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The Effect of TED Talks on Developing University Students' Persuasive Speaking Skills and Reducing Anxiety

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Abstract:

This study aimed at investigating the effect of TED Talks on developing fourth year international business administration students' persuasive speaking skills and reducing anxiety. The researcher adopted the quasi-experimental design. The Participants of the study were seventy four fourth year faculty of International Business Administration students at Sadat Academy for Management Sciences. A checklist was designed by the researcher to identify the required persuasive speaking skills for fourth year international business administration students. A persuasive speaking skills test was designed by the researcher and used as a pre-posttest. A speaking anxiety scale was designed by the researcher.The researcher used some TED Talks in teaching the experimental group, while the control group received regular instruction in the second semester of the academic year (2020-2021). Data were analyzed statistically by SPSS. Results of the study revealed a positive effect on developing experimental group's speaking persuasive skills and reducing speaking anxiety.

Key words: TED Talks , Persuasive Speaking Skills, Speaking Anxiety

Introduction

Speaking is an oral skill to express thoughts and emotions, to ponder on experiences, and to share facts. Ideas are the core of what students are speaking about and words are tools to express them. Speaking is a sophisticated task as it encompasses the capability of thought process, discussions, and social abilities. Of all the kinds of public speaking, persuasion is the most complex and the most challenging. One's objective is more ambitious than in speaking to

inform, and audience analysis and adaptation become much more demanding. In some persuasive speeches one will deal with controversial topics that touch on the listeners' most basic attitudes, values, and beliefs. This will increase the listeners' resistance to persuasion and make the task much more difficult.

According to Singh (2020), there are four ways of speaking. First, there is ceremonial speaking, which is an emotive speech that commemorates a significant event or rite of passage. Second, demonstration speaking is a type of informative speaking in which the speaker's primary goal is to show the audience how to execute a task. Third, informative speaking focuses on communicating about individuals and events and informing listeners about them. Fourth, persuasive speaking is a certain type of discourse. The speaker attempts to persuade the audience to accept his or her point of view.

Bruno(2020), persuasive speaking is utilised when speakers strive to persuade others to believe in a particular point of view. The speaker attempts to persuade the listener to believe or act in a certain manner. Reasoned argument propels the skill of persuading people. This argument, which comprises of facts and tales, is considered the cornerstone of compelling speaking. It is used to persuade audiences to think or act differently after hearing his speech. It is critical to grasp what persuasion is and how it differs from other sorts of speaking when preparing persuasive speaking.

Harlingen(2021),described persuasive speaking as the most sophisticated and difficult type of speaking. Students address contentious themes in some persuasive presentations that replicate the listener's core attitudes, values, and beliefs. This raises the listener's resistance to persuasion. As a result, the work will be more challenging. Furthermore, the information itself may be a difficulty because it might alter not just the audience's knowledge but also their attitudes. They may be vehemently hostile to the speaker's viewpoint.

In the following, Toolsharo(2014) stressed the significance of persuasive speaking:
- Changing the attitudes of the audience and presenting information about a given issue.
 - Giving the audience feelings and impressions.
- Allowing individuals to take a certain stance and influencing them with their ideas and visions.

Hou (2008) focused on the importance of video models in teaching speaking such as TED Talks. A TED talk is a video recording of a public-speaking presentation that was initially delivered at the main TED (Technology, Entertainment, and Design) yearly event or one of its numerous satellite events around the world.TED is a non-profit organisation dedicated to promoting ideas, typically in the form of short, impactful speeches known as "TED talks."

TED Talks are platforms for academics to express ideas at conferences and big events through presentations that reflect how audiences acquire knowledge and information through tales, analogies, facts, and a clear idea."

TED talk videos are of great educational value for a variety of reasons, including the availability of linguistic help, the original and entertaining material, and the clarity of the presenting structure. The comprehensive subtitles and transcripts in a variety of languages accessible in TED Talks make it simple for both instructors and students to incorporate information into language teaching. The newest discoveries in a range of sectors, including science and technology, are shared by TED Talk speakers, making this website, including TED talk videos, ideal for ESP classes. (Fukuda, & Okazaki, 2015).

TED Talks employ actual language, presented by professionals in their industries, to provide learners with real-world and academic-relevant models of English. Furthermore, according to Leopold (2016), "many English for Academic Purposes (EAP) instructors have successfully turned to TED presentations for dynamic speaking models." Terri (2016) also mentioned using TED talk videos as a teaching tool, which brings world-renowned speakers into the classroom, giving social work educators with rich teaching options that are only limited by their creativity.

Anxiety is a psycho-physical state comprised of cognitive, emotional, somatic, and behavioral element (Selgiman,Walker,& Rosenhman ,2001). One of the most major barriers learners have to overcome in language classes is anxiety (Öztekin, 2011). The importance of foreign language anxiety (FLA) in second/foreign language (SL/FL) learning has long been recognized (Dewaele & MacIntyre, 2014).Foreign language anxiety occurs when students become anxious or nervous in the process of language learning. Some anxiety-provoking situations arise from the lack of English proficiency which is the most frequently

reported reason for the English speaking anxiety of the non-English major academics.

Language anxiety is becoming an important area of research in teaching. Debilitating language anxiety can have profound consequences on the language learning process. Despite the fact that foreign language speaking anxiety is a common phenomenon in the teaching of English as a foreign language, teachers do not always identify anxious students, and often attribute their unwillingness to participate in speaking tasks to factors such as lack of motivation, or low performance. (Keramida 2009).

Horwitz (2001) concluded that anxiety is inadequate language learning causes anxiety .She says that the nature of second or foreign language acquisition entails multiple instances of risk taking, which can have a detrimental impact on an individual's social image. That is, when they make a mistake, they may be concerned about projecting an unfavourable social image. As a result, learners with low language abilities may exhibit anxious behaviours.

Consequently, the present study seeks to investigate the effect of using TED Talk on developing the persuasive speaking skills for international business administration students and reducing the anxiety in EFL speaking classes.

Context of the Problem.

Despite of the importance of persuasive speaking skills for the fourth year students of the Faculty of International Business Administration, Sadat Academy for Management Sciences, the researcher found that they had difficulty in persuasive speaking skills and they were anxious while speaking. The researcher conducted this study in an attempt of developing persuasive speaking skills for the 4th year International Business Administration, Sadat Academy for Management Sciences.Also, the researcher held informal interviews with 7 staff members of the Faculty of International Business Administration who taught those students.

The interview findings indicated that students were instructed in speaking and expressing their views during the conversation course. They lacked the ability to convey views with proof and to argue with others. In general, they lacked persuasive speaking skills. Four out of seven staff members utilised instructional methods that did not prioritise the development of these skills. They employed regular instruction, which consisted of selecting subjects and having student to

present them. They all agreed that students were not provided with enough opportunities to practise persuasive speaking skills.

In addition, the researcher conducted a pilot study where he administered a persuasive speaking test to 20, fourth year International Business Administration students at Sadat Academy for Management Sciences. It included three main questions. The first was " choose one of three topics ". The second question was complete the sentences with your point view .The third one was a debate question. The findings revealed that 65% have difficulty in speaking persuasively.

He also administered a speaking anxiety scale for the same 20, fourth year International Business Administration students Sadat Academy for Management Sciences. It included seventeen items concerning the different speaking anxiety aspects such as I like preparing for a presentation, I feel happy while giving a presentation, While giving a presentation, I got worried from missing some points, I got nervous if someone asks me a question that I do not know, I feel worried when the instructor announces the date of a speaking task, When I make a mistake while giving a presentation, I find it difficult to focus on the remaining parts, After giving a presentation I feel that I have had an amazing experience, I make fillers while giving a presentation, I can pass all English exercises as they are very simple, While giving a presentation, I know I can control stress, I feel nervous while waiting to take part in a discussion, I feel that I am in complete control of myself while taking part in discussion, I breathe faster just before starting speaking, My mind is clear when I start speaking, I have no fear of speaking in public, I feel worried about making pronunciation mistakes while I speak, I feel anxious from making grammatical mistakes.. The findings revealed that 70% had speaking anxiety.

Statement of the Problem

The problem of the current study is represented in the lack of the required persuasive speaking skills and speaking anxiety of the 4th year International Business Administration, Sadat Academy for Management Sciences. Thus, the current study is an attempt to help students in overcoming such a problem through using TED talks.

Questions of the study

The current study was carried out to answer the following question main question:

" What is the effect of TED talks on developing the overall persuasive speaking skills for 4ᵗʰ year International Business Administration students?"

Four sub-questions branched from this main question:

1. What are the required persuasive speaking skills for 4ᵗʰ year   International Business Administration students?
2. What is the effect of TED Talks on developing the each of persuasive speaking skills for 4ᵗʰ year International Business Administration students?
3. What is the effect of TED Talks in reducing speaking anxiety for 4ᵗʰ year International Business Administration students?
4. What is the proposed teacher's guide of using TED Talks es for developing the required persuasive speaking skills and reducing speaking anxiety for the 4ᵗʰ year International Business Administration students, Sadat Academy for Management Sciences?

