

THE EFFECTS OF ENGLISH TED TALKS VIDEOS ON ORAL PRESENTATION SKILL OF ENGLISH MAJORED SENIORS AT TAY DO UNIVERSITY IN VIET NAM

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ABSTRACT

The study was aimed to identify positive effects that English majored seniors get through watching TED Talks videos in English. In fact, the population of this research was from Bachelor of English course 13 at Tay Do University which consisted 96 students were taken as the samples of this study. To achieve the aim of this study, a mixed method was used to collect quantitative and qualitative data. Questionnaires and interview papers were delivered to all participants for collecting data and getting more information. For the research, the collected data from the instruments mentioned above were all analyzed afterward. From the taken data, the results showed that there are many benefits from watching TED Talks videos in English toward oral presentation skills and the seniors can apply watching English TED Talks videos to improve their oral presentation ability.

Key words: *talks, oral presentation, English majored seniors, university*

1. INTRODUCTION

1.1. Rationale

During the past few decades, the English language is considered the world language and it is the only foreign language that is being taught to all students in the world. Keshta (2000:1) stated that “*English is a universal language: the language of communication among countries in the international world of trade, business, communication, air transportation and technology*”. Besides, Abadi and Marszban (2012) noted that “*English as second language being widely used in many different areas such as tourism, telecommunication, science, and technology*”. Therefore, English as a language has become an essential demand for all fields. Particularly, English acquisition is immensely necessary more than ever.

With the current trend of globalization, the biggest aim of English learners is to have good speaking skills to communicate with foreigners. Beside speaking skills, oral presentation skills is also rated as a way to improve communication skills. Nowreya, Muneers, and Hanan (2015) stressed that “*in a technology-driven society, the ability to communicate orally continues to be an indispensable skill for students at school and university*”. Every year, there are many English seminars, English talk shows, and English meetings being held. So, in order to prepare language learners to easily integrate with that trend, students need to be equipped with the ability to communicate orally, the ability to master a performance, the ability to present or persuade the audiences from an early age. Making presentations helps students to bridge the gap between language study and language use, enhance collecting, inquiring, organizing, and constructing information properly. Moreover, presentation in English is both the foundation form of public speaking and an effective way to integrate into the new environment. As the matter of fact, “*oral presentation skills is not only one of the most common spoken genres for English-language learners in academic and workplace settings but also perceived to be integral to one’s academic and professional success*” (Evans, 2013; Kim, 2006).

As a student majoring in English, the researchers realized that there were only a few English-majored students at Tay Do University who did not have access to oral presentation skills in high school. Whereas the remainder have given presentations in English before. Despite that, both groups of learners still encountered many difficult factors when giving their academic presentations in front of class at university. It is easy to see that the biggest challenges of students when presenting are their speaking abilities and psychology. Then, they continue to develop their presentation skills by regularly making presentations on learned content in subjects such as Syntax, Morphology, Phonology, etc. Nevertheless, all presentations were only completed based on the inherent skills and experiences accumulated from the

previous presentations. As a consequence, the students always have difficulties in perfecting their presentations even though they improve over time. Especially, even if the seniors learned how to deliver a presentation professionally in Presentation Skill subject, they still have certain barriers such as lack of vocabulary, lack of confidence, lack of knowledge, ... Hence, in addition to practicing presentations a lot, finding reference materials to support the development of oral presentation skills is a significant factor.

In seeking out instructional materials to facilitate novice presenters' understanding and production of oral presentations, the author has noticed that many researchers conducted studies on the objective possibility of using videos to improve presentation skills for students. In fact, as a student majoring in English, the researchers understood that the seniors still have many difficult factors when giving their academic presentation in front of class. Therefore, the best way to help them to overcome these obstacles is using the kind of video which records the performances of the professional presentations. Specifically, TED Talks is the most popular source often used by English teachers that consists of powerful inspirational speeches on many different fields of many famous speakers from all over the world. As a result, the study *"The effects of TED Talks videos on oral presentation skills of English - majored seniors at Tay Do University in Viet Nam"* was conducted to explore how watching TED Talks videos in English affects oral presentation skills of English - majored seniors deeply.

1.2. Research aim

The study was conducted with a view to point out the positive effects that English-majored seniors get through watching TED Talks videos in English.

1.3. Research questions

The thesis was undertaken to deal with the following questions:

1. Does watching English TED Talks videos help seniors at Tay Do University improve their presentation skills?
2. Are there any benefits for seniors by watching TED Talks videos?
3. How does watching English TED Talks videos help seniors improve their presentation skills?

1.4. The significance of the study

Many researchers have shown the benefits of using many materials as well as many ways to improve oral presentation skills in the classroom. This study mainly focused on pointing out the effects of watching English TED Talks videos on the oral presentation skills of English - majored seniors at Tay Do University. On the basis of the finding, students would realize what watching TED Talks videos in English's advantages are and how this way can help them to strengthen oral presentation ability. Consequently, thanks to this, it is expected that the research would be a beneficial reference for students to develop their oral presentation skills.

2. LITERATURE REVIEW

2.1 Definitions of oral presentation

Several researchers have defined many concepts of presentation from different perspectives. It culminates in a large number of meanings that describe the term, some of which are mentioned below.

Initially, Cambridge Dictionary defined that *"presentation is a talk giving information about something or the act of giving or showing something, or the way in which something is given or shown"*. Similarly, Levin and Topping (2006) opined that *"oral presentation is planned and practiced speech that presentation given by a presenter (sometimes more than one) to an audience of two or more people"*. It is usually a performance intended to enlighten, convince, build goodwill, propose a new idea, or inspire others. It cannot be denied that oral presenting is a method of communication whose purpose is to communicate or delivery some thoughts, information and messages. In other words, *"oral presentation is a type of communication ability that is used to deliver important information"* (Rajoo, 2011). Likewise, Baker (2000, p. 115) stressed that *"the oral presentation is like a formal conversation, speaking to the group as a natural activity"*. So that, it can be clearly seen that this practice is aimed to communicate and designed to inform, persuade the audiences or self-express.

Essentially, Al-Nouh, Abdul-Kareem, and Taqi (2016) argued that *"presentation skills are recognized as one of the primary skills for higher education and future employment"*. Particularly, oral presentations are an ideal tool for introducing students to advanced and sophisticated technology, training, as well as encouraging them to use it to bring change into the classroom by breaking up monotony and adding fresh flavor. Differently, Pham Thi Phuong (2018) shared her viewpoint that *"presentation skills are considered as a tool to achieve learner-centered learning or learning by doing, because students are enabled to accomplish more of the tasks of a teacher, create and delivery knowledge on their own"*. She continuously added that *"students become more self-directed as they have to practice speaking, collecting, comprehending, synthesizing and constructing information without any help"*.

Nevertheless, Ming (2008, p.118) described that *“an oral presentation as typically and partly spoken, partly visual form of communication, and it is normally limited in time and occurs in organizational settings”*. Moreover, De Grez (2009) strengthened that *“oral presentation competence comprises knowledge, skills, and attitudes that are required in order to speak in public”*. Obviously, it necessitates adequate preparation, a steady temperament, and flexibility in all scenarios from students. Additionally, Carstorz et al (2002) noted that *“it is important to be clearly explain a topic and pay attention to the audiences, consider how much the audiences know about the topic in advance and teach them information they do not know”*. Thus, students are required to know and clearly understand the main ingredients of the presentation in order to deliver the academic oral presentation.

On the whole, it comes to the conclusion that oral presentation is the process of presenting a topic to the audiences with the aim to communicate, inform, persuade as well as deliver the topic.

2.2 The importance of oral presentation skills

It goes without saying that the primary goal of learning English is to acquire a simple language for day-to-day communication, it entails English learners must practice speaking skills in a many fields of life. At university, making presentations is an indispensable way to support English students to develop speaking skills. In addition, presentation is considered as a regular and crucial activity for English major students. However, to achieve perfect oral presentation skills, students need to practice a lot.

According to King cited by Zivkovic (2014), *“students give an oral presentation in front of the class is one of the activities that learners have and it included in the lessons to improve the students’ proficiency level”*. He also claimed that *“teaching students how to prepare, organize, and deliver good oral presentations for professional objectives is an important aspect of language education at universities”*. Likewise, in the oral presentation, students should be able to self-contained in terms of emotional, material understanding and able to understand the situation in front of the audience. King said *“oral presentations provide a rewarding and stimulating experience both for teachers in developing facilitating skills and for students in training themselves to have confident presentations in public”*.

