuality.

The issues identified underscore the imperative for systematic and scaffolded training that facilitates students' incremental development of presentation competence. While prior research has predominantly focused on pronunciation, fluency, and delivery techniques, there has been comparatively limited exploration of presentation content as a distinct element of speaking competence. Consequently, this study specifically investigates the content criteria of TED-style presentations, encompassing the relevance, coherence, originality, and depth of ideas. Research on public speaking pedagogy suggests that high-quality content is pivotal to presentation success and audience engagement.

The novelty of the present research lies in integrating a TED Talk-based approach with scaffolded learning activities designed to enhance students' monologic speaking and presentation skills. In contrast to more traditional speaking instruction methods, the proposed model encourages students to analyse authentic TED Talks, develop meaningful and well-structured ideas, and create presentations that combine academic depth with effective communication strategies. Furthermore, this study advances the field of presentation literacy by examining content development as distinct from presentation delivery. In this article, we delineate content as an independent assessment criterion in TED-style presentations, introduce scaffolded activities aimed at enhancing students' speaking competence, analyse the challenges encountered during the training process, and assess its overall effectiveness.

Literature review. Recent advancements in foreign language pedagogy have highlighted a growing interest in incorporating authentic multimedia resources into university-level language instruction. Among

these resources, TED Talks have garnered considerable attention as a pedagogical tool for fostering speaking, listening, presentation, and communication skills among university students. Researchers have explored TED Talks from various perspectives, including authenticity in language learning, presentation and public speaking pedagogy, communicative competence development, motivation and learner engagement, academic vocabulary acquisition, and digital learning environments. An expanding body of literature substantiates the efficacy of the TED-based approach in enhancing university students' oral communication skills and presentation performance.

One of the most frequently discussed aspects in the literature is the authenticity of TED Talks and their pedagogical value in communicative language teaching. Scholars have emphasized that TED Talks expose learners to naturally occurring speech, diverse accents, real-life communicative situations, and contemporary sociocultural content. According to Kozińska (2021), students and teachers highly value TED Talks because of their authenticity and communicative orientation. The author argues that authentic and meaningful communication constitutes an essential objective of classroom interaction, and that TED Talks successfully support this principle through exposure to real presentations and spontaneous speaker-audience interaction. The study also highlights that TED Talks promote the development of listening, speaking, and interaction skills while sustaining learner engagement and motivation.

Similarly, Martínez, Vargas, and Ramírez (2018) examined the influence of TED Talks in English as a foreign language and concluded that authentic video materials create meaningful communicative environments for learners. Their findings demonstrate that students benefit from listening to speech and observing speakers' facial expressions, gestures, and

interactional strategies. Such multimodal exposure facilitates comprehension and contributes to learners' communicative repertoires. Moreover, exposure to speakers from diverse linguistic and cultural backgrounds helps students overcome anxiety related to achieving "perfect" pronunciation and instead focus on effectively achieving communicative goals.

The value of TED Talks as authentic resources has also been emphasized in ESP and EAP contexts. Vilkhovchenko (2023) argues that TED Talks represent effective authentic materials for ESP classes because they integrate professional content with naturally occurring language. The author highlights that carefully selected TED presentations enhance vocabulary acquisition, comprehension skills, note-taking abilities, and speaking competence, while increasing students' motivation to study specialized subjects through English.

Research conducted by Bilas, Pavlichenko, and Popivniak (2023) further supports the pedagogical effectiveness of authentic TED-based materials. Their study demonstrated that the integration of TED video lectures, reading tasks, writing activities, and project work contributed to the development of communicative competence among philology students. The authors particularly stressed the importance of interactive learning activities and authentic professional content in encouraging discussions, analytical thinking, and public speaking practice.

A substantial number of studies have focused specifically on the role of TED Talks in developing public speaking and presentation competence. Researchers have consistently reported that TED-style presentations expose students to effective rhetorical techniques, persuasive communication strategies, and audience engagement methods. Leopold (2016) argues that TED Talks fill a significant gap in English for Academic Purposes by providing authentic professional speech models that are often absent from traditional

EAP textbooks. The author developed a classroom methodology based on short TED clips to teach students how to make supporting points memorable during presentations. The findings revealed positive effects on students' confidence, presentation organization, and extemporaneous speaking abilities. Leopold also highlighted the importance of explicit instruction in public speaking strategies to prepare students for academic and professional communication contexts.

A similar perspective is presented by Kedrowicz and Taylor (2016), who analyze TED Talks through the prism of electronic eloquence and rhetorical pedagogy. Their study demonstrated that students learn presentation behavior through mediated communication environments. The authors concluded that students perceive effective presentations as engaging narratives that combine storytelling, visuals, enthusiasm, and interpersonal connections. TED Talks are therefore interpreted as examples of modern digital rhetoric that change students' expectations about public speaking. The authors also emphasize that TED-style communication requires instructors to reconsider traditional approaches to presentation pedagogy. Instead of teaching isolated rhetorical elements, they propose viewing invention, arrangement, style, and delivery as interconnected components of dynamic storytelling. Their research suggests that TED-inspired speaking instruction encourages students to construct presentations as persuasive narratives rather than as memorized formal speeches. The role of TED Talks in improving speaking fluency and presentation confidence is additionally highlighted by Kozińska (2021), who found that students consciously observed presentation techniques, audience interaction, and delivery strategies while watching TED Talks.