Hypotheses of the study

The current study verified the following hypotheses:

1-There is a statistically significant difference between the mean scores of   the experimental and control groups on the post administration of the overall persuasive speaking skills test in favor of the experimental group.

2- There is a statistically significant difference between the mean scores of the experimental and control groups on the post administration of the   persuasive speaking skills test in each sub skill in favor of the experimental group.

3-There is a statistically significant difference between the pre and post-tests mean scores of the experimental group on overall persuasive speaking skills test in favor of the post-test.

4- There is a statistically significant difference between the pre and post-tests mean scores of the experimental group on each skill of the persuasive speaking skills test in favor of the post-test.

5-There is a statistically significant difference between the pre-post administration of the speaking anxiety scale in favor of the post administration.

6-There is a statistically significant difference between the experimental and the control groups' mean scores on the post administration of the speaking anxiety scale in favor of the experimental group.

Aim of the Study:

The current study aimed at investigating the effect of TED talks on developing the required persuasive speaking skills and reducing anxiety for fourth year International Business administration students, Sadat Academy for management Sciences**.**

Variables of the Study:

    The current study variables are as follows:

1- The independent variable: TED talks.

2- The dependent variable: developing the required persuasive speaking skills and reducing anxiety.

Delimitations of the Study

The current study was delimitated to the following:

1- Seventy four year International Business administration Sadat Academy for Management Sciences. The reason for choosing those participants was because they would be graduated soon. So, there was a dire of enhancing their persuasive speaking skills, sharing ideas and expressing their viewpoints.

2- Some EFL persuasive speaking skills required for 4th year international business administration students. e.g.,(Topic Initiation, Topic Shifting, Turn Taking, Repair Techniques, Organization, Non-linguistic Feature, and Language features)

3- The second semester of the academic year 2020/2021

Significance of the Study

1-Attracting the attention to the importance of developing the required persuasive speaking skills and reducing anxiety among 4th year International Business Administration students at Sadat Academy for Management Sciences.

2- Helping faculty members to concentrate on persuasive speaking skills and reducing anxiety in teaching fourth year international business students.

3- Opining avenues for researcher in TEFL.

Definition of terms

TED Talks

    The researcher defined TED talks operationally in the current study as an educational, inspiring, entertaining videos from a pioneer on education,

economics, politics, technology and creativity presented to fourth year international business administration students providing an intensive academic knowledge and presentation techniques.

Persuasive Speaking

Mapes (2021) defined persuasive speaking as addressing a public controversy and advocating for a perspective that speaker hopes the audience will adopt.

The researcher defined persuasive speaking skills operationally as the fourth year students' ability to deliver and present ideas clearly, without fillers or hesitation and being able to convince the audience with their points of view.

Speaking Anxiety

The researcher defined speaking anxiety operationally as fourth year students' hesitation and restlessness in expressing their ideas, opinions, and viewpoints.

Literature Review

TED Talks in English Language Teaching:
TED Talk

TED is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks. It began in 1984 as a conference where Technology, Entertainment, and Design converged, and today covers topics of science, to business, to global issues. TED Talks are given in more than 100 languages in communities around the world.

According to TED website the official mission of TED. "TED is a global community, welcoming people from every discipline and culture who seek a deeper understanding of the world. We believe passionately in the power of ideas to change attitudes, lives and, ultimately, the world. On TED.com, we're building a clearinghouse of free knowledge from the world's most inspired thinkers — and a community of curious souls to engage with ideas and each other, both online and at TED and TEDx events around the world, all year long."

This means that the idea TED is to give people around the world an access to new knowledge and a channel to share it with new people. They want to spread and spark new ideas for people and make sure that it's all accessible to

anyone in the future. Their website, TED.com, is just one of the many hubs that you can use to find more information the world that is TED.

At a TED conference, the world's leading thinkers and doers are asked to give the talk of their lives in 18 minutes or less. TED speakers have included Roger Ebert, Bill Gates, Elizabeth Gilbert, Benoit Mandelbrot, Brian Greene, Isabel Allende and former UK Prime Minister Gordon Brown. Three major TED events are held each year: The TED Conference takes place every spring in Vancouver, Canada, simultaneous with TED Active, in Whistler, BC; and the TED Global Conference takes place each summer in Edinburgh, Scotland.

For learners of English as a Second Language (ESL) TED Talks can be used as an easily accessible tool to watch as informal, authentic English listening practice, either at the students' or teachers' initiative. (Wolfe, 2013).

Benefits of TED Talks in teaching speaking

When learning in a new language, comprehension is very important and the authenticity of the material is crucial. Authenticity implies real language, and is hard to understand when learned from non-native speakers. Speaking is one of the most difficult skills when learning a new language, it takes time to produce a sound and make it sound like the intonation and sound that we want to create. Speaking plays a central role in our personal and social lives. (Lopez 2019).

Listening and speaking are the abilities required to communicate while learning a new language, and this is why we use language; interacting with others is the purpose of a language. Learning to listen and speak takes time and becomes more difficult as one grows older, which is why it is best to start learning languages at a young age. We can utilise technology to learn a new language. One of the benefits of technology is the availability of a wide range of tools, as well as the ability to interact with real-world materials through technical means. In recent decades, the usage of technology in the classroom has increased. Classroom technology demands are increasing in education (Martin, 2011).

According to Vasilevich (2016), the biggest advantage of the videos is that TED Talks are totally authentic as the speaker share their own personal stories, ideas, experiences with the audience, so that TED Talks is an

appropriate media that can be used in speaking class. The topic of this research is using TED Talks videos in developing students' persuasive speaking skills. The researcher thinks that TED Talks video is useful for improving persuasive speaking skills like eye contact, movement and gesture, pronunciation, and etc.

There are various speech videos with excellent ideas that may be utilised to improve one's speaking abilities. TED talks videos give several possibilities to enhance and polish students' English speaking and listening comprehension abilities in an interesting and informative manner while teaching English as a second language. The emphasis is on informing, teaching, and exposing individuals to new ideas, making them ideal for the classroom. Students like these discussions as well.

TED speeches provide an appealing atmosphere for students to practise their English. There are hundreds of videos to pick from, so there is always something new and fascinating to watch. They can assist students enhance their hearing and pronunciation abilities, as well as their vocabulary, grammar, and writing They can assist students enhance their hearing and pronunciation abilities, as well as their vocabulary, grammar, and writing. A TED talk is a really helpful tool in that they have lists of their lectures organised by category, subject, and duration. Furthermore, practically every presentation is subtitled in many languages, including English, making it an excellent resource for ESL students at all levels of English proficiency (Vorhold, 2019).

Related Studies to TED talks activities

Farid (2019) tried to analyze the effectiveness of using TED talks videos in improving students public speaking skill and also the students' perception about using TED talks video in improving students' public speaking skills. The result showed that the students' perception about using TED talks videos in improving students' public speaking skills is that the students response positively towards how the writer taught them. Therefore, it was concluded that the use of TED Talks is very useful to improve students' public speaking skill.

(Mostafa 2018) aimed at developing the academic speaking skills for university students by using TED Talk based activities. The results suggested that using TED Talk based activities was significant for interactively involving university students in academic speaking contexts and was also recommended for developing their academic listening skills.

These studies drew the researcher attention to the significance of using authentic videos to develop students' persuasive skills since it was effective in developing students' speaking skills in general.

B) Persuasive speaking skills

Persuasive speaking is regarded an advanced language ability that may appear too difficult for youngsters, particularly young English learners. Persuasive speech is evident at the greatest level of language competency, as specified by the Common European Framework of Reference for Languages (CEFR). Advanced level competencies include, for example, creating an argument, defending a point of view eloquently, and responding to counterarguments (Council of Europe, 2018). Even young English learners with low levels of language competency can improve their language abilities for persuasive discussion.

Persuasive speaking is considered an advanced language skill that may seem too advanced for children, particularly young learners of English as a foreign language. It requires high level of language proficiency as proposed by the Common European Framework of Reference for Languages (CEFR). For example, functions like developing an argument, defending a point of view persuasively, and responding to counterarguments are considered advanced level competences (Council of Europe, 2018). However, even young learners of English with lower levels of language proficiency can build their language skills toward persuasive discourse.

Persuasive communication has been an integral part of people's daily social interaction. People make attempts every day to convey persuasive messages that will lead influence and potential change. Moreover, people persuading others tend to use various means or a variety of communication strategies intentionally employed with the aim of achieving the communicative goal of persuasion (Papadopoulos & Ypsilandis, 2017).

Use of persuasive methods in foreign language classes should be evaluated depending on students' language level. It is useful to separate persuasive skills of students with low-language level and upper-language level in order to highlight these competencies. Exploring persuasion abilities across language levels, on the other hand, may offer a clear picture of the persuasive

discourse and can be extremely beneficial for instructors who want to engage in improving persuasion skills in low and upper language level pupils.