In fact, the ability to give an oral presentation is a key competence for success in the diverse work environments that academics need. In fact, possessing good presentation skills and communicating well at class will be a learning ground that help students to get a strong motivation and confidence for an effective social interaction at workplace in the future. Oral presentation, particularly, not only offers the opportunities for students to develop their skills and knowledge together but also helps them to gain much more confident by performing in front of class. In oral presentation, students would be trained for thinking faster that supports them to facilitate their process of making decision in spontaneity condition. Furthermore, the ability to effectively communicate the ideas in oral presentation allows the presenters to engage closely with the audiences and attract them. All of the benefits mentioned above are the basic requirements that could provide more job opportunities.

Enein (2011) asserted that *“presentation can be considered as a form of public speaking in which students orally present academic topics in front of class”*. Besides, Kim (2006) noticed that *“although giving oral presentation was not ranked as the most difficult task in graduate seminar, it was suggested by the students as the most important skill to grasp, especially present in English”*. It is a favorable chance for students to perform their English communication proficiency. In simpler terms, students in tertiary education, especially graduate students, are increasingly likely to utilize English as a working language in graduate seminars or conferences. Thus, it is required that the English learners need to develop their speaking skills and academic oral presentation ability which will enable them to think critically and convey their own ideas in the public professionally.

According to the antecedent explanation, making presentation brings so many advantages for English major students. It cannot be denied that oral presentation skills are the cornerstone in improving students’ English proficiency and increasing many fields knowledge. To summarize, in the field of English as a foreign language, presentation will benefit students majoring in English not only in improving their English speaking skills, but also in their careers in future.

2.3 Factors effect on oral presentation skills

2.3.1 Personal traits

Personal trait is the most challenging factor influencing oral presentation in English. Particularly, McCrae & Costa (2015) and Joughin as cited in Fazliza & Shazlin (2016), *“personality traits are typically defined as descriptions of people in terms of relatively stable patterns of behavior, thoughts, and emotions that may have the potential to affect presenter’s ability to perform”*. Anxiety and lack of self-confidence, according to two studies that conducted by Al-Nouh et al, and Fazliza & Shazlin (2016), are two major factors that delay students when presenting. Firstly, Horwitz as cited in Ahmed Maher (2016) defined that, *“anxiety is a feeling of tension, afraid and anxious that associated with the situation of learning a foreign language”*. Even though the undergraduate students were well-prepared, they were worried, believing that their friends peers better English than they did, feeling uncomfortable and shy while speaking in front of others, and fearing that the teacher would pay attention to their English blunders. Secondly, Kakepoto as cited in Djehiche Kanza (2016) said that, *“confidence is an important component of any good presentation”*. Certainly, Chen

and Brown as cited in Ahmed Maher (2016) discovered that, *“the main causes of students’ confidence are both their low ability in speaking English and the lack of encouragement from the teacher”*.

It can be concluded that, personal trait is the key that plays an important role in oral presentation. The lack of confidence and feeling anxiety appear to be an expected outcome of feeling uncomfortable and shy when they have to speak in front of others. Thus, English learners must do rehearse more and more before they do an oral presentation in order to be positive in any setting.

2.3.2 Vocabulary

It is exactly that vocabulary is the biggest challenge when learning any language. In Cambridge Dictionary, it is defined that *“vocabulary is all the words used by a particular person, or all the words that exist in a particular language or subject”*. Similarly, Zhihong (2018) also elaborated that *“all the words in a language make up what is generally known as its vocabulary”*. Accordingly, Hornby (1995) also shared his viewpoint that *“vocabulary is a list of words with their meaning”*. In fact, *“vocabulary learning is the foot-stone of the whole language learning”* (Zhihong, 2018). Vocabulary carries content of what we want to say; the more words you know, the more you will be able to communicate; so with a bigger vocabulary you will be able to talk about more things. It can be clearly seen that *“vocabulary is the most significant and unmanageable component in learning any language”* (Oxford, 1990). The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. In particular, many words have more than one meaning in variety of situations. For that reason, lack of vocabulary is the main and biggest obstacle that students must overcome when presenting because they cannot express full meaning of the topics without an extensive vocabulary. Besides, students frequently do not review their own old words that lead they do not have words enough to present. Moreover, they also cannot use dictionary to find the meaning during the presentation.

Thus, it is concluded that vocabulary appears to be a major factor in making it more difficult for students to express their thoughts. Without a large vocabulary, students will be unable to employ the structure and functions that they have learned for coherent communication. As a result, they should equip greater vocabulary to aid in their oral presentation skills.

2.3.3 Grammar

Similarly, grammar is also one of the indispensable elements which affect process of studying foreign language. According to James D. Williams (2005), *“grammar is a formal study of the structure of the language and describes the way of putting words together to make meaningful sentences”*. In the other hand, grammar is rules of words that show how words combine together in a language. However, Wilkins (1972) shared that *“without grammar structure, the messages can be conveyed”*. Therefore, more and more learners ignore using correct grammar structure as a habit when speaking. Especially, in an oral presentation in front of a lot of audiences, grammatical errors are a lack of professionalism. Besides, *“Vietnamese students often apply their mother tongue or their first language structures to structures of the foreign language which is different from their native language”* (Haryanto, 2007). They frequently transfer Vietnamese structures into English, and they tend to string together English words using Vietnamese word order. Students also find it difficult to remember all English grammatical structures because of their diversity and complexity.

In brief, in terms of motivation and learner success with languages, grammar has been seen to be a problem to stand in the way of helping learners to become successful speakers in their performance. The stronger English users are in grammar, the more professional their presentation will be.

2.3.4 Background knowledge

In addition, personal knowledge is essential to have a good language. Turner, Husman and Schallert (2002) said that *“a person’s background knowledge, also known as prior knowledge, is a collection of abstracted residue derived from all of life’s experiences”*. In reality, background knowledge comes from a variety of sectors in everyday life. With poor background knowledge, students cannot come up with good ideas to draw attention. Especially, *“topical knowledge has effects on presentation skills”* (Bachman & Palmer, 1996). It can be realized that students have difficulties in showing their opinion because of lacking of general knowledge. Besides, Fisher & Frey (2009) defined *“background knowledge is widely discussed as a critical factor in learning, but in practice it is rarely addressed outside of assessment”*. In other words, background knowledge is not something that merely sits dormant until it is needed. The speeches will be more appealing if the presenters have more expertise. Therefore, students must have a solid knowledge platform on the subject to present to be able to convey precisely to the audiences.

To summarize, background knowledge is regarded as an important component of obtaining new knowledge that aids English learners in becoming more attractive. They will not be able to interest the audience if the presentation is limited in scope. As a result, the practical and abundant real-life connections assist them in delivering a great presentation.

2.3.5 Time management

Similarly, a study which was done by Tuan and Mai (2016) defined that, *“the student problem is about management of time in presentation”*. Moreover, Ikhfi (2018) also argued that *“most of students have lack ability in managing the time of their presentation. They cannot manage the time presentation to become effective”*. According to Wikipedia, *“time management is the process of planning and exercising conscious control of time spent on specific activities, especially to increase effectiveness, efficiency, and productivity”*. Similarly, preparation and planning are critical components of any endeavor. It means that the students should have to organize the time before they turn, and organize the time effectively during the presentation. Chiver (2007) also stated that, *“the use of time during the presentation has relation with the content”*. In fact, *“the students do not know how to spend their time to tell the most important point that they need to share to the audience”* (Ikhfi, 2018). Thus, if the content was extensive, it will become an issue if the students are unable to organize it well. So, the pace of speaking when presentation become problem for the audiences. In most presentations, it is usually better to deliver less content at a reasonable pace than to deliver too much at a faster pace, which may overwhelm and confuse the audience.

Hence, it can be clearly seen that time management is critical for planning and delivering effective presentations. The presentation will not be delivered nicely if time management is inadequate. Thus, students need to train not only to manage their time effectively, but also to be adaptable in different scenarios in order to reach perfect presentations.

2.4 TED Talks videos

In seeking out instructional materials to facilitate novice presenters' understanding and production of oral presentations, the author looked for inspiration from TED (Technology, Entertainment, and Design) Talks - a nonprofit devoted to spreading ideas, usually in the form of short, impactful talks since 1984. With the mission of promoting *“ideas worth spreading”* and reaching everyone from *“every discipline and culture”*, TED conferences invite professionals from a variety of communities, disciplines and cultures to share their achievements and innovations through tightly timed onstage presentations; videos and transcripts of the talks are then made freely available online. TED Talks are distinguished from academic lectures or conference presentations by their target audiences, a wide range of cross-disciplinary topics, and accessibility.