Another significant area of research concerns the motivational potential of TED Talks. Studies indicate that TED-based instruction increases learner engagement

because of its diversity of topics, emotional appeal, visual support, and relevance to real-world issues. Rubenstein (2012) emphasized that TED Talks promote autonomous and lifelong learning by encouraging students to independently explore topics beyond classroom requirements. The author discusses several motivational TED presentations and demonstrates how such content can stimulate learners' curiosity, creativity and problem-solving abilities. According to the study, TED Talks help shift the classroom focus from passive knowledge acquisition to active intellectual exploration and self-directed learning. Similarly, Lobachova and Fed (2023) argued that innovative media resources such as TED Talks optimize the learning process and improve the quality of foreign language education. Their findings showed that TED-based instruction increases students' motivation, expands lexical and grammatical exposure, supports pronunciation development, and encourages independent learning. Martínez et al. (2018) additionally demonstrated that TED Talks motivate learners through socially relevant topics that encourage discussion and personal reflection. Students participating in the study became more willing to express opinions orally and in writing because the selected TED content addressed issues connected to their personal experiences and contemporary social concerns.

The development of communicative competence is another major focus in the literature. Researchers commonly argue that TED-based instruction integrates multiple language skills, including listening, speaking, vocabulary acquisition, pronunciation, interaction, and critical thinking. Bilas et al. (2023) defined communicative competence as a multidimensional construct involving linguistic, sociocultural, discourse, and strategic abilities. Their research demonstrates that TED-based instructional materials support all these components through integrated communicative tasks.

Students engaged in video analysis, project work, presentations, and discussions, which collectively contributed to more confident and purposeful language use. Lobachova and Fed (2023) concluded that TED Talks facilitate immersion into authentic speech environments and accelerate vocabulary acquisition. The researchers also stress the flexibility of TED resources, which can be effectively integrated into both classroom instruction and independent studies. The interactive and multimodal nature of TED Talks is particularly important for pronunciation and phonetic development. Martínez et al. (2018) note that students benefit from observing a wide range of English accents and pronunciation styles, which reduces speaking anxiety and broadens learners' understanding of English communication.

In contrast to studies emphasizing motivational and communicative advantages, corpus-based linguistic research provides a more critical perspective on TED Talks as academic listening materials. Scholars investigating vocabulary load, academic lexis, and speech rate have suggested that TED Talks differ significantly from traditional academic lectures. Coxhead and Walls (2012) investigated the vocabulary demands of TED Talks and concluded that learners require knowledge of approximately 8,000–9,000 words to achieve sufficient comprehension. Nevertheless, the authors maintain that TED Talks remain valuable listening resources because of their engaging content and manageable vocabulary load compared with other authentic materials. Wingrove's corpus-based studies (2017, 2022) provide a thorough analysis of TED Talks in comparison with academic lectures. The findings indicate that TED Talks contain lower levels of academic vocabulary than university lectures and are characterized by faster speech rates than the latter. Wingrove argued that although TED Talks share certain academic discourse features, they should not be treated as direct substitutes for

university lectures in EAP contexts. However, the author acknowledges that TED Talks remain useful for developing academic listening skills because they expose learners to varied speaking styles, presentation structures and communicative strategies. These findings are important because they demonstrate that TED Talks occupy an intermediate position between academic discourse and other forms of public communication. Consequently, they may be particularly effective for developing presentation and speaking competence rather than exclusively academic listening proficiency alone.

Several theoretical frameworks support the use of TED Talks in language education. Social learning and modelling theories are frequently referenced to explain how students imitate the presentation behaviors observed in TED speakers. Kozińska (2021) and Kedrowicz and Taylor (2016) both rely on Bandura's theory to explain the process of vicarious learning through the observation of effective presenters. Constructivist approaches are also evident in the literature, particularly in studies that emphasize learner autonomy, active participation, and collaborative meaning construction. TED-based activities frequently involve discussion, reflection, project work, and problem-solving tasks, which correspond to the constructivist principles of experiential learning. In addition, multimodal learning theories support integrating TED Talks into speaking instruction. Kozińska (2021) suggested that a combination of visual and auditory input enhances comprehension and retention. TED Talks provide simultaneous exposure to spoken language, visual presentation techniques, body language, and multimedia support, thereby creating rich multimodal learning environments.

Despite the growing number of studies on TED-based instruction, several gaps remain unaddressed in the literature. First, many studies focus primarily on listening comprehension or communicative competence, while fewer investigate

systematic training in TED-style presentation delivery and speech production. Second, longitudinal studies exploring sustained improvements in speaking competence are limited. Third, researchers such as Kozińska (2021) and Wingrove (2022) have emphasized the need for more detailed investigations into assessment practices, pre-listening and post-listening activities, and discipline-specific TED-based methodologies.

Furthermore, although many studies confirm the motivational value of TED Talks, fewer studies have provided structured pedagogical models for teaching university students how to create and deliver TED-inspired presentations. Therefore, further research is needed to explore scaffolded TED-based approaches that combine content organization, storytelling techniques, rhetorical delivery, audience interaction, pronunciation development, and critical thinking within a coherent university speaking curriculum.