People's regular social interactions have always included persuasive speech. Every day, people try to transmit compelling ideas that will lead to influence and prospective change. Furthermore, those influencing others prefer to adopt a range of communication tactics with the idea of reaching the communicative goal of persuasion (Papadopoulos & Ypsilandis, 2017).

Developing Persuasive speaking skills

Developing persuasive speaking needs well-reasoned arguments. So, it is significant as suggested by Carlos (2019) to:

1 -Brainstorm contemporary issues: The topic should be interesting and noteworthy.

2-Select an unique and intriguing topic: The speaker should select a common topic with an original perspective.

 3-Consult an internet list of speech ideas: There are several online lists to inspire the speaker. They are arranged according to certain criteria, such as subjects that encourage action or topics that advocate for a shift in viewpoint on a particular issue, and

4- Select a topic that the speaker is passionate about: The speaker should discuss a topic that does not resonate with everyone in the audience.

Related Studies to persuasive speaking

Shin (2021) study described an educational program aiming to develop young foreign language learners' persuasive strategies, through their familiarization with aspects of culture from the South-Eastern European countries. Analysis of multiple data sources showed an increase in both quantity and quality of persuasive strategies used as well as increased multicultural awareness.

(Farouk 2021) study aimed at developing the required persuasive speaking skills and academic self-concept for the 4th year English Section students of the Faculty of Education, Helwan University through using design thinking in hybrid learning environment. Based on the results, it was recommended that teachers should give due attention to the development of persuasive speaking skills and academic self concept through design thinking in hybrid learning environment .

Speaking Anxiety

Language learning is a long and difficult process. People have to face with a lot of difficulties. During this processes, it needs reading, writing, listening, speaking and grammatical abilities. People want to be able to communicate themselves fluently and efficiently once they have completed the language acquisition process. However, increasing one's speaking talent takes time and effort. Some persons can speak and utilise language well despite having a large vocabulary memory capacity, adequate grammar, and knowledge of sentence structures. This is due to a variety of factors. Most individuals understand that it is most likely connected to public speaking fear. Nowadays, everyone recognises that speaking anxiety has a significant impact on the use and performance of a foreign language.

Definition of Speaking Anxiety

Many studies have studied foreign language anxiety since the 1980s and discovered it to be a distinct component influencing learners' oral output. Speaking in the target language is the most daunting skill for worried foreign language learners. It is frequently stated that kids are anxious when they must take turns speaking in class (Wörde, 2003).

Sadighi & Mehdi (2017) defined foreign language speaking anxiety (FLA) as one of the emotional factors that affects students' perceptions of foreign language speaking learning negatively. Also, foreign language speaking anxiety is associated with feelings of fear, uncertainty, disorder and concern with the conditions in which the language is learned students in terms of language learning in integrated learning classes.

According to Asysyifa (2019)there are many factors that make students feel anxious in speaking in English such as lack of preparation, afraid of left behind in understanding the material or what the teacher talks about, afraid of making mistakes, afraid of being laughed by his/her friends, unconfident to spell, pronounce and select the words in English. So, students should be prepared on

Speaking Anxiety studies:

Çagatay (2015) examined EFL students' Foreign Language Speaking Anxiety (FLSA) and its possible reasons as well as some solutions to it. This

study concludes that encouraging EFL learners to participate in authentic contexts such as study abroad programs and addressing FLSA by appealing to both genders could be more contributory to language development and communicative competence of the learners.

Quinto & Macayan (2019) explored English speaking anxiety among 162 engineering students in an engineering University in Manila, Philippines. The findings point to speaking anxiety as an important psycho- and sociolinguistic phenomenon, which is hinged on the specific roles that language teaching and learning plays in preparing engineering students as future language consumers and users in highly technical, specialized, and competitive engineering fields.

Asysyifa (2019) investigated the students' speaking anxiety in the first grade of vocational high school. It emphasized on the level, the causal factors and the strategy to reduce the anxiety. Last, the strategies that students should do to reduce their anxiety are do more preparation before speaking, try to be more confident in saying English words, and pronunciation practice.
Based on these studies it could be concluded that the dire need for developing persuasive speaking skills via authentic materials such as TED Talks and the significance of such technique in reducing speaking anxiety.

The study participants
The participants included 74, fourth year international business administration students, Sadat Academy for management Sciences .The participants were randomly assigned to two groups;(Experimental ŋ=37) (Control ŋ=37).

Homogeneity of the groups
- **Pre-administration of the Persuasive Speaking Skills Test:**
  The aim of the prior administration of the persuasive speaking skills test was to ensure the mastery of the two groups in persuasive speaking skills speaking skills before treatment. The prior administration of the test was administrated on the students of the experimental and control groups. The results were monitored and statistically processed using the (t) test for two independent samples.

  The value of (t) was calculated for two independent groups and their significance for the difference between the mean scores of the experimental and

the control group students in the skills and the overall score of the persuasive speaking skills test. As shown in the following table (1):

Table (1)

"t" test value and the level of significance for the difference between experimental and control groups' students mean scores in pre-test of the Persuasive Speaking Skills test

Variable		Groups	N	Mean	Std. Deviation	df	t	Sig
Persuasive Speaking Skills	Topic Initiation	Experimental Group	37	3.51	0.961	72	0.131	0.896
		Control Group	37	3.54	0.803			
	Topic Shifting	Experimental Group	37	3.65	1.184	72	0.204	0.839
		Control Group	37	3.59	1.092			
	Turn Taking	Experimental Group	37	3.38	0.953	72	0.149	0.882
		Control Group	37	3.41	0.551			
	Repair Techniques	Experimental Group	37	3.43	0.728	72	0.174	0.862
		Control Group	37	3.41	0.599			
	Organization	Experimental Group	37	3.51	1.044	72	0.109	0.914
		Control Group	37	3.54	1.095			
	Non-linguistic Feature	Experimental Group	37	3.38	0.982	72	0.138	0.891
		Control Group	37	3.35	0.676			
	Language features	Experimental Group	37	3.14	0.419	72	1.708	0.092
		Control Group	37	3.38	0.758			
	Overall skills	Experimental Group	37	24.00	2.186	72	0.376	0.708
		Control Group	37	24.22	2.730			

It is shown from the previous table that both groups (experimental & control) were homogenous in their entry level of overall and each of persuasive speaking skills.

- **Pre-administration of the Speaking Anxiety Scale :**
  The aim of the prior administration of the speaking anxiety scale is to ensure the homogeneity of the two groups in anxiety level before the treatment. The prior administration of the scale was administered to experimental and control groups'

students. The results were statistically processed using the (t) test for two independent samples. This is shown in table (2)

Table (2)

"t" test value and its significance between the experimental and control groups in pre-posttest of Speaking Anxiety Scale

Variable	Groups	N	Mean	Std. Deviation	df	t	Sig
Overall Speaking Anxiety	Experimental Group	37	71.22	9.656	72	0.100	0.921
	Control Group	37	71.49	13.358			

It is shown from the previous table that both groups are homogenous.

Instruments of the study

To achieve the aim of this study, the researcher prepared and used the following instruments:

1 - An EFL persuasive speaking checklist.

2- An EFL persuasive speaking pre-posttest.

3- An EFL persuasive speaking observation checklist.

4- A speaking anxiety scale.

Data collection and Procedures

A) The persuasive speaking checklist (Appendix 1)

1) Aim of the checklist

The aim of the checklist was to identify the required skills for fourth year international business administration students.

2) Description of the checklist.

The checklist included (7) main skills they are (topic initiation, topic shifting, turn taking, repair techniques, organization, non-linguistic feature, and language features) each one was of three subskills in its first version.

3) Sources of the Checklist

The researcher referred to some sources to identify such skills. These sources included Shin & Isaak(2021), Daniels (2005)and Farouk (2020). The initial version was attached in appendix (1)

4) Validity of the checklist

The checklist was presented to 7 jurors in curriculum and Methods of teaching EFL to validate the checklist. They omitted some persuasive speaking skills

such as state your topic, and using figurative language. They modified some others i.e. using discourse marker became using cohesive discourse marker, restructuring ideas became paraphrase ideas . The researcher made the required modifications and the final form of the checklist was attached in Appendix (1).

The EFL persuasive speaking test
1-Aim of the Test
The test was used to determine students' mastery of the persuasive speaking skills

2- Description of the test
It was divided into three questions to assess some EFL persuasive speaking skills (Topic Initiation, Repair Techniques, organization, Repair techniques, organization, Nonlinguistic feature, and language feature).Each main skill contains some sub-skills such as Identify himself & Establish Credibility, Preview main points of the topic, Using appropriate transition signal, Following logical order, Using cohesive sentences, appropriate interrupting technique, exemplifying appropriately..etc.

In the first question students were asked to choose one of three topics. Students were given three minutes to prepare their ideas then, they were asked to speak for three minutes about one of these topics. This section was designed to assess students' ability to capture listeners" attention, gaining credibility, previewing main topics, and following logical order.