Actually, the TED Talks videos are part of a platform, which is a nonprofit organization that presents videos of lectures on a variety of themes that people encounter in their daily lives or scientific topics, depending on the learners' level of interest in specific subjects. The TED platform organizes conferences or lectures twice a year with a group of accomplished people with the goal of capturing the public's attention by standing for design, entertainment, and technology, and covering a wide variety of topics related to different areas according to the audience's age and interests. Now, this platform covers a variety of topics, including business, medicine, environmental issues, technology, among others that learners can take advantage of. According to Richards (2015), *“an advantage is that the TED Talk videos provide learners' autonomous learning because these videos can be selected based on their interests, and considering the English students' level”*. In addition, it is important to note that the topics of the TED Talk videos contain accurate information since most of the audience are adult people and have a developed critical thinking to draw their own conclusions. The TED Talk videos are probably not an ideal resource for beginners, but more appropriate for intermediate and advanced students, particularly those majoring in English.

Actually, TED Talks is an appropriate media that can be used in English speaking class. TED Talks is type of public speaking that involves sharing personal experiences and motivating audiences. TED presentations are used to improve students' public speaking skills in English. It is useful for students because they learn not only about public speaking but also about the lives of the speakers, allowing them to be inspired and motivated by the speakers. According to Vasilevich (2016), *“the biggest advantage of the videos is that TED Talks is totally authentic as the speakers share their own personal stories, ideas, experiences with the audiences”*. So that, TED Talks videos pique people's curiosity and hold their attention, ensuring that students are not bored when watching and listening to the lectures presented on this platform. In addition, these videos will stimulate and inspire students to keep watching, which is a good thing because it will help them improve their listening abilities over time, as well as their spoken pronunciation, because listening and speaking skills are intertwined.

In conclusion, as technology, as well as the social and natural sciences, advance, TED Talks contains more and more performances on a variety of topics, which provides a sample presentation source for English students who want to perfect their oral presentation skills to the better. Besides, the English teachers also have an additional supply of material to assist them in their work. Furthermore, for English majored learners, TED Talks videos are considered the ideal form of material to strengthen their oral presentation ability. The speakers' diverse experiences not only make the process of learning English less tedious, but also demonstrate the most practical and normal approach of delivering skills.

2.5 The effectiveness of English TED Talks videos on oral presentation skills

It is often said that *“the key elements of a presentation consist of presenter, audience, message, reaction and method to deliver speech for organizational success in an effective manner”* (Swathi, 2015). However, for learners, reference resources to develop presentation skills are an indispensable element. With the advancement of technology, TED Talks

is known as the best source of teachers to teach oral presentation skills for their students. In reality, TED Talks contains many performances of famous speakers from around the world, which can help students develop their oral presentation skills in many aspects.

Initially, it cannot be denied that anxiety and lack of confidence hold the crucial role during the presentation. The more self-control students have, the more successful they will be. Through TED Talks videos, the speakers' demeanor helps students to get more experiences to support their speeches. Firstly, it is important that seniors can learn the way to control their emotion to rid of anxiety. In addition, the inspiration from TED Talks speakers are spread, that helps students become more motivated as well as more active and confident during the presentation. As Hong Chuyen et al (2020) contended that *"TED Talks has successfully motivated language learning for students; at the same time, students have successfully transferred roles from a passive learner to an active explorer"*. It is emphasized by Ashraf Atta (2019) that *"watching confident presenters help students increase self-confidence"*. Especially, it is exactly that the problems occurring when the presentation is inevitable. Thus, how to solve the problem is a valuable lesson that seniors get from TED Talks speakers. Moreover, there are numerous options for creating an interesting presentation air that student can consult the speakers of this material. As a result, psychological factors that students often encounter will be inspired to improve by TED Talks forum speakers.

Next, vocabulary is an element that can be developed by watching TED Talks conferences. Particularly, seniors can enhance vocabulary by English TED Talks videos. According to Hong Chuyen, *"during TED Talks videos watching, vocabulary acquisition is improved"*. Through what the speakers speak, students can acquire a variety of new words of many fields which are used regularly in both practical life and academic settings. Besides, it is easy to both review old words and remember longer that words when watching these speeches. Furthermore, the meanings of words can be fixed in different topics. It is an excellent technical to learn the diverse meanings of vocabulary in English from TED Talks's performances. Wilson (2000) reaffirms that *"images contextualized in video or on its own can help to reinforce language learning, provided the learner can see immediate meaning in terms of vocabulary recognition"*. Obviously, the videos of TED Talks also help students to learn how to apply the right words' meaning in right context of the presentation. Hence, this kind of material is an ideal method to increase vocabulary efficiently in order to support students' oral presentation skills.

Additionally, grammar is also regarded as foundation of any language. For that reason, *"students must use TED Talks like a best resource to improve the grammar"* (Hong Chuyen, 2020). According to Oxford, *"the most strategy in overcoming the problem of grammar is previewing the grammar subjects"*. So, through TED Talks's speeches, the learners can review many unusual grammar structures which rarely used daily that help them to remember these structures in a long term. Indeed, if the students choose the appropriate variety type of tenses to convey topics, that help both they are easy to say and the audiences are understandable. To be more precise, the tense flexibility of the performances from TED Talks can be a reference for English-major students to improve their ability to use tenses during the presentations. Simultaneously, they are able to use appropriately and effectively grammatical structures in their presentations. Then, TED Talks gives to the English learners an opportunity to consolidate their grammar knowledge solidly.

What's more, a good presenter usually has a broad overview knowledge and a certain understanding of the topic, it means that, the speakers must reinforce their personal knowledge about a variety of fields. Miftah Farid (2019) reported that he can *"find new ideas and knowledge when watching the TED Talks speeches because the speakers always share their experiences"*. So, according to Ashraf Atta (2019), *"TED Talks is a knowledge resource that contains valuable and accessible content and insights for learners"*. Specifically, it helps students to increase their knowledge about many fields that can be utilized in their presentation in the future. Having a solid background knowledge, besides, makes it easier to build the ideas and convey the full message of the presentation to the audiences. In addition, TED Talks can provide a great deal of real experience from the speakers. According to Pattison (1987), *"having experiences gives the presenters an ability to respond to many situations that may occur during the presentation"*. So that, the stronger background knowledge English students have, the more confident and the less embarrassed they are when presenting. To summarize, TED Talks is exactly a totally authentic as the speakers share their own personal stories, ideas, experiences that the learners can absorb to support their presentation skills.

Finally, a successful speech must be delivered within a reasonable time frame that can keep the audiences engaged without getting bored. Particularly, Romanelli et al (2014) clarified that *"TED Talks are a variety of recorded conference presentations on wide range of diverse topics, where a speaker shares their knowledge in a maximum duration of 18 minutes"*. It can be seen that the speakers of TED Talks always know how to divide the presentation time in accordance with the content of their speeches within a limited time that helps students to develop the ability to create a relation between time and content. By this means, presenters can be easily to estimate how long their presentation will last that helps them to organize the time effectively both before turning and during the presentation. Moreover, presenters of TED Talks are able to catch the flow of their speeches to adjust the time suitably. Thereby, students can both develop manage time ability and learn how to control the speaking pace when giving a presentation. Thus, time problems that students often face when giving presentations can be easily improved by embracing the flexibility of TED Talks speakers.

In order to help English learners to recognize the effectiveness of TED Talks on their oral presentation skills, in this part, these above-mentioned benefits are categorized into several groups namely personal traits, vocabulary, grammar, background knowledge and time management. Consequently, students should realize the benefits of English TED Talks videos as soon as possible so that they can get a lot of opportunities to practice and develop their oral presentation skills.

2.6 Related studies

Previously, many researchers conducted studies on the effective ways to improve students' oral presentation skills. However, the topics are not identical, and the participants may be of varying levels. In this study, there are some related studies, which conduct in this study, the researchers related studies which listed below may provide supporting evidence for this research.

In 2020, Nguyen Thi Hong Chuyen, Tran Thi Thu Tra & Nguyen Thi Hoang Trang conducted a study entitled "***Using TED Talks to enhance presentation skills for 1st year English majors at Thai Nguyen University of Education***" to know the effectiveness of a new English presentation learning strategy - using TED Talks in teaching presentation skills for the English major freshmen. It was conducted on 40 first-year English major students at Thai Nguyen University of Education ranging from 18-19 years old. The tools used to collect data in this study were questionnaires, face-to-face interview and observation. First, the researchers used questionnaire to collect information and the open-ended questions were asked. Following that to provide additional data, face-to-face interviews with the teachers were utilized to explore more deeply about the current situation and be aware of the objective assessments of the teachers for students' competences. Finally, the observation process was divided into two distinct parts: pre-presentation and post presentation which were observed in two groups (the control group studied with traditional method and the experimental group studied with TED Talks). After five weeks of process, the scores of pre-presentation and post-presentation of two groups were compared to draw a conclusion. The result showed that students had to face with several problems and they must use TED Talks like a best resource to improve presentation skills.