Overall, the reviewed literature confirms that TED Talks represent a valuable pedagogical resource for developing university students' speaking and presentation skills in English. Collectively, these studies demonstrate that TED-based instruction promotes communicative competence, learner motivation, authentic language exposure, public speaking confidence, and interactive learning. Simultaneously, corpus-based research suggests that TED Talks should be used strategically and not viewed as direct equivalents of academic lectures. Consequently, TED-inspired speaking pedagogy appears particularly suitable for training students in persuasive, engaging, audience-oriented communication within contemporary academic and professional contexts.

Methodology

This study employed a mixed-methods design, integrating both qualitative and quantitative approaches, to examine the efficacy of a TED Talk-based strategy in enhancing university students' speaking

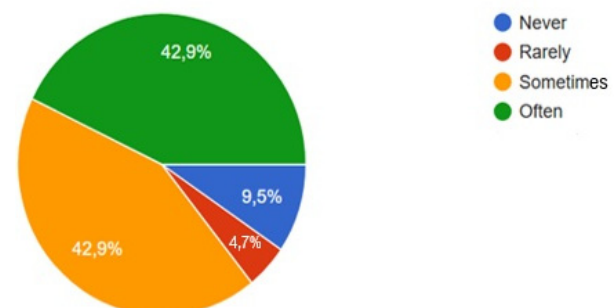
competence. The methodological framework is anchored in the competence-based approach, which prioritizes the development of practical communicative skills, and constructivist learning theory, which underscores active knowledge construction through collaboration, reflection, and experience. Furthermore, the study was guided by an action-oriented approach, as students engaged in meaningful, real-world speaking tasks that reflected authentic communication contexts. The participants comprised 21 undergraduate students from Taras Shevchenko National University of Kyiv. The students, who were preparing to become language professionals, possessed prior experience with basic presentation tasks but had not yet received systematic training in TED-style speaking. This training was implemented through a series of workshops integrated into the regular curriculum in 2026. The instructional design was tailored to accommodate time constraints while ensuring a structured progression of skill development. The study employed a quasi-experimental design comprising three main stages: pre-research stage, main stage (practical training), and post-research stage. The pre-research stage aimed to identify students' previous experience with presentations, assess their perceived strengths and weaknesses in public speaking, and establish a baseline level of presentation competence prior to the implementation of the TED Talk project. The main stage consisted of four workshops structured according to a modified instructional framework inspired by established skill acquisition models. These workshops included TED Talk analyses, guided practice in talk preparation and delivery, peer collaboration, and reflective activities. The final stage required students to deliver improved presentations and provide structured feedback in a reflexive journal, allowing for comparison with the pre-test results.

Results and discussion

The pre-research stage of the study aimed to identify students' prior experience with presentations and their familiarity with TED Talks before the implementation of TED Talk-based strategies in their speaking. To achieve this goal, a diagnostic questionnaire was designed and administered to 21 university students. The questionnaire included the following sections: previous experience, challenges and expectations. The collected data provided important insights into students' presentation practices, exposure to authentic English-speaking resources, and readiness for TED-inspired speaking activities.

The first question of the questionnaire investigated how frequently students had given presentations in class. The results demonstrated that presentation practice was moderately common among the participants, as seen in Figure 1.

Figure 1
Frequency of students' in-class presentations



The majority of students reported that they either "sometimes" (42.9%) or "often" (42.9%) delivered presentations during their studies. A smaller percentage indicated that they "never" (9.5%) or "rarely" (4.8%) participated in presentation activities, while none of the respondents selected the option "very often." These findings suggest that although most students had some experience with academic presentations, regular and systematic speaking practice was still limited.

The second question focused on students' familiarity with TED Talks. The responses

revealed that a significant majority of participants (76.2%) had previously watched TED Talks, whereas 23.8% had no prior experience with this resource (Figure 2). These results indicate that TED Talks were already relatively familiar to most students and, therefore, represented an accessible and motivating instructional tool for the experimental training.

Figure 3 demonstrates the student's experience in delivering presentations inspired by TED Talks. Based on the questionnaire results, students had limited experience with

TED-style presentations before the implementation of the research. As shown in Figure 3, only 33.3% of the respondents reported having previously delivered a TED-style presentation, while 66.7% indicated that they had never participated in this type of public speaking activity. The findings suggest that the majority of students were unfamiliar with the TED format and therefore had little practical experience in delivering presentations that emphasize storytelling, audience engagement, and persuasive communication.