The second question was designed to assess skills such as using cohesive sentences, paraphrasing unclear ideas, and exemplifying appropriately. Students were asked to complete one of five sentences and justify their responselogically.

The third question was created to assess some persuasive speaking skills, including as (using cohesive discourse markers, using appropriate facial expression, and applying intonation patterns).

3-Validity of the test
In this study, the researcher relied on the validity of the jury members as well as the internal consistency. The following is an explanation for this:

Validity by the Jury:
The researcher presented the test in its initial form to 7 professors in the field of curriculum and Methods of teaching EFL to express their opinions on the appropriateness of the test and its suitability for the students' level. Based on the viewpoints of the jury members the researcher made modifications agreed upon

by the jury (1) (80.00% and more). Cooper's equation was used to calculate the percentage of agreement among the jury members. The rate of agreement among the jurors on validation dimensions of test ranged between (80.00% - 100.00%), as the percentage of agreement on the test as a whole reached (91.43%), which is a high percentage. This indicates the validity of the test, after making the modifications approved by the jury members**.**

Internal consistency of the test

Internal consistency was calculated through the administration of the test to a group of (20) students as shown in the following table:

Calculation of the correlation coefficients among the test items and the overall score of the whole test:

Table (3)
Correlation coefficient between skills of Persuasive Speaking
Skills test and overall test

Topic Initiation		Topic Shifting		Turn Taking		Repair Techniques	
Skill	Correlation Coefficient of the Item with the whole Test	skill	Correlation Coefficient of the Item with the whole Test	skill	Correlation Coefficient of the Item with the whole Test	skill	Correlation Coefficient of the Item with the whole Test
1	0.850**	1	0.806**	1	0.859**	1	0.775**
2	0.743**	2	0.328*	2	0.861**	2	0.825**
3	0.800**	3	0.854**	3	0.710**	3	0.807**
Organization		Non-linguistic Features		Language Features			
Skill	Correlation Coefficient of the Item with the whole Test	skill	Correlation Coefficient of the Item with the whole Test	skill	Correlation Coefficient of the Item with the whole Test		
1	0.712**	1	0.853**	1	0.718**		
2	0.330*	2	0.861**	2	0.811**		
3	0.744**	3	0.800**	3	0.804**		

 * Correlation is significant at the at level (0.05)
 ** Correlation is significant at the at level (0.01)

The previous table (3) shows the correlation coefficient between the test skills and the overall scores of the test have ranged between (0.328) and (0.861), all of which are a statistical significant at the level of (0.01) & level of (0.05). This indicates the correlation and coherence of the skills, and the test as a whole, which indicates that the test has internal consistency.

Reliability of the test

The reliability of the test was calculated using Cronbach's Alpha, and the test-retest methods, as follows:

A. Cronbach's Alpha: The researcher used this method to calculate the reliability of the test by administering it to a group of (20) students. The Cronbach's Alpha coefficient was (0.840).

B. Test re-test: The reliability of the test was calculated by the method of administration and re-administration of the test using the Pearson correlation coefficient, where the researcher re-administered the test to the same number of students. Value of the reliability coefficient was (0.850) at the level (0.01) indicating that the test is reliable.

Difficulty Coefficient Calculation

The researcher calculated the difficulty coefficient of the items of test. The following table shows the difficulty coefficient of the test items

Table (4)
Values of difficulty coefficient of Persuasive Speaking Skills test

Skill	Coefficients of difficulty	skill	Coefficients of difficulty	skill	Coefficients of difficulty	Skill	Coefficients of difficulty
1	0.50	7	0.47	13	0.48	19	0.49
2	0.57	8	0.51	14	0.52	20	0.56
3	0.49	9	0.55	15	0.57	21	0.50
4	0.46	10	0.58	16	0.55		
5	0.53	11	0.50	17	0.51		
6	0.55	12	0.49	18	0.47		

The previous table (4) shows that the difficulty coefficients ranged between (0.46 - 0.58), which are acceptable difficulty coefficients. The difficulty coefficient of the test as a whole was (0.52).

Discrimination Coefficient Calculation

Discrimination is the test's ability to discriminate between the high-ability students and low-ability ones. The following table shows the discrimination coefficients of the test:

Table (5)
Values of the discrimination coefficients of the items of
the Persuasive Speaking Skills test

skill	Discrimination Coefficients	skill	Discrimination Coefficients	Skill	Discrimination Coefficients	skill	Discrimination Coefficients
1	0.61	7	0.61	13	0.54	19	0.67
2	0.65	8	0.55	14	0.63	20	0.51
3	0.67	9	0.51	15	0.60	21	0.53
4	0.52	10	0.59	16	0.57		
5	0.55	11	0.67	17	0.52		
6	0.60	12	0.50	18	0.55		

From the previous table (5), it is found that the values ranged from (0.50 to 0.67), which are acceptable values and indicate the ability of the skill to distinguish between the students. The total test discrimination coefficient was (0.58).

3-Observation Checklist
1-Aim of the observation Checklist
The aim of the observation checklist was to observe students' persuasive speaking skills before and after the treatment.

2-Description of the observation checklist
The observation checklist consisted of seven main skills (topic initiation, topic shifting, turn taking, repair techniques, organization, non-linguistic feature, and language features) each one was of three sub skills to observe 4th year international business administration students' persuasive speaking skills before and after the treatment.

3-Validity of the Observation Checklist
In this study, the researcher relied on the validity of the jury members to emphasize the validity of the content, as well as the internal consistency.The following is an explanation for this:

1. Validity of the Jury members:
The researcher presented the observation checklist in its initial form to 7 professors in the field of curriculum and Methods of teaching EFL to express their opinions on the appropriateness of the dimensions of the observation

checklist. Based on the viewpoints agreed upon by the jury members, the researcher made the modifications agreed upon by the jury (80.00% and more), Cooper's equation was used to calculate the percentage of agreement among the jury members. The rate of agreement among the jurors ranged between (80.00% - 100.00%), and the percentage of agreement on the observation checklist as a whole reached (91.90%), which is a high percentage indicating the validity of the checklist, after making the modifications approved by the jury members, which included modifying and rewarding some others. Thus, the observation checklist was valid.

2. Internal consistency

Internal consistency was calculated through the administration of theobservation checklist to (20) students as follows:

Calculation of the correlation coefficients among the observation checklist items and the total score of the whole skills each skill separately:

Table (6)
Correlation coefficients between items of Persuasive Speaking Skills Observation Checklist and each skill separately

Topic Initiation		Topic Shifting		Turn Taking		Repair Techniques	
Skill	Correlation Coefficient of the Item with the main skill	skill	Correlation Coefficient of the Item with the main skill	skill	Correlation Coefficient of the Item with the main skill	skill	Correlation Coefficient of the Item with the main skill
1	0.741**	1	0.868**	1	0.477**	1	0.809**
2	0.809**	2	0.711**	2	0.826**	2	0.475**
3	0.480**	3	0.596**	3	0.700**	3	0.533**
Organization		Non-linguistic features		Language Features			
Skill	Correlation Coefficient of the Item with the main skill	skill	Correlation Coefficient of the Item with the main skill	skill	Correlation Coefficient of the Item with the main skill		
1	0.811**	1	0.714**	1	0.818**		
2	0.715**	2	0.528**	2	0.710**		
3	0.800**	3	0.480**	3	0.508**		

** Correlation is significant at the at level (0.01)

The previous table (6) shows the correlation coefficients between theobservation checklist skills and the overall score ranged between (0.475) and (0.868). All of which are statistically significant at the level of (0.01).

3. Calculation of correlation coefficients between the overall score and each skill separately and the overall score of the observation checklist:

Table (7)

Correlation coefficients between the overall score for each main skill of Persuasive Speaking Skills Observation Checklist and the overall score of the Observation checklist

skills of the Observation Checklist	Correlation Coefficients
Topic Initiation	0.975**
Topic Shifting	0.967**
Turn Taking	0.961**
Repair Techniques	0.973**
Organization	0.957**
Non-linguistic Feature	0.972**
Language features	0.917**

** Correlation is significant at the at level (0.01)

The previous table (7) shows the correlation coefficients between the overall score of the observation checklist and each of its skills ranged between (0.917) and (0.975), all of which are statistically significant at the level of (0.01).

The previous tables (4) and (5) showed that the coefficients of correlations between the overall score and each skill separately. They are all statistically significant. This indicates the correlation and coherence of the sub skills and main skills of the observation checklist as a whole have internal consistency.

4. Reliability of the observation checklist

The reliability of the observation checklist was calculated using coefficient of agreement between observers, and the Cronbach's Alpha .

A. **Internal consistency (coefficient of agreement between observers):** The agreement coefficient of observation checklist was calculated among the observers using Cooper's equation, and it reached (0.831), which is a highly reliable.