Similarly, the research "***Enhancing oral presentation skills through video presentation***" of Ahmad & Lidadun was done in 2017 to look at the impacts of video presentation production by students, particularly in doing an assignment on a movie review. 111 undergraduate students from various programs at University Teknologi (Malaysia) were purposely selected as representative samples in the study. They were between 18-21 years old ranging from beginner to intermediate level of English language proficiency. The students were in their third semester and were required to take an English language course A set of questionnaire was devised and tested for reliability to collect data on the students' experiences in their production of the video presentations. Twelve presentation videos were also selected and examined to describe how the students completed or approached their video presentation task. The findings from the questionnaire and video were analyzed quantitatively and qualitatively to demonstrate the potential of videos in motivating and enhancing students' experiences and skills.

Another study was completed by Ashraf Atta M. S. Salem (2019) with the topic "***A sage on a stage, to express and impress: TED Talks for improving oral presentation skills, vocabulary retention and its impact on reducing speaking anxiety in ESP settings***" to explores the impact of using TED Talks on improving oral presentation skills of Business English students and vocabulary uptake/retention. In this research, 49 students of Business English major, who were learning English for Specific Purposes at the college of Management Sciences in Egypt were selected to be the representative samples. Participants were divided into two groups; experimental group consisting of 24 students, and control group that includes. Findings of the study revealed that oral presentation skills and vocabulary uptake/retention levels were improved due to the use of TED talks. Also, it was revealed that Business majors in the experimental group are more enthusiastic, energetic and motivated to give killer presentations as they became more confident and free of anxiety and tension.

All in all, oral presentation skill is not an easy ability. That is why there are more and more researchers conduct many studies on exploring the ways to improve oral presentation skill for developing the foreign language competence. However, many researchers are still unsure of its efficacy. Therefore, this study is being implemented to find out a bonus method that is watching English TED Talks videos. Thank to this, the students not only develop their oral presentation skill but also get more knowledge about many fields through the TED Talks speakers from around the world.

3. RESEARCH METHODOLOGY

3.1 Design

In conducting this research, the researchers applied mixed method which was designed based on the stated research questions. This study was carried out to see if watching Ted Talk videos in English help students to develop their oral presentation skills. Concretely, English majored seniors at Tay Do University were chosen as subjects of the study. In this design, the researchers first conducted a quantitative method and then used a qualitative method to follow up and refine the quantitative findings. The questionnaires were delivered to students in order to survey their opinions. Also, to

make the research more reliable, some students were randomly selected to answer the interview questions. The two types of data were analyzed separately to point out how watching English TED Talk videos affected students' oral presentation skills.

3.2 Participants

The subjects of this research were 96 English-majored seniors course 13 at Tay Do University. They all speak Vietnamese as their first language and English as their foreign language. However, they came from different areas, both rural and urban. For that reason, their backgrounds were quite different. Specifically, only roughly one quarter of them have just practiced presentations in college, it means that, approximately three-quarter of them have given presentations in English before. Nonetheless, when becoming English major students, their levels of speaking skills as well as oral presentation skills were still limited and they must have the authentic references. As the result, they have been given questionnaires and interview papers focusing on the effects of English TED Talks videos on oral presentation skills to collect the data for the research.

3.3 Instruments

To obtain the data, in this research, questionnaires and interview papers were employed as two necessary instruments. The questionnaires were utilized to gather students' background information and survey the benefits of watching TED Talks videos. Furthermore, the interview papers were also designed to get detailed information about students' problems clearly.

Questionnaire

In this research, the questionnaire included 7 questions and 20 statements and it was classified into the following group.

Table 1: The gist of questionnaire

Question/Statement	Summary of the question's/statement's content
From 1 to 7	Students' personal background
From 8 to 12	The effectiveness of TED Talks videos on personal traits of the learners
From 13 to 15	The effectiveness of TED Talks videos on vocabulary of the learners
From 16 to 19	The effectiveness of TED Talks videos on grammar of the learners
From 20 to 23	The effectiveness of TED Talks videos on background knowledge of the learners
From 24 to 27	The effectiveness of TED Talks videos on time management ability of the learners

In group A, there are 7 questions that investigate the students' background of English oral presentation skills. Students were required to choose appropriate answer in the questionnaire. In some cases, they would give their specific answer (question 1, 5, 6, 7) and choose more than one answer (question 5, 6, 7).

The other groups with 20 statements related to the effects of watching English TED Talks videos on oral presentation skills were designed on the basis of the five-degree scales including strongly agree (1), agree (2), no idea (3), disagree (4), strongly disagree (5). In this part, students were required to put a stick into the column which was the most appropriate with their situations.

Interview

In order to make the study more specific and objective, the interview papers were delivered to 20 English-majored seniors who were randomly selected in different classes at Tay Do University. This paper including 5 questions which focused on the main points that aimed to get the students' attitude about oral presentation skills, to appreciate what they done to improve their presentation skills, to know how they used TED Talks and to confirm if watching TED Talks videos in English helped them to improve their oral presentation ability.

4. RESULTS AND DISCUSSION

4.1 Results

From 100 random seniors majoring in English at Tay Do University, the researchers collected the data that consisted of 96 questionnaire papers and 20 interview papers. In addition, the data were analyzed. The findings were divided into two sections including the results of questionnaire and the results of interview.

4.1.1 The results of questionnaire

Thanks to the questionnaire, a great deal of valuable and reliable information was obtained and sub-divided into two parts, embracing participants’ general information and the positive effects of watching English TED Talks videos on oral presentation skills.

Participants’ general information of the participants

Students’ English learning years

It was necessary to point out the level and the knowledge in English language of English major seniors by investigating their English learning years. This pie chart below will elaborate the participants’ English learning years:

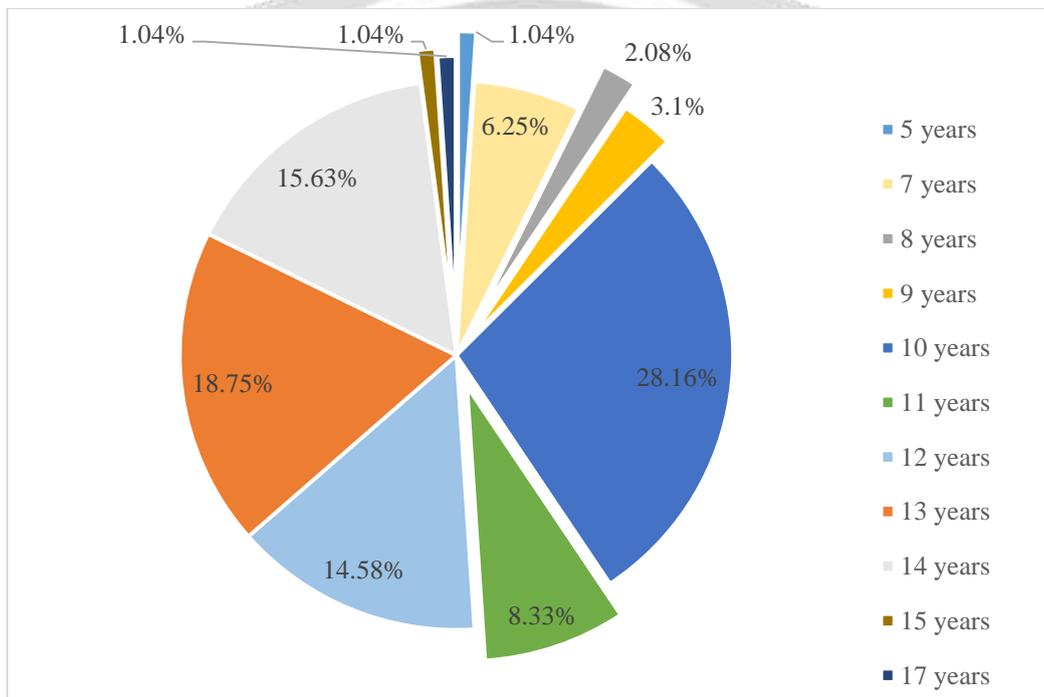


Figure 1: Students’ English learning years

As can be observed from figure 1, the largest majority represented 28.16% of the participants who have learned English for 10 years and the second significant came from those studying English for 13 years, accounting for 18.75%. It means most of them have studied English since grade 3rd or 6th and they have spent about 7-10 years learning English language before enrolling in university. Noticeably, the proportion of students learning for 12 years was the same as the rate of students learning for 14 years, nearly 15%. Aside from that, 8.33% of participants have learned English for 11 years. Further, there were 6.25% of them shared that they have learn English for 8 years, since the beginning of high school. Surprisingly, the percentage of seniors studying this language for 5 - 9-years period and more than 14 years were minor (less than 3.1%). In general, the percentage of students studying English for 10 years was the most dominant, while the quantity of seniors learning English for the period of more than 14 years was super little. Over the years of learning the global language, they were likely to assess the amount of their English knowledge which they gained unequally.