Figure 2
Students' prior exposure to TED Talks

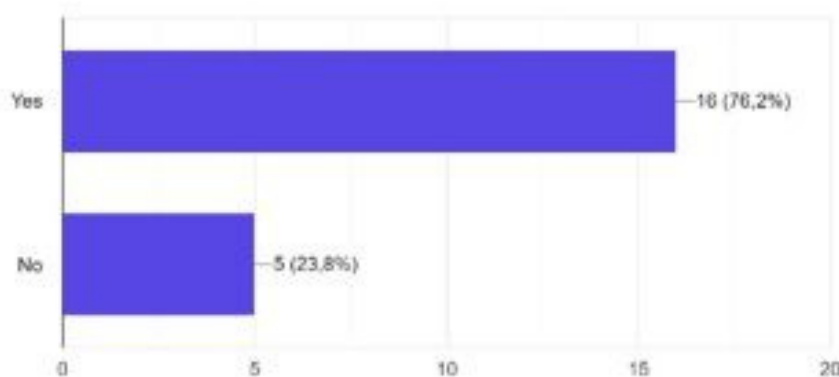
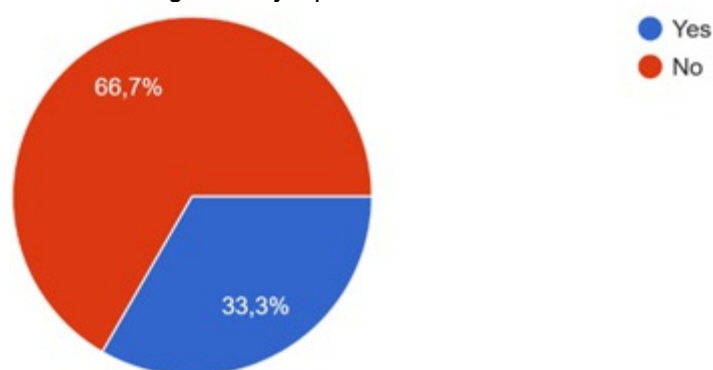


Figure 3
Students' prior experience in delivering TED-style presentations



The second section of the pre-research questionnaire was designed to identify the difficulties students experience during presentations, their perceptions of successful public speaking, and the areas of speaking competence they would like to improve. Understanding these aspects was essential for determining students' needs before the implementation of TED Talk-

based activities and for establishing a foundation for the subsequent studies.

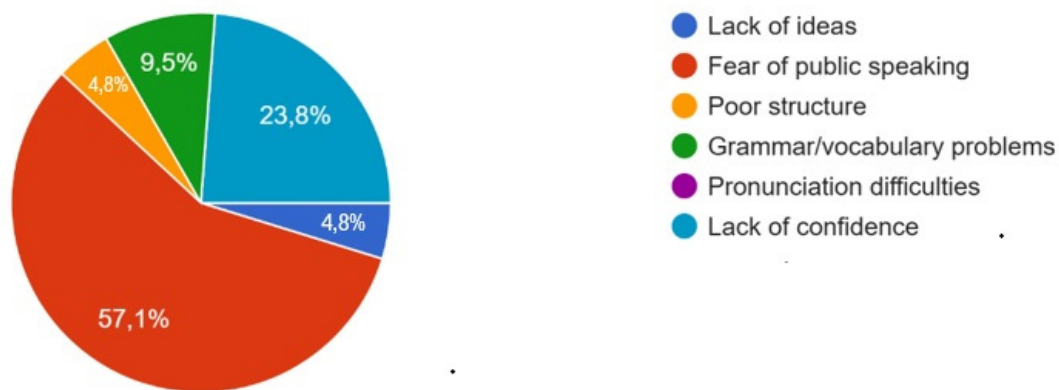
Question 1. What difficulties do you usually experience during presentations?

The analysis of the responses revealed that fear of public speaking was the most significant challenge the participants met. According to the questionnaire results (see Figure 4), 57.1% of respondents identified

public speaking anxiety as their main difficulty. The second most common issue was lack of confidence (23.8%), indicating that many students feel uncertain about their ability to speak effectively in front of an audience. Additionally, grammar and vocabulary problems were reported by 9.5% of respondents, while lack of ideas and poor presentation structure were mentioned by 4.8% each. None of the students marked any pronunciation-related difficulties. These findings demonstrate that psychological

barriers, particularly anxiety and insufficient self-confidence, constitute the primary obstacles to successful presentations. Linguistic difficulties, such as limited vocabulary and grammar inaccuracies, appear to be less problematic but still affect some students. To gain a deeper understanding of students' perceptions of effective public speaking, the next question invited participants to identify the characteristics of a successful presentation.

Figure 4
Key challenges in delivering oral presentations



Question 2. What do you think makes a presentation successful? The qualitative analysis of the responses indicates a strong consensus regarding the key factors contributing to a successful presentation. The most frequently mentioned element was confidence, which appeared in the majority of responses. Students emphasized that a confident speaker is more persuasive, engaging, and capable of maintaining audience attention. Another commonly identified factor was thorough preparation and knowledge of the topic, demonstrating participants' awareness of the importance of planning and subject mastery before delivering a presentation. A considerable number of respondents also highlighted the significance of a clear structure and organization, including a logical introduction, main body, and conclusion. Furthermore, students stressed the importance of audience engagement, mentioning eye contact, communication

with listeners, maintaining audience interest, and creating a strong connection with the audience. Other recurring factors included good speaking skills, rich vocabulary, fluency and coherence, charisma, interesting and original ideas, and the ability to improvise when necessary. Interestingly, many of the qualities identified as essential for successful presentations directly correspond to the challenges discussed in the previous question. Since confidence emerged both as the most desirable characteristic of an effective speaker and as one of the major difficulties experienced by students, it became important to examine which specific speaking skills participants wished to develop. Therefore, the final question of this section focused on students' personal learning needs and areas for improvement.