B. **Cronbach's Alpha**:

The test was administrated to a group of (20) students. The value of the Cronbach's Alpha for the whole checklist was (0.840). Table (8) shows the

values of Cronbach's alpha coefficient for each of the main skills of the observation checklist.

Table (8)
Reliability values of overall as well as each Persuasive Speaking Skills Observation Checklist

The main skills of the Observation	Items	Cronbach's alpha Coefficient
Topic Initiation	3	0.777
Topic Shifting	3	0.810
Turn Taking	3	0.792
Repair Techniques	3	0.800
Organization	3	0.798
Non-linguistic Feature	3	0.802
Language features	3	0.800
Overall Observation Checklist	21	0.840

These values shown in table (8) indicate that the observation checklist has an appropriate degree of reliability.

4- **The speaking Anxiety Scale**

1-Aim of the scale
The aim of the scale was to assess students' anxiety before and after the treatment.

2-Description of the scale
The scale consisted of 17 items .They are (I like preparing for a presentation, I feel happy while giving a presentation, While giving a presentation, I got worried from missing some points, I got nervous if someone asks me a question that I do not know, I feel worried when the instructor announces the date of a speaking task, When I make a mistake while giving a presentation, I find it difficult to focus on the remaining parts, After giving a presentation I feel that I have had an amazing experience, I make fillers while giving a presentation, I can pass all English exercises as they are very simple, While giving a presentation, I know I can control stress, I feel nervous while waiting to take part in a discussion, I feel that I am in complete control of myself while taking part in discussion, I breathe faster just before starting speaking, My mind is clear when I start speaking, I have no fear of speaking in public, I feel worried about making pronunciation mistakes while I speak ,and I feel anxious from making grammatical mistakes).

3-Sources of the scale

The researcher reviewed speaking anxiety literature and the studies that discussed speaking anxiety such as Asysyifa (2019), Çagatay (2015), and Quinto & Macayan (2019).

4- Validity the scale

A. Jury Validation

The researcher presented the scale in its initial form to 7 professors in the field of psychology and teaching methods of EFL to express their opinions on the appropriateness of the items of the scale and its suitability for students' level. Based on the viewpoints agreed upon by the jury members, the researcher made the modifications agreed upon by the jury (80.00% and more), Cooper's equation was used to calculate the percentage of agreement among the jury members. The rate of agreement among the jurors ranged between (80.00% - 100.00%), and the percentage of agreement on the scale as a whole reached (92.94.00%), which is a high percentage indicating the validity of the scale after making the modifications.

Internal consistency

Internal consistency was calculated through the administration of the scale to a group of (20) students and the correlation coefficients are shown in the following table (9):

Table (9)

Correlation coefficients between items of Speaking Anxiety Scale

Item	Correlation Coefficient of the Item with whole Score of the Scale	Item	Correlation Coefficient of the Item with whole Score of the Scale	Item	Correlation Coefficient of the Item with whole Score of the Scale
1	0.701**	7	0.500**	13	0.740**
2	0.800**	8	0.711**	14	0.873**
3	0.855**	9	0.685**	15	0.800**
4	0.698**	10	0.870**	16	0.809**
5	0.704**	11	0.777**	17	0.504**
6	0.588**	12	0.825**		

** Correlation is significant at the at level (0.01)

The previous table (9) shows the correlation coefficients between overall and each of speaking anxiety scale .and the overall score of scale ranged between (0.500) and (0.873), all of which are a statistical significant at the level of (0.01); this indicates the correlation and coherence of the items, and the scale as a whole, which indicates that the scale It has internal consistency.

Reliability of the scale

The reliability of the scale was calculated using the Cronbach's Alpha, and the test-retest:

A. **Cronbach's Alpha**: The researcher used this method to calculate the reliability of the test by administrating it to a group of (20) students. The Cronbach's Alpha for the scale was (0.855).

B. **Test re-test:** The reliability of the scale was calculated by administration and re-administration of the scale using the Pearson correlation coefficient. The researcher re-administered the scale to (20) students after two weeks. The value of the reliability coefficient was (0.923) at the level (0.01).

These values indicate that the scale has an appropriate degree of reliability.

Method of the Study

The present study followed the descriptive analytical method for reviewing the theoretical background of the study. Furthermore, the quasi experimental pre- post test one group design was used in the experimental part of the study to investigate the effect of TED talk activities on developing persuasive speaking skills and reducing speaking anxiety for the 4th year International business administration students.

Duration of the experiment

The experiment lasted for three months, one session per a week. It started on 20th Feb 2021, and continued to 24th May 2021. It is worth noting that the pre administration of the test and the application of the scale were on 17 th Feb 2021 while the post administration of the test and the application of the scale were on 26 th May 2021.The instruments of the study were used before and after the experiment.

The suggested teacher's guide of using TED talks to develop persuasive speaking skills

The Aim: It aimed at developing the targeted persuasive speaking skills and reducing anxiety for the 4th year international business students, Sadat academy for management sciences.

The content: The content consisted of nine sessions. Each three sessions deal with specific topic.

- The first three sessions dealt with economics topics.

- The second three sessions dealt with technology topics.

- The third three sessions dealt with social media.

The teaching Procedure: The participants of the study watched nine TED talks relevant to their majors. The learning environment was well considered by using aids such as a laptop .Some sessions were online sessions due to social distancing .Displayed TED talks included English subtitles to guarantee students' understanding of the videos. During sessions students were asked to do pre, while, and post TED talks activities.

Pre-activities: students were asked to talk about the targeted topic and share ideas and opinions about this topic.

While watching: students were asked to take notes and classify them logically. For example, students watched a talk about economic recession, they were asked to list the reasons and the consequences of this recession logically.

Post-activities: students were asked to discuss the watched video. They were asked to summarize the main ideas, discussing speakers' attitude, making a presentation, debating with their colleges about specific topic.

Assessment:

The assessment is summative using a persuasive speaking test with an observation checklist to assess students' persuasive speaking skills and measure the students' development.

 Verifying Hypotheses of the study:

Verifying the First Hypothesis

The first hypothesis stated that "There is a statistically significant difference between the mean scores of the experimental and control groups on the post administration of overall persuasive speaking skills test in favor of the experimental group ".

To verify this hypothesis, A (t) test was employed to two independent groups (the experimental and control groups) in post-administration of the overall scores of persuasive speaking skills test. The results are shown in the following table (10):
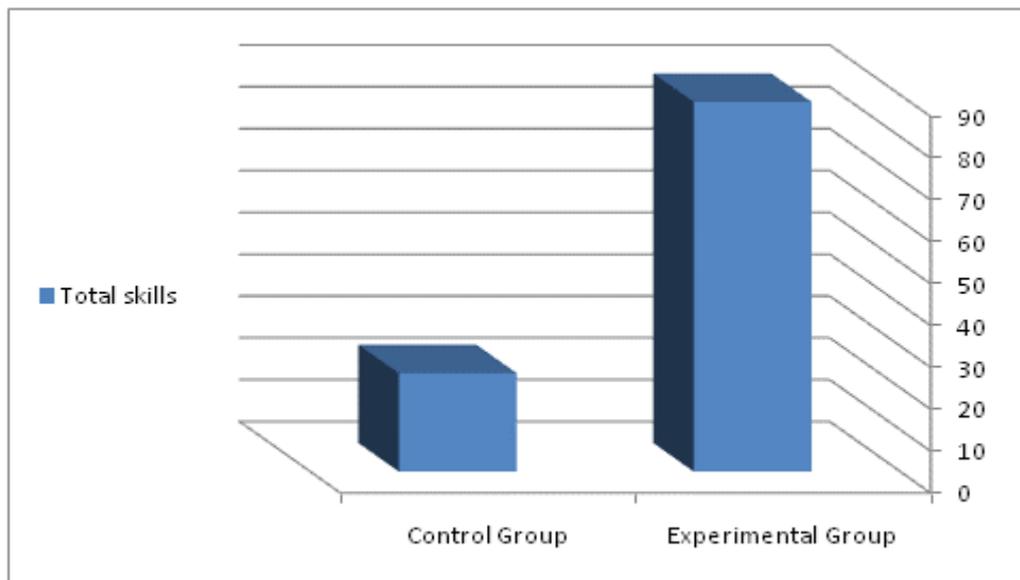
Table (10)

T- Test Results of the Experimental and Control Group Students' Overall Performance on the Pre Application VS. The Post Application of the Persuasive Speaking Skills Test

Variable	Groups	N	Mean	Std. Deviation	df	T	Sig
Overall persuasive speaking skills	Experimental Group	37	88.30	5.577	72	63.836	0.000
	Control Group	37	23.49	2.652			

It is shown from the previous table (10) that there is a difference between the mean scores of the experimental group and control group students in overall skills of the persuasive speaking skills test As the mean scores of the experimental group was (88.30) with a standard deviation (5.577), While the mean scores of the control group was (23.49) with a standard deviation (2.652). This means that the mean scores of experimental group was higher than that the mean scores of control group. The calculated value of (t) for the significance of the difference between the mean scores of experimental and control groups' students in overall skills of the persuasive speaking skills test, reached (63.836) and the significance level is (0.000) which is lower than the level of significance (0.05).