In short, students who have been learning English more than 11 years are more proficient in English speaking skill than ones who have been learning less than 11 years. They have more experiences that help them to deal with their presentation easily.

Students’ residences

Students’ living and studying environment were seen as a crucial element that directly affects their studying process. Specifically, for the language learners, studying conditions of their residences reflected they have good or bad ability. The figure 1 below showed the percentage of participants’ living:

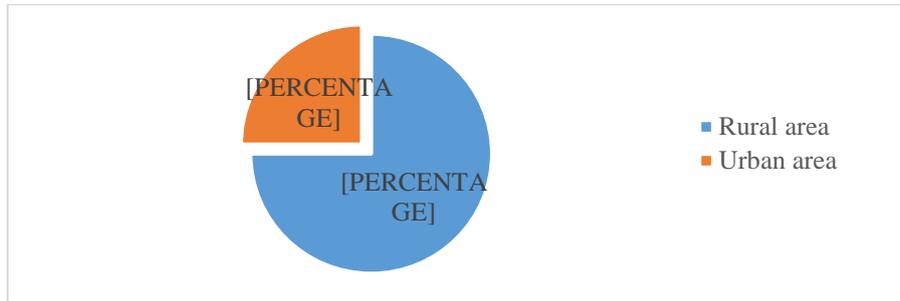


Figure 2: Students’ residences

The figure indicated that 75% of participants were from countryside whereas only 25% of them came from city. Obviously, learning English was difficult for students that came from rural areas because of lacking studying equipment and condition. It can be clearly seen that when they had no chance to study in an academic setting, they have been prone to confront a vast number of challenges in adjusting presentation skills at university. Accordingly, they were not introduced many presentation’s references at high school because teachers in rural areas mainly focused on four basic skills of English including listening, speaking, reading and writing. As a consequence, students lacked of official references for presentations that prevent their skills development. At the same time, students who came from urban areas tend to be more active than students in rural areas because of their qualified living and learning environment that led to a disparity in English speaking ability between both groups.

Students’ access to oral presentation skills before university

To confirm students’ proficiency in presentation skills, it is very helpful to point out if students have given presentations in English before university. This following figure indicated the collected results:

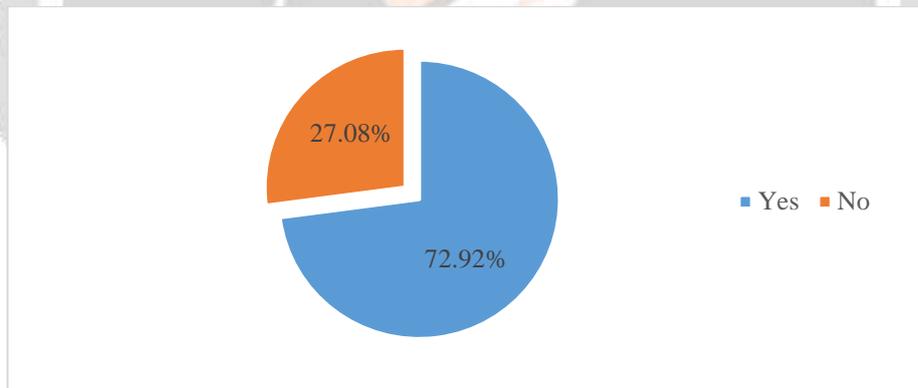


Figure 3: Students’ access to oral presentation skills before university

Taking look at the above pie chart, the largest piece represented a significant majority (72.92%) of the participants who shared that they have made presentations in English before enrolling in university. It means that they have approached some basic skills of oral presentation ability; however, this did not imply they possess good oral presentation skills; because they learned not only English but also a variety of other subjects as part of the school curriculum. Remarkably, the percentages of seniors who made their first presentation after entering university was roughly one quarter, equivalent to 27.08%. Therefore, students had given presentation before university who can more easily complete their university presentations thanks to their pre-existing skills. Nonetheless, as a seniors majoring in English, the researchers realized that both groups had in common that they faced certain difficulties in making specialized presentations in English, whether or not they had the basic background.

Students’ self-evaluation on their oral presentation skills

It was necessary to find out the recent level of presentations in order to investigate that whether TED Talks videos can help them develop their oral presentation skills or not. To see the oral presentation ability recent level of participants, the data were analyzed below:

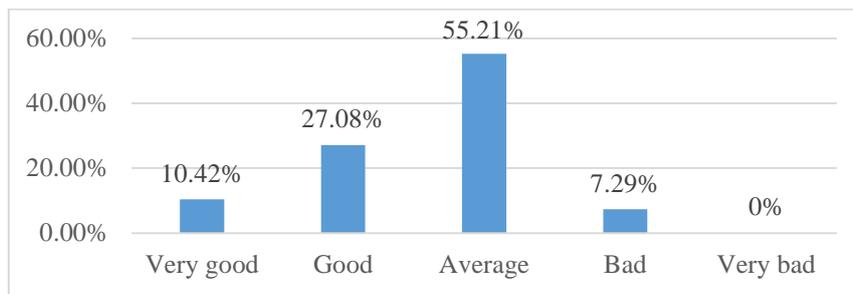


Figure 4: Students’ self-evaluation on their oral presentation skills

It can be said that most of the evaluation were average. There were 55.21% participants believed that their ability was average. However, there were quite a few students admitted the answer “Good” and “Very good” to describe their level. The total number of participants who had good and very good ability to make an oral presentation quite a lot, with namely 27.08% and 10.42%, that were less than the average ability, but it was also an impressive number. Moreover, the proportion of students perceived badly about their real ability to give an oral presentation was the lowest with 7.29%. Presently, more than 90% of learners perceived that their oral presentation skills reached the acceptable level while only more than 7% of them were unconfident with their skills. It can be concluded that seniors had a strong background in oral presentation skills and they just need to reinforce their skills.

The ways to improve students’ oral presentation skills

Generally, there are numerous ways to develop oral presentation skills. In this research, the researchers mentioned about some ways that are popular and modernized to confirm that whether the seniors use these ways to improve their oral presentation skills. The results were showed in this chart below:

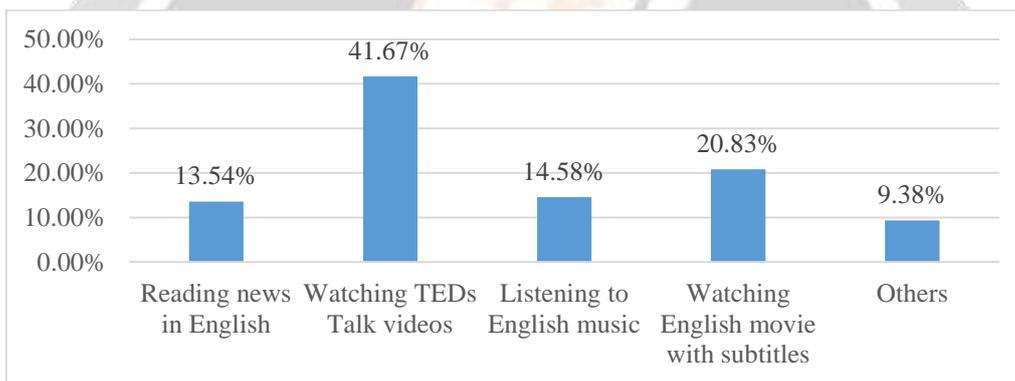


Figure 5: The ways to improve students’ oral presentation skills

The bars from figure 5, more than 41% of students confirmed that they often watched TED Talks videos to strengthen their oral presentation skills. Besides, watching English movie with subtitles were the second choice for them with 20.83% of seniors. Similarly, listening to English music and reading news in English were the useful ways to develop ability to give an oral presentation with the analogous percentages of concurrences, corresponding to 14%. In addition, there were only 9 seniors (9.38%) shared that they had other ways to improve their skills usefully. In brief, all students tried their best to make great effort to develop their oral presentation skills by their own way. However, most students prefer the vibrancy of watching something rather boring than reading or listening to English. Especially, for the participants in this research, watching TED Talks videos were their best choice.