Question 3. What would you like to improve in your speaking skills? The responses reveal several areas in which

students would like to develop their speaking abilities. The most frequently mentioned objective was improving confidence and overcoming anxiety associated with public speaking. Many participants expressed a desire to reduce nervousness, eliminate fear of making mistakes, and feel more comfortable when speaking in front of an audience. This finding closely reflects the difficulties identified in Question 1 and further confirms that psychological factors represent the greatest challenge for the majority of respondents. Another commonly reported area for improvement was pronunciation. Numerous respondents indicated that they would like to speak more clearly and accurately, with some aspiring to achieve a more natural and fluent accent. Students also emphasized the need to expand their vocabulary and improve grammatical accuracy, suggesting a desire to communicate ideas more precisely and effectively in English. In addition, several participants mentioned improving the structure and organization of their speech, developing greater fluency, speaking at an appropriate pace, using more natural and conversational language, reducing fillers such as "um" and "like" and enhancing their ability to improvise and formulate ideas spontaneously. A few respondents also referred to memory and information recall as aspects they wished to strengthen.

The main stage was designed as a series of four subsequent workshops aiming at familiarizing with TED Talks, analyzing their structure and techniques and preparing students for delivering their own TED-style presentations.

Workshop 1. Introduction to TED Talks and presentation analysis. The first workshop aimed to familiarize students with TED-style presentations and develop their awareness of effective public speaking techniques. The training session several activities:

Pre-viewing activities.

Task 1. Predict the Talk. Students look at the title of the TED Talk and discuss the

following questions: *What do you think this talk will be about? What ideas or problems may be discussed? What vocabulary might appear in the presentation?*

Task 2. Vocabulary preparation. Students match key vocabulary items from the TED Talk with their definitions.

While viewing activities.

Task 3. Presentation checklist. While watching the TED Talk, students complete a checklist to identify the speaker's techniques:

- the speaker used a personal story;
- the speaker asked rhetorical questions;
- the speaker used humour;
- the speaker maintained eye contact;
- the speaker used pauses effectively;
- the speaker interacted with the audience.

Task 4. Structure analysis of the TED Talk. Students identify the parts of the presentation: introduction, main idea, supporting examples, and conclusion.

Post-viewing activities.

Task 5. Pair discussion. Students discuss the following questions: *What presentation techniques were most effective? Which part of the talk was the most memorable? Would you use any of these techniques in your own presentation?*

Task 6. Reflection journal. Students write a short reflection: *What did you learn about public speaking from this TED Talk? Which speaking skill would you like to improve?*

Workshop 2. Organizing and creating TED-style content.

The second workshop focused on structuring presentations and developing engaging content.

Task 1. Reordering activity. Students receive mixed parts of a TED-style presentation and work in groups to arrange them logically.

Task 2. Practice a strong opening. Students practice creating attention-grabbing introductions.

Instructions: Create three possible opening sentences for your presentation

using a surprising fact, a rhetorical question, or a short personal story.

Task 3. Storytelling. Students transform factual information into a short story.

Task 4. Create a TED-Style outline. Students create outlines for their own presentations using a guided template. Outline sections: title, hook/opening, main idea, supporting arguments, personal example, a question to the audience, and conclusion.

Task 5. Peer feedback exchange. Students present their outlines in small groups and answer the questions: *Is the main idea clear? Which part sounds most interesting? What could be improved?*

Workshop 3. Delivery skills and speaking practice. The third workshop concentrated on pronunciation, body language, and speaking fluency.

Task 1. Shadowing activity. Students listen to short extracts from TED Talks and repeat them while imitating pronunciation, stress, intonation, and pauses.

Task 2. Practicing intonation and pausing. Students mark pauses and stressed words in presentation excerpts and repeat the patterns.

Task 3. Body language observation. Students watch muted TED Talk clips and analyze non-verbal communication. Then, students discuss the following questions: *What emotions does the speaker show? How does the speaker use gestures? What makes the speaker appear confident?*

Task 4. Delivering one-minute talks. Students deliver short, spontaneous speeches on proposed topics.

Task 5. Speaking reflection journal. Students complete self-assessment questions: *What was difficult during speaking? Did you speak fluently? Did you use gestures naturally? What would you improve next time?*

Workshop 4. TED-style presentation performance. The final workshop focuses on delivering students' independent TED-style presentations.

Task 1. Rehearse a presentation. Students in pairs rehearse presentations which they have prepared at home and

check timing, pronunciation, transitions, visual support, and body language.

Task 2. Peer coaching. Students exchange constructive feedback using prompts: *The strongest part of your presentation was...Your introduction could be improved by...You interacted with the audience effectively when...*

Task 3. TED-Style presentation delivery. Each student delivers a 4–5-minute TED-inspired presentation.

Task 4. Audience evaluation. Audience members complete observation sheets evaluating: clarity of ideas, structure, pronunciation, confidence, storytelling, audience interaction, and effectiveness of conclusion.

