

The People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Faculty of letters and Languages
Department of English



**The Role of TED Talks Videos in Reducing EFL Students' Communication
Apprehension**

Case of Third Year Students of English at the University of Bejaia

**A dissertation submitted in partial fulfillment of the requirements for a Master's degree
in Linguistics**

Candidates:

Miss. Sofia Meniche

Miss. Nada Oubouchou

Supervised by:

Dr. Siha Boughani

2022-2023

Abstract

Communication Apprehension (CA) is among the most challenging problems that affect EFL students' communication and interactions. For this reason, the study suggested TED Talks Videos presented in TED Talks Application (TTs) and its YouTube channel as a solution that can contribute in reducing Third year EFL students' Communication Apprehension during their oral presentations. Therefore, this study follows the procedures of pre-experimental design; it was conducted with one experimental group of 22 third Year LMD students at the University of Bejaia. This research employs a quantitative method, where three quantitative tools are used for the data collection; namely, a questionnaire, McCroskey's Personal Report of Communication Apprehension (PRCA-24) Scale, and finally, observation checklists. During the process of data collection, the pre questionnaire and the pre scale are used to measure the students' Communication Apprehension before attending TED Talks oral sessions; later, the post questionnaire and post scale are employed to measure the level of communication of the students after watching TED Talks Videos. Furthermore, an observation checklist is used to observe students' symptoms of communication apprehension during the eight oral sessions of manipulation. The results of the study demonstrate a small decrease in students' communication Apprehension after watching TED Talks videos; yet, the research hypothesis could not be proven, since the Paired t t-test did not show a significant difference between the overall means of Pre and Post scales. Besides, the results did not find a significant decrease in the group discussion, meetings, interpersonal and public speaking communication apprehension. At the end, this study provides different recommendations to using Ted Talks as an educational strategy for teachers, learners and future researchers in this field.

Keywords: Communication Apprehension (CA), TED Talks Videos (TTV), TED Talks Application, EFL Third-year students, Bejaia.

Acknowledgment

Thanks to Allah we could overcome all the obstacles and difficulties that we faced throughout our studies and arrived to the end of our career in University. For this we would like to thank Allah first, for His great guidance and support.

I would like to express our sincere gratitude to our supervisor Dr.Boughani who guided as throughout the preparation of the thesis, and who was always patient in correcting our mistakes.

We are also very grateful to the members of the jury for reading and evaluating our work and to all the staff of teachers for sharing their knowledge with us.

Dedication

Thanks of Allah and the praises of my parents I could arrive to this day were I will submit my thesis. For this, I would like to say that this work is wholeheartedly dedicated to my great and beloved parents who were one of the sources of my motivation and strength.

I would like also to dedicate it to all the members of my family; brother, sister, cousins, aunts, uncles, especially to my grandfather (may Allah rest his soul).

This work is also dedicated to all my friends especially my Syrian friends who supported me despite the distance.

Finally, I would like to thank our supervisor for her great help and support, and my partner for being patient and preparing with me the present thesis.

Sofia.

Dedication

First and foremost, I would like to thank my parents for their endless sacrifices; they have always been my biggest cheerleaders. Their unwavering support has been my rock throughout the years.

Next, I would like to express my gratitude to my brothers and sisters, my big supporters, who have been my pillars of strength since childhood, pushing me to strive for greatness even when I doubted myself.

Last but not least, I would like to extend my heartfelt thanks to all my relatives and friends, who have played a significant role in my life. Whether it was through their kind words or actions.

Nada.

List of Abbreviations

App: Application

CA: Communication Apprehension

EFL: English as a Foreign Language

FL: Foreign Language

TTs: TED Talks

TTV: TED Talks Videos

List of Tables

Table1: participants' age-----	31
Table2: Participants' gender -----	32
Table3: Participants' hobbies A -----	32
Table4: Participants' hobbies B -----	32
Table5: Participant phobias -----	33
Table6: The phobias mentioned by students-----	33
Table7: Students' choice of English -----	34
Table8: Participants 'Perceptions toward their Level in English -----	34
Table 9: Students' Perception towards the Most Mastered Skill -----	35
Table 10: The future students' career that they want to apply for -----	35
Table 11: The requirement of Communication in the jobs chosen -----	36
Table 12: Students' preference of Communicating in English-----	36
Table 13: whether the students are used to Oral presentations in English-----	37
Table 14: The students' self-evaluation of their oral presentations -----	37
Table 15: The Table students' level of feeling comfortable in English communication -----	38
Table 16: Students' Anxiety in oral presentations -----	39
Table 17: The symptoms of Anxiety in the respondents -----	39
Table 18: The challenges the students' face in Communication-----	40
Table 19: The extra factors that affect Communication-----	40
Table 20: The strategies used by students to reduce anxiety -----	41
Table 21: TED talks application-----	42
Table 22: The use of TED Talks -----	42
Table 23: Further resources used to reduce speaking anxiety -----	43
Table 24: The level of enjoyment of TED talks videos -----	44
Table 25: Students' Oral performance improvement after watching TED talks videos -----	45
Table 26: The improvement of oral performance thanks to TED talks videos -----	45
Table 27: Students' level of oral performance improvement -----	46
Table 28: Titles of beneficial TED talks videos-----	46
Table 29: whether there is a TED Talks video presented in an oral session which include worthless information that did not benefit students-----	47
Table 30 whether there is an improvement in the students 'performance in the second semester's oral presentations-----	47