The ways students approached TED Talks videos

In recent years, TED Talks became a popular material resource in the processes of teaching and learning English. It is a great opportunity for students to have more knowledge to support their oral presentation skills. However, there were many ways that students approach this type of material. This table will show how the seniors at Tay Do University know TED Talks:

Table 2: The ways students approached TED Talks videos

The ways	Percentages
My teacher used TED Talks videos as a type of material in public speaking skill subject	52.08%
My friends introduced for me	10.42%

I found it as a suggestion when watching free learning English videos on Youtube	37.5%
I do not know TED Talks	0%
Others	0%

To begin with the highest rate from table 2, over a haft the participants (52.08%) confirmed that they knew TED Talks by their teacher used TED Talks videos as a type of material in Public Speaking subject at Tay Do University. Moreover, some of seniors shared that they had known TED Talks before, that including 10.42% of them were introduced by their friends and 37.5% of them discovered TED Talks when watching free learning English videos on YouTube. Substantially, there was no one who did not know TED Talks. So, that were the reasons why TED Talks can become a familiar usefully material for seniors as well as English students.

Frequency of watching TED Talks videos

The frequency of watching TED Talks videos as well as referring others materials also directly affects their skills. Particularly, their background will be upgraded through access to resources. This following chart showed the students' frequency watching TED Talks videos:

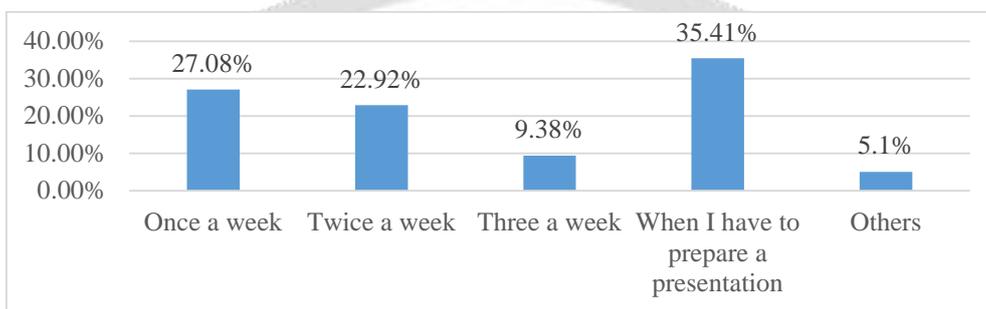


Figure 6: Students' frequency watching TED Talks videos

From figure 6, there were approximately one-third (35.41%) of students watching TED Talks videos to get more experiences when preparing a presentation. It means that seniors considered TED Talks videos as an essential sample for their presentations. Besides, the second highest percentage was the one accounting for 27.08% of participants who watched this material once a week. Frequently, the frequency of watching TED Talks twice a week was about 22% and three a week was 9.38%. Likewise, 5.1% of students showed that they watched TED Talks regularly when they had free time. It can be concluded that seniors used TED Talks videos as tool to help them to develop their oral presentation skills as well as English language.

The positive effects of English TED Talks videos on oral presentation skills

To confirm the whole result of the questionnaire, the chart 7 below displays the percentages of "agree" choice of the positive effects of English TED Talks videos on oral presentation skills of English-majored seniors at Tay Do University.

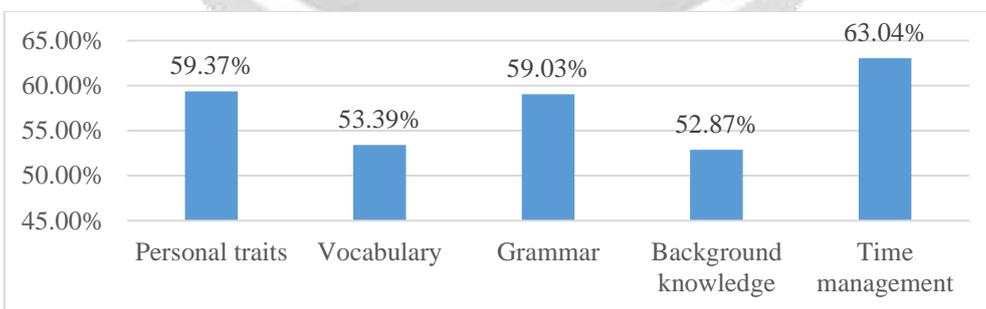


Figure 7: Percentages of the agreement of the positive effects of English TED Talks videos on oral presentation skills

The figure above demonstrated that all most of the participant declared that TED Talks has many positive effects on their oral presentation skills. Firstly, the effects on time management ability was the leading element with 63.04% of English seniors believed that TED Talks videos help them to complete the ability to manage time on a presentation. Considerably, the researchers recognized that the second places were two groups, including the effects on personal traits and the effects on grammar which were received the same analogous rate of appreciation, nearly 60%. Likewise, by comparing vocabulary element and background knowledge element, it was surprisingly that there was no great

difference in percentages between two components. If the effects on vocabulary received 53.39% of participants' concurrences, the effects on background knowledge was similar with over a half agreement (52.87%).

All in all, the positive effects of time management, personal traits, and grammar constituent are considerable while vocabulary and background knowledge just play the second range. Especially, the researchers were expected to elaborate on each type of element discussed in the next five sub-sections so that seniors related to oral presentation skills can indeed be drawn in detail.

Personal traits

To figure out the influence of TED Talks videos on students' personal traits, five statements had been delivered. The under table describes participants' point of view on the effects of watching TED Talks videos on personal traits element of their oral presentation skills:

Table 3: Percentages of personal traits element

Statements	Strongly agree	Agree	No idea	Disagree	Strongly disagree
8. I can learn how to control my emotion when watching TED Talks videos.	17.7%	65.63%	12.5%	3.13%	1.04%
9. I know how to deal with the problems when presenting from watching the speakers of TED Talks videos.	15.63%	63.54%	18.75%	1.04%	1.04%
10. I know how to create an interesting air during my presentation when watching TED Talks videos.	21.88%	58.3%	16.7%	2.08%	1.04%
11. I can get much more motivation when watching TED Talks's inspirational speeches.	30.21%	55.2%	10.42%	4.17%	0%
12. It helps me to be more confident during my presentation.	22.92%	54.17%	19.79%	3.12%	0%

Based on the responses in table 3, it can be seen that more than three-quarters of the participants expressed agreement about the improvements that TED Talks videos brought for their own personal traits. Noticeably, the researchers found that getting motivation and controlling emotion were the most influential on seniors with a very large proportion with more than 80%. The seniors agreed that TED Talks videos were not only the best inspiration resource but also the essential sample for them to learn how to control their feeling during their presentations. The second components were a little less but still kept a very high rate of percentage, around 80% of the participants, which were creating presentation air and ability to deal with the problems when presenting. Well over three quarters (80.18%) of participants concurred that they knew the way to create for their audiences an interesting atmosphere instead of a boring presentation and could solve their problem easier thanks to TED Talks conferences. The final effect that received the least agreement was being more confident. Nearly 80% of participants felt more self-reliant when making presentations after watching TED Talks speeches. Nevertheless, there would be still from 10.42% to 19.79% of seniors who had no idea with the effects of TED Talks videos on this element. Besides, the percentage of participants who disagreed with this opinion was not remarkable (less than 4.5%).

Principally, seniors majoring in English improved in certain aspects relating to psychology and motivation throughout higher percentages of the agreement. As a result, this has posed some success in understanding and utilizing TED Talks videos to improve presentation skills.