Task 5. Final discussion. Students discuss the following issues: *Which TED techniques helped you most? Did your confidence improve? What presentation skill changed the most? How can you apply these skills in future academic or professional situations?*

The final post-research stage implied qualitative analysis of students' reflection journals by grouping similar responses into thematic categories for each question. The analysis reveals the main learning outcomes, challenges, improvement strategies, skill development areas, and future learning needs that emerged after completing the TED-style presentation research.

Question 1. What did you learn about effective presentations?

The responses demonstrate that students developed a clearer understanding of the characteristics of successful presentations. Five major categories were distinguished:

– **Structure and Organization**
(7 responses)

Many students emphasized the importance of having a clear structure, following a plan, and organizing ideas logically: *"You need to make a good structure, stick to a plan."; "A clear structure (opening – three simple points – closing) helps you speak naturally."; "I learned how to build a good text*

strategy specifically for a TED Talk.";
"Introduction and ending are crucial parts of presentations."

– **Audience Engagement and Interaction (7 responses)**

Students frequently mentioned maintaining audience attention through eye contact, engagement, strong openings, and audience connection: *"Keep eye contact.";*
"Contact with the audience influences the overall impression.";
"Engaging with the audience and the importance of it.";
"A strong, relatable statement grabs attention immediately."

– **Confidence and Delivery (5 responses)**

Several participants recognized the role of confidence and effective delivery in presentation success: *"A good speaker speaks confidently.";*
"Ability to stay more confident.";
"Speaker should understand the topic."

– **Language and Speaking Skills (4 responses)**

Students acknowledged the importance of vocabulary, grammar, pronunciation, and linguistic preparation: *"Grammar and vocabulary bank has to be full.";*
"Work on your pronunciation.";
"You have to be prepared to use your vocabulary."

– **Content Quality and Evidence (4 responses)**

Participants learned that effective presentations require strong ideas, facts, examples, and meaningful messages: *"How to prove your ideas with facts.";*
"Effective presentations should be interesting.";
"Use examples.";
"Speaker should understand the topic."

Question 2. What was the most difficult part of preparing your TED-style talk?

Students identified several challenges during preparation:

– **Managing anxiety and confidence (5 responses)**

The most common challenge was overcoming nervousness and public speaking anxiety: *"The main struggle is*

presenting in front of other people.";
"Confidence issues.";
"Not to feel nervous.";
"The hardest part was feeling confident."

– **Memorization and remembering content (5 responses)**

Many students struggled with memorizing their speech: *"Memorizing it.";*
"Remember and prepare the text.";
"Finding the hook and memorizing it.";
"Forgetting details."

– **Developing and organizing ideas (4 responses)**

Several respondents found it difficult to generate ideas or organize information effectively: *"Finding an idea.";*
"Finding something no one has heard about previously.";
"Explaining a complex trend simply.";
"Searching for attributes or ideas."

– **Making the Presentation Engaging (3 responses)**

Some students reported difficulties creating interesting content: *"To make it interesting.";*
"Finding the hook for the audience.";
"Making interesting constructions."

– **Language-related difficulties (2 responses)**

A few students experienced vocabulary-related challenges: *"Vocabulary.";*
"Making interesting constructions."

Question 3. Which strategies helped you improve your presentation?

Students reported a variety of strategies that contributed to their improvement:

– **Preparation, planning, and script writing (7 responses)**

The most common strategy involved careful preparation: *"Preparing and writing a full script.";*
"Writing a plan.";
"Prepared script.";
"Complete preparation and bullet points."

– **Audience-centered techniques (5 responses)**

Many students adopted strategies aimed at engaging listeners: *"Adding questions for the audience.";*
"Calling for action at the end.";
"Strong introduction and ending.";
"Direct question to the audience."

– **Simplification and focus on key ideas (4 responses)**

Several students reduced dependence on memorization: *"Remember only key phrases.";*
"Define terms in simple words.";

"Use everyday examples."; "Speak from the heart."

– **Topic familiarity and passion (3 responses)**

Students reported greater success when they were personally interested in the topic: *"Getting really passionate about my topic."; "Giving personal experience."; "Digging deeper into the topic."*

– **TED Talk techniques and rhetorical devices (2 responses)**

Some respondents applied specific TED-style techniques: *"Contrast, puzzle and question."; "List of three."*

Question 4. Which presentation skill improved the most?

Students reported improvements in several presentation-related competencies:

– **Confidence and public speaking (5 responses)**

Confidence emerged as the most frequently improved skill: *"Confidence improved a lot."; "Less stress."; "Ability to stay tall."; "Public speaking confidence."*

– **Structure and organization (4 responses)**

Some students noted improvement in organizing content: *"Structuring a clear message."; "Plan writing."; "Structure and history leading."; "Finding and describing an idea."*

3. Improvisation and speaking flexibility (3 responses)

A few students became more comfortable speaking without relying entirely on memorized scripts: *"Improvisation based on the main ideas."; "Ability to improvise."; "Speaking naturally."*

4. Audience engagement (3 responses)

Several students reported better interaction with listeners: *"Grabbing the audience's attention."; "Audience connection."; "Engaging listeners."*

5. Message development (2 responses)

A few students improved their ability to communicate meaningful ideas: *"Connecting a modern topic to a deeper truth."; "Finding an idea and describing it."*

Question 5. What would you improve in your next presentation?