This result can be illustrated graphically by the following figure (1):

Figure (1)

Mean scores of experimental and control groups in post-administration of the persuasive speaking skills test

The effect size of TED Talks on developing the persuasive speaking Skills was shown in the following table:

Table (11)

Effect size value (η^2) for persuasive speaking Skills

The Dependent Variable (persuasive speaking Skills)	t	t^2	Df	$t^2 + df$	η^2	The Effect Size	D	The Effect
Overall score of persuasive speaking Skills	63.836	4075.035	72	4147.035	0.983	98.3%	15.046	Large

The previous table (11) shows that the effect size of using Watching TED Talks Based Activities on developing overall persuasive speaking skills was (15.046) as a whole is large. Thus, the effect size of using TED Talks on developing the persuasive speaking skills is large.

This means verifying the first hypothesis of the study, and this indicates that there is difference at the level of (0.05) between the experimental and control group in the post- test of the persuasive speaking skills test as a whole in favor of experimental group.

Verifying the Second Hypothesis

The second hypothesis stated that "There is a statistically significant difference between the mean scores of the experimental and control groups on the post administration of each persuasive speaking skills test in favor of the experimental group ".

To verify this hypothesis, A (t) test was employed to two independent groups (experimental & control) in post-administration of each main skill of the persuasive speaking skills test. The results are shown in the following table (12):

Table (12)

T- Test Results of the Experimental and Control Group Students' Overall Performance on the Pre Application VS. The Post Application of the Persuasive Speaking Skills Test on each skill

Variable		Groups	N	Mean	Std. Deviation	df	t	Sig
Persuasive Speaking Skills	**Topic Initiation**	Experimental Group	37	13.95	1.840	72	33.871	0.000
		Control Group	37	3.35	0.484			
	Topic Shifting	Experimental Group	37	13.54	1.966	72	27.944	0.000
		Control Group	37	3.49	0.961			
	Turn Taking	Experimental Group	37	13.05	2.041	72	27.967	0.000
		Control Group	37	3.35	0.538			
	Repair Techniques	Experimental Group	37	13.11	2.065	72	27.910	0.000
		Control Group	37	3.32	0.530			
	Organizatio n	Experimental Group	37	12.73	1.895	72	25.607	0.000
		Control Group	37	3.51	1.096			
	Non-linguistic Feature	Experimental Group	37	11.08	1.402	72	31.502	0.000
		Control Group	37	3.22	0.584			
	Language features	Experimental Group	37	10.84	2.339	72	19.044	0.000
		Control Group	37	3.24	0.641			

It is shown from the previous table (12) that the mean score of experimental group was higher than the control group in the post-test of each skill. The calculated value of (t) for the significance of the difference between the mean scores of experimental

and control groups each skill of the persuasive speaking skills test was lower than the level of significance (0.05); Thus, there is a statistically significant difference at the level of significance (0.05). This is shown graphically on the following figure.

Figure (2)

Mean scores of experimental and control groups in post-administration to the persuasive speaking skills test
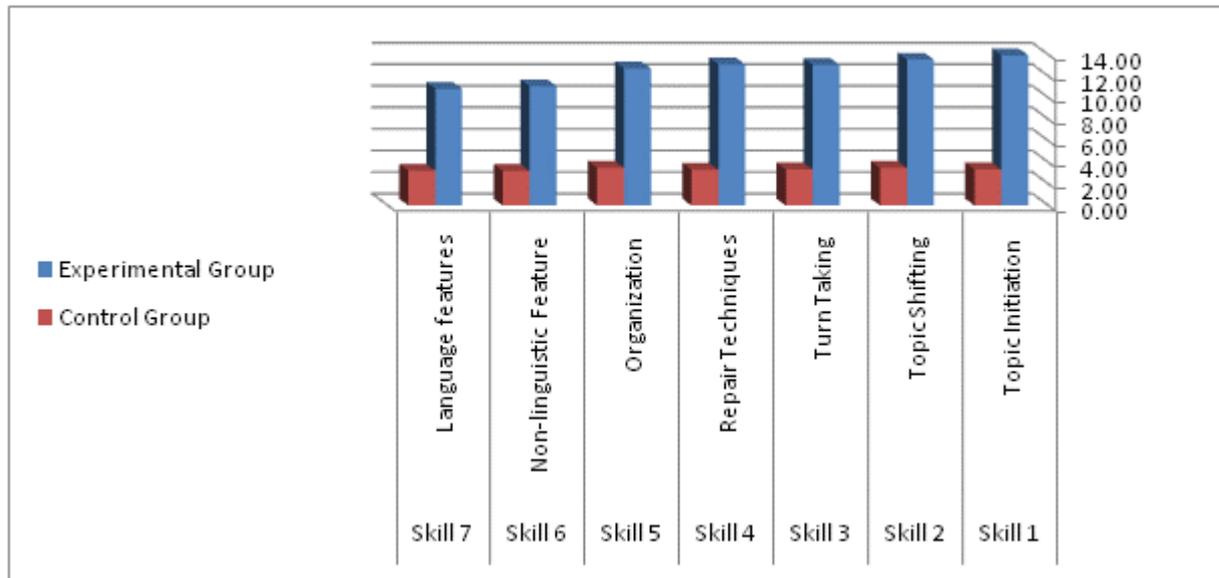
The effect size of TED Talks on developing the persuasive speaking skills this is shown in the following table:

Table (13)

Effect size value (η^2) for persuasive speaking Skills

The Dependent Variable (persuasive speaking Skills)	T	t^2	df	$t^2 + df$	η^2	The Effect Size	d	The Effect
Topic Initiation	33.871	1147.245	72	1219.245	0.941	94.1%	7.983	Large
Topic Shifting	27.944	780.867	72	852.867	0.916	91.6%	6.586	Large
Turn Taking	27.967	782.153	72	854.153	0.916	91.6%	6.592	Large
Repair Techniques	27.910	778.968	72	850.968	0.915	91.5%	6.578	Large
Organization	25.607	655.718	72	727.718	0.901	90.1%	6.036	Large
Non-linguistic Feature	31.502	992.376	72	1064.376	0.932	93.2%	7.425	Large
Language features	19.044	362.674	72	434.674	0.834	83.4%	4.489	Large

The previous table (13) shows that the effect size of using TED Talks on developing each skill of persuasive speaking skills is large. The effect sizes were (7.983, 6.586, 6.592, 6.578, 6.036, 7.425, and 4.489) for (Topic initiation, Topic shifting, turn taking, repair techniques, organization, Non-linguistic feature, language features) respectively.

This means verifying the second hypothesis of the study, and this indicates that there is difference at the level of (0.05) between the experimental and control group in the post- test for each skill of the persuasive speaking skills test in favor of experimental group.

Verifying the Third Hypothesis

The third hypothesis stated that "There is a statistically significant difference between the pre and post-tests mean scores of the experimental group on overall persuasive speaking skills test in favor of the post-test ".

To verify this hypothesis, (t) test was employed to measure the students' mean scores in the pre and post administrations in the overall persuasive speaking skills of the experimental group. The results are shown in the following table (14):
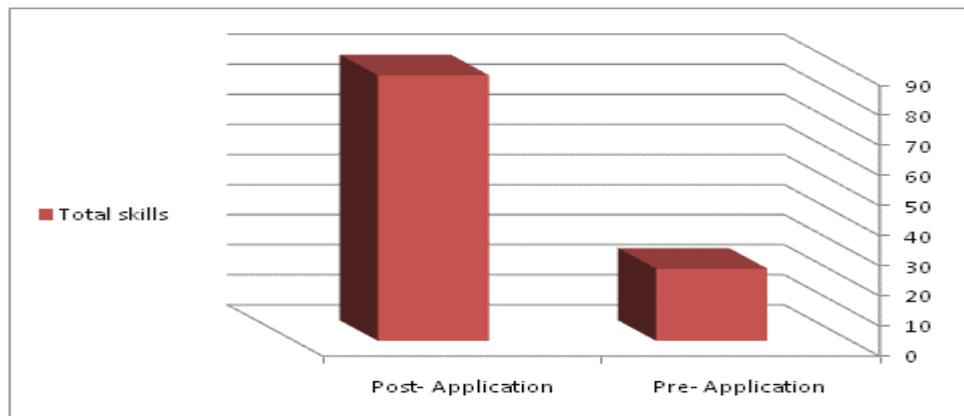
Table (14)

T- Test Results of the Experimental and Control Group Students' Overall Performance on the Pre Application VS. The Post Application of the Persuasive Speaking Skills Test

Variable	Test	N	Mean	Mean paired differences	Std. Deviation	Std. Deviation paired differences	df	t	Sig
Overall persuasive speaking skills	Pre-Administration	37	24.00	64.30	2.186	6.620	36	59.078	0.000
	Post-Administration	37	88.30		5.577				

It is shown from the previous table (14) that the difference between the mean score of experimental group pre-post test of pre administration and the mean score of post administration in overall skills of the persuasive speaking skills test, where experimental group students was (24.00) in pre administration of total skills, while was (88.30)

This is shown graphically the following figure (3):

Mean scores of pre and post administration

The effect size of TED Talks on developing the persuasive speaking skills for experimental group is shown in the following table:

Table (15)

value and persuasive speaking skills level effect size (η^2)

The Dependent Variable (persuasive speaking skills)	t	η^2	The Effect Size	d	The Effect
Overall score of persuasive speaking skills	59.078	0.990	99.0%	9.712	Large

The previous table (15) shows that the effect size of using TED Talks on developing the overall persuasive speaking skills for the experimental group is (99 %) which is large. This indicates that there a significant improvement in the overall persuasive speaking skills**.**

This means verifying the third hypothesis of the study. This indicates that there is difference at the level of (0.05) between the mean scores of the experimental group in the pre administration and post administration of the persuasive speaking skills test as a whole in favor of the post administration.