Vocabulary

After delivering four statements about the influence of TED Talks videos on students' vocabulary, the researchers had the satisfactory results. To be more precise, the following table shows the vantage of seniors on the effects of watching English TED Talks videos on vocabulary component:

Table 4: Percentages of vocabulary element

Statements	Strongly agree	Agree	No idea	Disagree	Strongly disagree
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13. I can get more new vocabulary in many fields from Ted Talk videos.	39.58%	52.08%	7.3%	0%	1.04%
14. I can review my old words when watching TED Talks conferences.	35.42%	53.13%	10.41%	0%	1.04%
15. I can get more academic vocabulary from TED Talks videos.	35.42%	55.2%	7.29%	0%	2.09%
16. I can learn how to apply suitable words in my presentations.	34.38%	53.13%	11.46%	0%	1.03%

As can be implied from the table 4, a very large proportion (around 89%) completely concurred that TED Talks videos could bring more refinements for their vocabulary constituent. Surprisingly, the greatest agreement rate accounted 91% was for getting more vocabulary. Majority of English major seniors believed that TED Talks was a rich source of vocabulary, which provided both regular words and academic words for their presentations. Remarkably, the second place went to reviewing old words and applying appropriate words, respectively, with nearly 89% of the English seniors. They clarified that they could remind old vocabulary after a long time no use. Simultaneously, they were able to operate suitable words to convey the attractive, bright and fluent messages in presentations. In contrast, the percentage of students uttering no comments ranged from 7.3% to 11.46%. Unsurprisingly, the number of seniors who disagreed with the positive effects on this component was a negligible quantity because its percentages only hit a tiny portion (1.04% to 2.09%).

Based on the statistics presented above, there was no debate that problems relevant to vocabulary during presentations have been significantly improved in the process of gaining vocabulary from TED Talks to use in their English presentations.

Grammar

To determine the extent to which TED Talks videos could help seniors majoring in English to improve grammar, three was the number of delivered proclamations. The table below indicates how this type of material affect grammar factor:

Table 5: Percentages of grammar element

Statements	Strongly agree	Agree	No idea	Disagree	Strongly disagree
17. I can review many complicated grammar structures that I seldom use daily.	28.13%	55.2%	13.54%	2.09%	1.04%
18. It helps me to apply grammar structures correctly and better in my presentations.	22.92%	61.46%	12.5%	3.12%	0%
19. It helps me to be more reflexive and flexible with tenses.	20.83%	60.42%	17.71%	1.04%	0%

Looking at table 5, more than 80% of participants strongly allowed that grammar was also a progressed component thank to watch TED Talks videos. Firstly, using grammar better when presenting was the considerably highest rate that hit to 84.38% of seniors majoring in English's concurrence. Significantly, the percentages of students giving agreement of reviewing grammar structures were also approximately 84%. Specifically, they executed that they could specify appropriate grammar structure to presentations that made their performance to be more perfect. Concurrently, TED Talks speakers are professional with many intricate grammar forms which students seldom used daily. Respectively, being more reflexive and more flexible with tenses kept the lowest rate of concurrence but still hit 81.25%. The learners illustrated that they could rapidly distinguish and react to multiple tenses in a presentation by watching plenty of videos of TED Talks. Nevertheless, the rate of participants giving no ideas about this component was substantially greater, ranging from 12.5% to 17.71%, than the portion of vocabulary element. Whereas, only an insignificant proportion (less than 3.5%) of English major seniors disapproved this constituent.

Briefly, grammar was a major determinant of a well-prepared presentation. In addition to vocabulary, grammar is also an element that was surprisingly improved by watching TED Talks videos of English seniors.

Background knowledge

To investigate more students' opinions about the influences of TED Talks videos on their personal knowledge, the sixth table conveys more confirmation about this component throughout four statements:

Table 6: Percentages of background knowledge element

Statements	Strongly agree	Agree	No idea	Disagree	Strongly disagree
20. I can increase my personal knowledge about many fields from the speakers' experience of TED Talks.	35.42%	51.04%	12.5%	0%	1.04%
21. I can apply the knowledge that I got from TED Talks videos in my presentations.	37.5%	56.25%	5.21%	0%	1.04%
22. Background knowledge is an essential factor to build ideas and convey the full meaning of the presentations to the audiences.	33.3%	56.25%	8.37%	1.04%	1.04%
23. The stronger background knowledge I have, the more confident I am during the presentations.	36.46%	47.92%	12.5%	2.08%	1.04%

As the given statistics in table above, approximately 90% of seniors claimed their agreement with the positive influences of TED Talks videos on their personal knowledge. Particularly, the leading rate was a very large proportion which was equivalent to 93.75%, that belonged to the confirmation of the usefulness of knowledge gained from this material. Students made sure that they could reinforce their own knowledge from the speakers' experiences and the proficiency in knowledge would help their presentations to be more interesting in the future. Substantially, the percentage of effects of knowledge from TED Talks videos on ideas held the second highest place (89.55%). Noticeably, the majority of students, ranging from 84.38% to 86.46%, elucidated that TED Talks provided them with a wealth of knowledge in a variety of fields, which facilitated them to feel more confident. To be more clearly, most of participants shared that the TED Talks speakers gave them a stronger knowledge platform that assisted them in building ideas and conveying full meaning of the topics to the audiences easily. Surprisingly, only a small minority (5.21% to 12.5%) of participants was neutral with this component. Remarkably, the percentage of them who opposed this estimation was inappreciable (less than 2.08%).

During the statistics analysis above, the high rate of participants' concurrence showed that personal knowledge has been most thoroughly improved and proved that TED Talks was really effective in improving presentation skills.

Time management

After analyzing the outcomes relating to time management, the researcher got the expected results. The under table including four statements in total went on ability to manage time of oral presentation skill:

Table7: Percentages of time management element

Statements	Strongly agree	Agree	No idea	Disagree	Strongly disagree
24. I know how to divide the presentation time to have a relation with the suitable content.	21.88%	60.42%	15.62%	1.04%	1.04%
25. I know how to control the pace of speaking during my presentations.	25%	63.54%	9.38%	1.04%	1.04%
26. I know how to manage my presentation time logically.	20.83%	63.55%	12.5%	1.04%	2.08%

27. It helps me to predict how long my presentation is	18.75%	64.59%	14.58%	0%	2.08%
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Regarding to table 7, the results revealed approval relating to ability to manage presentation time was confirmed by more than a three-fourths of the respondents (nearly 85%). Significantly, the researcher found that controlling the pace of speaking was the most influential on seniors with the highest percentages (88.54%). The participants knew how to convey the content at a reasonable pace instead of deliver too much at a faster pace by learning from TED Talks speakers' styles. The second rate of appreciation was accounted from 82.3% to 84.38%, that concerned to the remainder. Watching more performances also helped students to estimate how long their presentations would take and they could express their topic in a rational time as well. As a result, the seniors' oral presentations would be more impeccable by utilizing the presentation time sensibly. On the contrary, there were a small portion of English seniors corresponding from 8.38% to 15.62%, defined they had no ideas with the effects of watching English TED Talks videos on time management constituent. Inconsiderably, the rate of seniors who were different with the component only hit a very small proportion (1.04% to 2.08%).

To sum up, regarding from a very large proportion of the agreement, it displayed that TED Talks really has positive effects on the ability to manage time of a presentation which was a requirement of a successful presentation.

4.1.2 The results of interview

To gather additional information to create the credibility of the data from the questionnaire to assist this researchers, twenty interview papers were randomly delivered to twenty students. Subsequently, after analyzing these items carefully, the researchers got the final results which were in accord with the results of the questionnaire.

First of all, when being asked whether they think oral presentation skills is essential in real life or not and explain the reasons, most of interview's participants claimed that oral presentation skills is crucial in both their major and real life. Surprisingly, there were 13/20 students who shared that oral presentation skills will help them to consolidate a solid foundation for their work in the future. Some interviewees affirmed that giving more and more oral presentations in class could help seniors to gain more confidence to communicate in public. Finally, at least four students elaborated that making oral presentations was a way to assist them in developing the abilities of coming up with the ideas and thinking.

Secondly, from the findings of the second question which dealt with the satisfaction with previous presentations and difficult obstacles when presenting, three quarter were dissatisfied and merely 5 students satisfied with their presentations in the past. In common, however, all of them had many difficulties which directly influenced on their process of making presentation. Amazingly, psychology and linguistic elements were the most difficult with sharing of the whole proportion (100%). Precisely, the seniors explained that they lacked of confidence, felt nervous and confused, could not control their feeling because of being afraid of speaking in front of people. Besides, they were worried of making mistakes in term of vocabulary, grammar and pronunciation. Similarly, some students also informed that they always lacked of knowledge on topics, that led not to stress the key words or the main ideas of the presentations. Simultaneously, there were 2 seniors had difficulties in arranging ideas and a few of them could not measure the presentation time. Lastly, there were some shared problems that were too hard to improve such as poor body language, lack of interaction, eyes contact and forgetting ideas.