Students identified several areas for further development.

– **Confidence and anxiety reduction (7 responses)**

The most common goal was becoming more confident and reducing nervousness: *"Delivering the content more confidently."; "Fix my problem with anxiety."; "Techniques to increase confidence." "Confidence."*

– **Pronunciation and language skills (4 responses)**

Many students wished to improve pronunciation and vocabulary: *"My pronunciation and confidence."; "More interesting vocabulary."; "Improve pronunciation."; "Use richer language."*

– **Preparation and memorization (3 responses)**

Several respondents felt they needed more preparation time: *"Prepare more."; "More time for memorizing."; "Prepare beforehand."*

– **Authenticity and natural delivery (3 responses)**

Students wanted to sound more natural and less scripted: *"Speak more from the heart."; "Not remember every single detail."; "Add a personal story."*

– **Structure and content development (3 responses)**

Some participants aimed to improve content organization and idea development: *"Improve structure."; "More concrete ideas."; "Make it longer."*

Findings

The study's findings indicate that the TED Talk-based approach significantly enhanced university students' monologic speaking competence and presentation skills in English. An analysis of the pre-research questionnaire, workshop performance, peer evaluations, and students' reflective journals revealed measurable progress in several interrelated domains: presentation organization, confidence, audience interaction, speaking fluency, and self-awareness as speakers.

The preliminary research findings suggested that although most students had prior experience with academic presentations, systematic training in public speaking was limited. While 85.8% of participants reported delivering presentations either sometimes or often, none indicated engaging in presentation activities very frequently. Furthermore, despite 76.2% of respondents being familiar with TED Talks as viewers, only one-third of participants had prior experience delivering TED-style presentations. These findings imply that students possessed partial familiarity with presentation practices but lacked structured preparation for audience-oriented, persuasive speaking. The diagnostic stage further revealed that psychological barriers constituted the greatest challenge for students. Fear of public speaking and a lack of confidence were identified as the most significant barriers, reported by 57.1% and 23.8% of respondents, respectively. In contrast, linguistic challenges, such as vocabulary and grammar limitations, were mentioned less frequently. This finding indicates that effective speaking instruction should not solely concentrate on linguistic competence but should also address affective factors, including confidence-building and anxiety reduction. The main stage with conducted workshops demonstrated substantial improvement in students' awareness of effective presentation techniques. Following the TED Talk analysis activities, students developed a clearer understanding of presentation structure, storytelling, rhetorical openings, audience interaction, and non-verbal communication. Reflection journals revealed that participants increasingly perceived successful presentations not merely as the transmission of information but as dynamic communicative events requiring audience engagement, logical organization, and persuasive delivery. A particularly important finding concerns the development of presentation organization and content structuring.

During the workshops, students acquired the skills necessary to construct presentations with clear introductions, logically sequenced arguments, supporting examples, and memorable conclusions. Reflection data indicated that students developed an enhanced awareness of the significance of coherent organization and meaningful content. Numerous participants reported improvements in structuring ideas, planning speeches, and developing more robust presentation narratives. This outcome substantiates that scaffolded TED-style instruction fosters not only fluency but also discourse-level competence and presentation literacy. Another notable outcome was the enhancement of students' confidence and public speaking performance. Reflection journals consistently identified increased confidence as the skill that improved most throughout the project. Students reported experiencing reduced anxiety during presentations, becoming more comfortable speaking in front of audiences, and relying less heavily on memorized scripts. The one-minute mini-talks, peer coaching, and repeated opportunities for speaking practice contributed to greater self-confidence and reduced performance anxiety.

The study further identified enhancements in audience awareness and interaction strategies. Students increasingly integrated rhetorical questions, storytelling, eye contact, and audience engagement techniques into their presentations. Peer observations and audience evaluation sheets indicated a heightened use of persuasive language and more active listener involvement during the final TED-style presentations. These developments suggest a shift from speaker-centered communication to more interactive and audience-oriented speaking practices. Pronunciation and fluency also improved during the intervention, albeit to a lesser extent than confidence and organization. Through shadowing activities and intonation practice, students exhibited greater awareness of pausing, stress, rhythm, and

vocal delivery. Reflection responses indicate that participants became more attentive to pronunciation accuracy and natural speaking pace. However, many students still identified pronunciation and vocabulary enrichment as areas necessitating further development, suggesting that extended instructional support may be required for sustained linguistic improvement. The findings additionally underscore the value of reflective practice within TED-style instruction. Participants demonstrated an enhanced ability to identify areas for improvement, including anxiety management, pronunciation, natural delivery, and robust content development. Consequently, reflection activities facilitated increased learner autonomy and critical self-assessment. The findings substantiate that the TED Talk-based approach fostered a supportive, scaffolded learning environment, enabling students to progressively develop speaking competence through observation, guided practice, collaboration, and authentic communication. The integration of TED-inspired activities proved particularly effective in enhancing confidence, presentation structure, audience engagement, and students' willingness to speak publicly in English.