Verifying fourth Hypothesis

The fourth hypothesis stated that "There is a statistically significant difference between the pre and post-tests mean scores of the experimental group on each of the persuasive speaking skills test in favor of the post-test ".

To verify this hypothesis, (t) test was employed to measure the pre and post-administrations of persuasive speaking skills pre-posttest of experimental group. The results are shown in the following table (16):
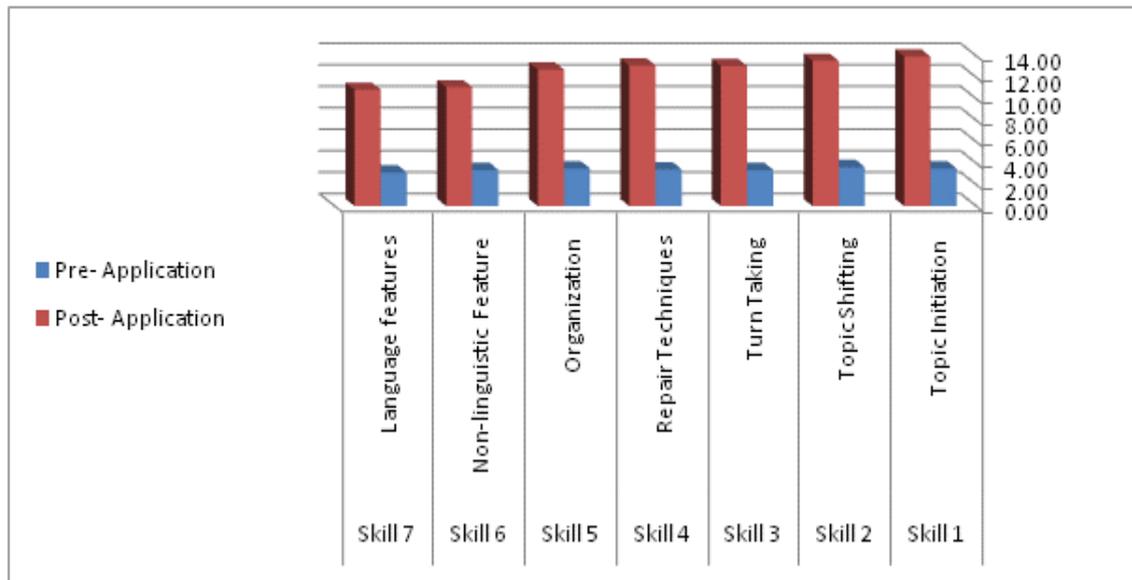
Table (16)

"T- Test Results of the Experimental and Control Group Students' Overall Performance on the Pre Application VS. The Post Application of the Persuasive Speaking Skills Test on each skill

Variable		Test	N	Mean	Mean paired differences	Std. Deviation	Std. Deviation paired differences	df	t	Sig
persuasive speaking skills	Topic Initiation	Pre-Administration	37	3.51	10.43	0.961	2.021	36	31.395	0.000
		Post-Administration	37	13.95		1.840				
	Topic Shifting	Pre-Administration	37	3.65	9.89	1.184	2.424	36	24.820	0.000
		Post-Administration	37	13.54		1.966				
	Turn Taking	Pre-Administration	37	3.38	9.68	0.953	2.517	36	23.381	0.000
		Post-Administration	37	13.05		2.041				
	Repair Techniques	Pre-Administration	37	3.43	9.68	0.728	2.261	36	26.025	0.000
		Post-Administration	37	13.11		2.065				
	Organization	Pre-Administration	37	3.51	9.22	1.044	2.136	36	26.244	0.000
		Post-Administration	37	12.73		1.895				
	Non-linguistic Feature	Pre-Administration	37	3.38	7.70	0.982	1.631	36	28.732	0.000
		Post-Administration	37	11.08		1.402				
	Language features	Pre-Administration	37	3.14	7.70	0.419	2.448	36	19.140	0.000
		Post-Administration	37	10.84		2.339				

It is shown from the previous table (16) There is a difference between the mean scores experimental group's pre-post. The mean was(13.95,13.54,13.05,13.11,12.73,11.08,10.84) for skills (topic initiation, topic shifting, turn taking, repair techniques, organization, Non-linguistic feature) respectively. This shown graphically

Figure (4)

Mean scores for pre and post administrations in the persuasive speaking skills test for experimental group

The effect size of TED Talks on developing the persuasive speaking skills pre-posttest for experimental group:

Table (17)

Value and persuasive speaking skills effect size level (η^2)

The Dependent Variable (persuasive speaking skills)	t	η^2	The Effect Size	d	The Effect
Topic Initiation	31.395	0.965	96.5%	5.161	Large
Topic Shifting	24.820	0.945	94.5%	4.080	Large
Turn Taking	23.381	0.938	93.8%	3.844	Large
Repair Techniques	26.025	0.950	95.0%	4.278	Large
Organization	26.244	0.950	95.0%	4.314	Large

The Dependent Variable (persuasive speaking skills)	t	η^2	The Effect Size	d	The Effect
Non-linguistic Feature	28.732	0.958	95.8%	4.724	Large
Language features	19.140	0.911	91.1%	3.147	Large

The previous table (17) shows the following that the effect size of using TED Talks on developing persuasive speaking skills test for experimental group were (5.161,4.080,3.844,4.278,4.314,4.724,3.147) for (topic initiation, topic shifting, turn taking, repair techniques, organization, Non-linguistic feature) respectively which is large effect.

This means verifying the fourth hypothesis of the study, and this indicates that there is difference at the level of (0.05) between the mean scores of the experimental group in the pre administration and post administration of the persuasive speaking skills test in each skill separately in favor of the post administration.

Verifying fifth hypothesis

The fifth hypothesis stated that "There is a statistically significant difference between the experimental and the control groups' mean scores on the post administration of the speaking anxiety scale in favor of the experimental group ".

To verify this hypothesis, the (t) test was employed to two independent groups the experimental students group and the control students group in post-administration to the speaking anxiety scale . The results are shown in the following table (18):
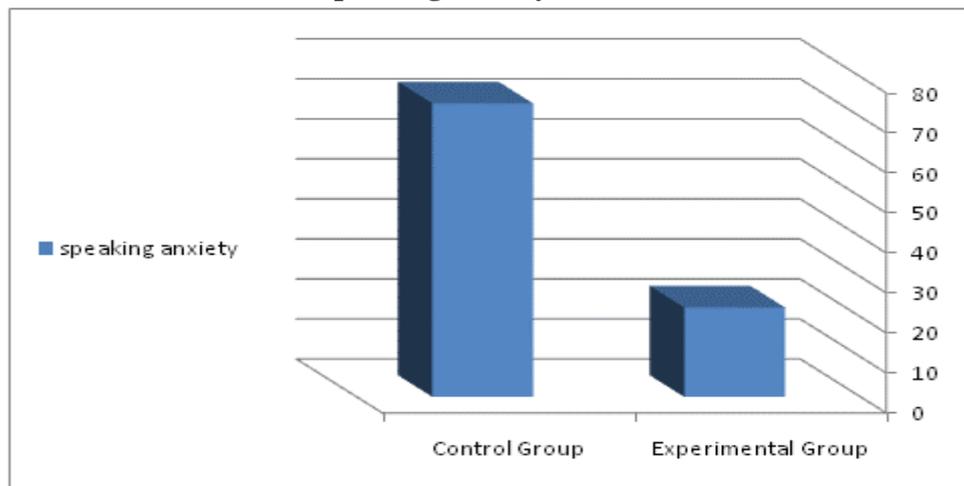
Table (18)
T- Test Results of the Experimental and Control Group Students' Overall Performance on the Pre Application VS. The Post Application of the speaking anxiety scale

Variable	Groups	N	Mean	Std. Deviation	df	t	Sig
Overall speaking anxiety	Experimental Group	37	22.35	4.455	72	24.605	0.000
	Control Group	37	73.35	11.795			

- It is shown from the previous table (18) that the mean was73.35 for the control group whereas the experimental group was (22.35) in speaking anxiety scale.