Furthermore, when being asked about the positive methods to improve oral presentation skills, the researchers recognized that each student has their own ways to strengthen this skill. Firstly, 60% of students mentioned that practicing more and more before presenting was the best method, including practicing in front of mirror and recording the practice. Secondly, getting experiences from others' presentations and watching videos regarding oral presentation ability were the second mentioned in the participants' answers. Last but not least, students also revealed a variety of other methods, embracing studying more academic words, consolidating background knowledge and practical knowledge, following learned tips from teachers, watching TED Talks videos, movies or TV shows in English.

Dealing with the fourth question, the researchers hoped to draw how the seniors watched TED Talks videos and how often they watched. To begin with the answers of the first section, it is not unexpected that more than a half of participant (11/12) usually used TED Talks as a sample to refer when preparing presentations. While the remainders often watched TED Talks when they were studying public speaking skills. Moving on the second set, it can be realized that the proportion of watching TED Talks videos twice a week (6/20 students) resembled the majority of doing this activity three a week (5/20 students). In contrast, only 3 students claimed that they referred TED Talks once a week. Furthermore, there were 5 seniors shared that they often watched TED Talks whenever they were free.

For the last question, question 5, the interviewees were asked whether they think TED Talks videos were useful to improve their oral presentation ability or not, all of them elucidated that TED Talks was really helpful. The seniors believed that they could consolidate a solid platform of knowledge, recognize their lacked conditions and improve on them thanks to TED Talks. Because topics of TED Talks program were very diverse and creative; especially, most of TED Talks videos were done by celebrities from all around the world who had a lot of experiences in numerous fields.

Some other participants also shared that TED Talks provided vocabulary, ideas, methods to present, enhancing grammar structures, especially helped them to be more comfortable and confident of giving oral presentation in front of people.

To summarize, after analyzing the students' responses to the interview questions, the researchers got the final results that were corresponding to the data collected from the questionnaire.

4.2 Discussion

As reported in the introduction, the essence of the entire research was to figure out the effects of English TED Talks videos on the oral presentation skills of English major seniors. From the research results, it can be seen that students' principal effects on English oral presentation related personal traits, vocabulary, grammar, background knowledge, and time management. To shed light on these effects, they would be identified as below.

Initially, the first element was the effects on students' personal traits. In fact, the data results based on the questionnaire and interview showed that more than three-quarters of the seniors who watched TED Talks videos regularly were able to dominate their negative traits better when making presentations. This was almost evidently due to the improvement of feeling, confidence and ability to create a comfortable air during their presentations. Besides, by referring to a variety of speakers' situations, English seniors gained more experiences of dealing with unexpected problems that could be put into practice. Particularly, the positive energy from English TED Talks conferences was influential in motivation for English learners to put aside the difficulties and try to perfect oral presentation skills.

Secondly, when it came to analyze the effects on vocabulary, the findings exposed that English TED Talks videos had a great influence on English vocabulary constituent of seniors. Through the results previously noted, the researchers recognized that of English students were enhanced not only regular but also academic vocabulary, and old words were also consolidated by English TED Talks videos. Apart from that, they also referred the use of word of the speakers to rise the ability to utilize the appropriate words in their presentations.

Next, it can be seen from the results that grammar was also one of the most influential components by watching English TED Talks videos. According to this material, most participants were able to use grammar structures better in their process of presenting after referring TED Talks videos. In addition, the rarely used complicated structures were also reminded over and over again that help seniors to reinforce the fluency of having to use. Besides, the participants confirmed that they were also more reflexive and flexible with tenses when presenting.

Likewise, after analyzing the data from questionnaire, the researchers recognized that personal knowledge was the most enhanced element with the highest rate. Obviously, understanding deeply on the presentation subjects also helped them to conveyed thoroughly the ideas for the audiences. Simultaneously, the findings elucidated that the seniors gained more knowledge from a variety of TED Talks speakers' experiences that were able to be available for their presentations in the future. Moreover, for the participants, having a solid knowledge platform also built the confidence in their presentation topics.

The last section was time management. Obviously, the analyzed findings displayed that thanks to TED Talks videos, the ability to manage presentation time of English seniors was also optimally developed. It is cannot be denied that the seniors knew how to control their speaking pace to ensure that the audiences could receive comfortably the information after watching TED Talks videos. Concurrently, the seniors could determine the length of their presentations and predict how long the presentation will last, that helped English presenters to manage time logically when presenting, specifically they were aware of arranging the content of the presentation in accordance with the predicted time.

Concerning with the relation between this research and related studies, the researchers had drawn some remarks. Firstly, only one of the related studies was similar to this study on participants, who were majoring in English. While the remaining studies were conducted on non-English major students. Secondly, although there were different in representative samples, both this research and related studies had the expected results that were completely potential. However, the researchers realized that this study only had the certain usefulness on some prominent components, leading to be less useful than the others which deeply explored more details. For the further studies, the researchers will execute on larger samples, explore more in-depth constituents to make the researches to be more useful.

In conclusion, every effect gained by the seniors was thoroughly explained and summarized in this part. With the results, the research indicated that English-majored seniors were able to reinforce oral presentation skills embracing the components discussed above by watching English TED Talks videos.

5. CONCLUSION, IMPLICATION AND RECOMMENDATION

5.1 Conclusion

As a matter of course, oral presentation skills is an incredibly sophisticated ability because it is a set of exhaustive competences of many auxiliary skills that inevitably require presenters a thorough process from preparation to practice. Besides, oral presentation skills is not only crucial in many subjects at university but also essential in determining

success in communication throughout one's career. Good oral presentation assists English-major students in strengthening their ability to speak in front of people as well as engage in the future jobs. However, during the process of making and delivering a presentation, the presenters encountered many obstacles which prevented them from achieving success. Hence, the students not only need more practice but also acquire to have many official reference resources to support their practice process. In this research, the researchers examined a popular reference that is often used in the process of teaching presentation skills – TED Talks. Deeply, the aim of this research is to investigate the positive effects of English TED Talks videos on oral presentation skills of seniors majoring in English at Tay Do University.

After going through the analysis of the questionnaire and interview paper, the researchers would like to draw some conclusions for the overall research. The ultimate results asserted that English TED Talks videos were able to a certain extent of helping seniors to develop oral presentation skills, embracing the following elements. The first that watching more and more TED Talks videos helped students to know how to restrain their negative traits better when making presentations. Moreover, seniors would be more comfortable, confident and motivated when having to deal with the presentation. The second affected component is vocabulary consolidation. In this case, students both gained regular and academic vocabulary which would be available in the next presentations and learned the way to utilize words appropriately in their presentations from TED Talks speakers. Thirdly, grammar feature was also noticeable that students were able to both review old grammar structures and be reflexive and flexible with more one tense in a presentation. In addition, they also know how to use suitable grammar to create professionalism for their presentation. The fourth studied element was enhancing students' background knowledge. In particular, TED Talks videos gave students a wide source of knowledge in many field that helped them to have a solid platform to be useful in presentations. Finally, presentation time management was also considerably improved. Specifically, English seniors not only were aware of arranging the content of the presentation in accordance with the predicted time but also adjusted their speaking pace when presenting to the audiences could absorb easily the appropriate information in a reasonable time.

To sum up, this research was explained about the most crucial and prominent elements. Nonetheless, the findings of this research were positively far exceed the expectation of the researchers that could be implied the fact that watching English TED Talks videos were really effective on improving oral presentation skills for English major seniors at Tay Do University.

5.2 Implication

Referring from the responses of students through the questionnaires and interview papers, it can be seen that most of the participants of this study recognized TED Talks videos are able to support them to develop their oral presentation skills. The findings of this research revealed that seniors had many positive advantages relating to personal traits, vocabulary, grammar, background knowledge and time management. The research hopes that the English learners can salvage the knowledge from TED Talks to find out the appropriate method to complete their oral presentation skills to higher level. Besides, the analyzed results are also a useful reference for teachers in their process of teaching oral presentation skills as well as public speaking skills. Hence, they can combine TED Talks videos with other materials to create the new and creative teaching methods.

5.3 Recommendation

This study was still finished carefully with the guidance of supervisor. The investigation showed some common benefits of English TED Talks videos on oral presentation skills of seniors at Tay Do University. Thus, this research can be seen as a basis for the further researches in the future. Hopefully, based on the results of this study, other researchers are able to explore more other advantages of TED Talks as well as other materials in many aspects of oral presentation skills. Furthermore, this research was successful in the participants that were English major seniors. The following researches should be gone into the details of larger subjects consisting of both English major students and non-English major learners beside the seniors majoring in English. The English teachers are expected to refer using English TED Talks videos as a tool to help their students to develop skills of oral presentation in English.

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