Conclusion

The research corroborates that TED Talks serve as valuable models of authentic public speaking, characterized by their clear organization, storytelling, audience interaction, persuasive communication, and multimodal delivery. Through the analysis of TED Talks and the gradual practice of presentation techniques in scaffolded workshops, students acquired a deeper understanding of effective speaking strategies and became more confident public speakers. The workshops were notably effective in enhancing students' ability to structure monologic speech coherently, organize arguments logically, and engage audiences more effectively. One of the most significant outcomes of the

project was the increased confidence among students, indicating that repeated speaking practice, peer collaboration, and exposure to authentic speaking models can effectively mitigate presentation anxiety. Additionally, students developed a heightened awareness of rhetorical devices, storytelling techniques, pronunciation patterns, and audience-centered communication. The study further underscores the importance of incorporating reflective and collaborative practices into speaking instruction. Peer feedback, self-assessment, and reflexive journals encouraged students to critically evaluate their performance and identify areas for further development. These practices contributed not only to communicative competence but also to learner autonomy and metacognitive development.

At the same time, the study identified several limitations. The relatively small sample size and the brief duration of the training sessions constrain the generalizability of the findings. Furthermore, the development of pronunciation and linguistic accuracy requires more extended practice than was feasible within the scope of the current project. Consequently, future research could explore the longitudinal effects of TED Talk-based instruction, compare TED-inspired pedagogy with more traditional presentation training methods, and investigate its application across various academic disciplines and language proficiency levels.

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РОЗВИТОК МОНОЛОГІЧНОГО МОВЛЕННЯ ТА ПРЕЗЕНТАЦІЙНИХ УМІВЬ СТУДЕНТІВ НА ОСНОВІ TED TALK-ПІДХОДУ

Постановка проблеми. Сучасні процеси глобалізації, академічної мобільності та цифровізації освіти зумовлюють зростання вимог до рівня іншомовної комунікативної компетентності студентів закладів вищої освіти. Особливої актуальності набуває розвиток умінь усного монологічного мовлення, академічної презентації та публічного виступу англійською мовою, оскільки майбутні фахівці повинні вміти чітко, логічно й переконливо презентувати ідеї в академічному й професійному середовищі. Попри зростання уваги до розвитку іншомовного мовлення у вищій школі, багато студентів зазнають труднощів під час підготовки й проведення презентацій, зокрема у структуруванні змісту, формулюванні аргументів, взаємодії з аудиторією та подоланні страху публічного виступу. Одним із перспективних засобів удосконалення навичок презентаційного мовлення є використання TED Talk-підходу, який поєднує автентичне мовлення, сторітелінг, чітку організацію виступу, риторичні стратегії та активне залучення слухачів. Однак питання системного впровадження TED-орієнтованих завдань у практику навчання монологічного мовлення студентів університету залишається недостатньо дослідженим.

Мета статті полягає у висвітленні перебігу та результатів експериментального навчання студентів, спрямованого на розвиток умінь монологічного мовлення та презентаційної компетентності англійською мовою на основі TED Talk-підходу, а також у визначенні ефективності впровадження TED-стилізованих презентацій у практику навчання англійської мови у закладах вищої освіти.

Методологія дослідження. Дослідження ґрунтувалося на поєднанні кількісного та якісного підходів і спиралося на компетентнісний, комунікативний, конструктивістський та діяльнісно орієнтований підходи до навчання іноземних мов. Експериментальне навчання було організовано у форматі практичних воркшопів, які забезпечували поступовий розвиток навичок презентаційного мовлення через аналіз автентичних TED Talks, виконання підготовчих і мовленнєвих завдань, взаємонавчання та рефлексію. У дослідженні взяли участь 21 студент бакалаврату Київського національного університету імені Тараса Шевченка, які здобували фахову підготовку в галузі мовної освіти. Експериментальна підготовка була проведена в межах навчального процесу у 2026 році та передбачала три етапи: передекспериментальний зріз, основний етап (чотири воркшопи) і післяекспериментальний зріз. Під час воркшопів студенти аналізували TED Talks, вивчали структуру успішного виступу, опрацьовували мовні та риторичні засоби, практикували вимову, інтонацію, невербальну комунікацію та створювали власні презентації у стилі TED Talk.

Результати. Результати дослідження засвідчили позитивний вплив TED Talk-підходу на розвиток умінь монологічного мовлення та презентаційної компетентності студентів. Встановлено, що використання TED-орієнтованих навчальних завдань сприяло підвищенню впевненості студентів під час публічних виступів, покращенню структурованості висловлювання, розвитку навичок взаємодії з аудиторією та використання переконливих мовленнєвих стратегій. Студенти продемонстрували прогрес у логічній організації презентацій, використанні прикладів і сторітелінгу, а також у розвитку зв'язності мовлення та вимови. Аналіз рефлексивних щоденників засвідчив зростання усвідомлення студентами власних сильних сторін і труднощів у процесі публічного виступу. Отримані результати дають підстави стверджувати, що TED Talk-підхід є ефективним педагогічним інструментом для розвитку академічного мовлення та презентаційної грамотності у студентів закладів вищої освіти.

Ключові слова: усна комунікація, TED Talk презентації, мовленнєва компетентність, презентаційні уміння, студенти вищої школи, навчання іноземних мов.

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