- T value was (24.605) which reflects that the anxiety scale was reduced among the experimental group students. This is due to the use of TED talks. This is shown graphically in the following figure:

Figure (6)
Mean scores of experimental group and control group in post-administration to the speaking anxiety scale

The effect size of TED Talks on reducing the speaking anxiety is shown in the following table:

Table (19)
Effect size (η^2) for speaking anxiety value

The Dependent Variable (speaking anxiety)	t	t^2	Df	$t^2 + df$	η^2	The Effect Size	d	The Effect
Overall degree of speaking anxiety	24.605	605.406	72	677.406	0.894	89.4%	5.799	Large

The previous table (19) shows that means the effect size of TED Talks Based reducing speaking anxiety was (5.799) which is large. This indicates that there was a clear and significant reduce in the speaking anxiety, as a result of the use of TED Talks. Thus the effect size of using TED Talks on reducing speaking anxiety is large, as a result of the use of TED Talks that lead to reducing speaking anxiety.

This means verifying the fifth hypothesis of the study, and this indicates that there is difference at the level of (0.05) between the experimental and control group in the post- test of the speaking anxiety scale in favor of experimental group.

Verifying Sixth Hypothesis

The sixth hypothesis stated that " There is a statistically significant difference between the pre-post administrations of the speaking anxiety scale in favor of the post administration ".

To verify this hypothesis, the (t) test was used to measure the pre and post-administrations of speaking anxiety scale for the experimental group. The results are shown in the following table (20):
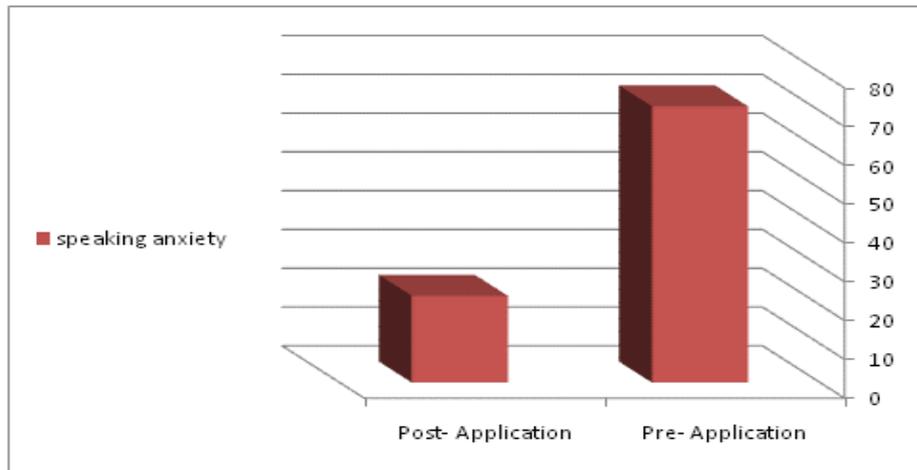
Table (20)

T- Test Results of the Experimental and Control Group Students' Overall Performance on the Pre Application VS. The Post Application of the speaking anxiety scale

Variable	Test	N	Mean	Mean paired differences	Std. Deviation	Std. Deviation paired differences	df	t	Sig
Speaking Anxiety Scale	Pre-Administration	37	71.22	48.86	9.656	9.375	36	31.704	0.000
	Post-Administration	37	22.35		4.455				

It is shown from the previous table (20) that the difference between the mean in the pre administration was (71.22) and became (22.35)in the post administration. This reflects that the anxiety decreased where T was (31.704).This is shown graphically in the following figure:

Figure (5)

Mean scores of pre and post administrations of

the speaking anxiety scale for experimental group

The effect size of TED Talks on reducing speaking anxiety for experimental
group is shown in the following table:

Table (21)

speaking anxiety effect size level (η^2)

The Dependent Variable (speaking anxiety scale)	T	η^2	The Effect Size	d	The Effect
Overall score of speaking anxiety scale	31.704	0.965	96.5%	5.212	Large

The previous table (21) shows that the effect size was 0.965 which is large
effect. This means verifying the sixth hypothesis of the study. This indicates that
there is difference at the level of (0.05) between the mean scores of the
experimental group in the pre administration and post administration of the
speaking anxiety scale in favor of the post administration.

Discussion of results

The statistical analysis presented above, resulted in the verification of all
the hypotheses of the study and answering the study questions. It also realized
the achievement of the study main aim, which was to develop the required
persuasive speaking skills and reducing speaking anxiety for the 4th year

international business administration students, Sadat Academy throughout the use of TED Talks.

The comparison between the performance of the experimental group before and after the treatment showed the improvement achieved in the targeted persuasive speaking skills and reducing speaking anxiety. The researcher attributed this improvement to the following factors:

Watching authentic videos gave the students the opportunity to listen to authentic material. It stimulated them to speak correctly and enhanced their listening skills.Students became more interested in speaking and doing tasks. It encouraged discussing contemporary topics in everyday fields .This view supported Mostafa's (2018) and Farid (2019) studies that showed encouraging collaboration via TED Talks and deepens intercultural awareness. It also meets students' learning styles.

Planning the tasks and activities before, during, and after watching TED Talks provided students a chance to interact together with more confidence. They organized their ideas through following logical order .So, their self confidence in presenting topic accurately enhanced. This view supported Lopez's view (2011) studies that indicated that using multimedia materials help students to interact easily and provide them with many opportunities to share their opinions freely.

Choosing various modern topics, they varied to exceed students' needs. Watching talks in economy, technology, and politics stimulates the students' curiosity to listen and read in these areas which help them in maximizing their knowledge in these areas this lead to improving their vocabulary knowledge. This is in agreement with Farouk (2021) and Shin (2021) studies' results that showed good persuasive speeches should be modern, argumentative and of students' interest. Such interesting topics will be more engaging for students.

The idea of reducing speaking anxiety was important for fourth year students as they lack confidence in exchanging points of views , justifications and defense . This view supported macayan &Quinto(2019) Çagatay (2015) and Asysyifa (2019)as they indicated that speaking anxiety is one of the obstacles that face students' speaking, due to lack of practice .

Recommendations

In the light of the results of the present study, the following recommendations are suggested

1- More emphasis should be placed on developing students' persuasive speaking skills in different educational stages.

2- Students should be given opportunities to watch authentic videos to practise language skills.

3- Using TED Talks videos to develop students' speaking and listening skills.

4- Drawing the attention towards reducing speaking anxiety through encouraging practicing it in different educational stages.

Suggestions for further research

1- Further research is needed to examine the effect of TED Talks on developing listening and writing for college students.

2- Using other innovative strategies or approaches for developing persuasive speaking skills for English teachers.

3- Further research is suggested to investigate the effect of TED Talks on improving students' vocabulary knowledge.

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أثر محادثات تيد فى تنمية مهارات التحدث الإقناعى لدى طلاب الجامعة وخفض قلق التحدث لديهم

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مدرس بقسم اللغات

أكاديمية السادات للعلوم الإدارية

المستخلص

هدفت الدراسة الحالية إلى التحقق من أثر محادثات تيد فى تنمية مهارات التحدث الإقناعية لدى طلاب الفرقة الرابعة بشعبة إدارة الأعمال الدولية وكذلك خفض قلق التحدث لديهم، استخدم الباحث المنهج شبة التجريبى فى الدراسة وتكونت عينة الدراسة من أربع وسبعين طالباً وطالبة من الفرفة الرابعة بشعبة إدارة الأعمال الدولية بأكاديمية السادات للعلوم الإدارية، وقد أعد الباحث الأدوات الآتية: قائمة مهارات التحدث الإقناعى المطلوبة لطلاب الفرقة الرابعة بشعبة إدارة الأعمال الدولية،اختبار (قبلى- بعدى) لمهارات التحدث الإقناعية لقياس أثرمحادثات تيد فى تنمية المهارات المطلوبة ،مقياس قلق التحدث. استخدم الباحث بعض أنشطة محادثات تيد فى تنمية مهارات التحدث الإقناعى لدى المجموعة التجريبية بينما تلقت المجموعة الضابطة تدريساً عادياً . و تم تحليل البيانات إحصائياً باستخدام برنامج SPSS للتحليل الإحصائى . و أظهرت نتائج الدراسة أثرا إيجابياً فى تنمية المهارات المطلوبة لطلاب الفرقة الرابعة شعبة ادارة الأعمال الدولية لدى طلاب المجموعة التجريبية وكذلك خفض مستوى قلق التحدث لديهم حيث أظهر الطلاب قدرة على التحدث بطلاقة دون قلق من التحدث أمام زملائهم.

الكلمات المفتاحية: محادثات تيد ، مهارات التحدث الإقناعية، قلق التحدث