Table 31: The symptoms reduced after watching TED Talks videos -----	48
Table 32: The students' perceptions towards the contribution of TED talks in strengthening self-confidence, improving speaking skill, developing listening skill and reducing oral presentation anxiety -----	49
Table 33: The challenges that the students still face in their oral presentations after watching TED talks videos -----	49
Table 34: students' level of comfort in oral presentations-----	50
Table 35: The ability of expressing oneself freely after attending Ted Talks session -----	50
Table 36: the improvement of the oral presentation in the last oral sessions -----	51
Table 37: The level of improvement of oral presentations in the last oral session-----	51
Table 38: Students' perception towards whether the oral presentations of exams was better than that of the test thanks to TED talks videos-----	51
Table 39: Students' perception toward TED talks in reducing Communication Apprehension	53
Table 40: Descriptive statistics for the Pre-scales results-----	54
Table 41: Descriptive statistics of Post-scales-----	55
Table 42: Paired sample t-test of Pre and Post scales-----	56
Table 43: The descriptive analysis of the observation checklist during 1 st oral session-----	57
Table 44: The descriptive statistics of the observation checklist of the 2 nd oral session -----	58
Table 45: The descriptive statistics of the observation checklist during the 7 th oral session --	60
Table 46: The descriptive statistics of the observation checklist during the 8 th oral session --	61
Table 47: The descriptive statistics of the observation checklist during the 3 rd oral session	105
Table 48: The descriptive statistics of the observation checklist during the 5 th oral session	106
Table 49: The descriptive statistics of the observation checklist during the 6 th oral session-	108
Table 50: The descriptive statistics of the observation checklist during the 7 th oral session	110

TABLE OF CONTENTS

ABSTRACT-----	I
ACKNOWLEDGEMENT-----	II
DEDICATION-----	III
LIST OF ABBREVIATIONS-----	VI
TABLE OF CONTENTS-----	VII

GENERAL INTRODUCTION

1.Statement of the problem-----	1
2.Research questions-----	1
3.Purpose and significance of the study-----	2
4.Research hypothesis-----	2
5.Sample and population-----	3
6.Research design and methodology of data collection-----	3
7.Organisation of the study-----	4

CHAPTER ONE: THEORETICAL BACKGROUND

Section one: Communication Apprehension-----	6
Introduction-----	7
1.1 Definition of Communication Apprehension-----	7
1.2 Types of Communication Apprehension-----	9
1.3 Factors of Communication Apprehension-----	11
1.4 Effects of Apprehension and Communication Apprehension on EFL students-----	13
1.5 Strategies to reduce EFL students Communication Apprehension-----	14
Conclusion-----	16
Section Two: TED Talks	
Introduction-----	17
2.1 Definition of TED Talks-----	17
2.2 History of TED Talks-----	18
2.3 TED Talks as an authentic material in improving speaking and listening skills-----	19
2.4 The role of TED Talks in improving oral presentations and reducing Communication Apprehension-----	21
Conclusion-----	22

**CHAPTER TWO: RESEARCH FINDINGS, DISCUSSION OF THE RESULTS,
RECOMMENDATIONS AND LIMOTATIONS**

Section One: Research methodology	25
Introduction	25
1.Scope of the study	25
2.Research variables.....	25
3.Population and sampling	26
4.Research design.....	26
5.Data collection tools	28
Conclusion.....	30
Section Two: Analysis of the results	31
Introduction.....	31
2.1 Descriptive questionnaire results	31
2.1.1 Pre-questionnaire results	31
2.1.2 Post-questionnaire results	44
2.2 Overall communication apprehension scale results	54
2.2.1 Descriptive statistics for Pre-scale	54
2.2.2 Descriptive statistics for post-scale	55
2.2.3 Paired t-test results	55
2.3 Descriptive Analysis of Observation Checklist.....	57
2.4 Thematic analysis of observation checklist	62
Section Three: Discussion of the results	65
Section Four: Suggestions Recommendations and Limitation of the study	72
General conclusion	78
References	81

APPENDICES

Appendices A	89
Appendices B	94
Appendices C	99
Appendices D	102
Appendices E	105

General Introduction

1. Statement of the problem

In the current decades communication plays a significant role, speaking is considered one of the most important skills that students need to master to communicate effectively. It is a crucial ability that helps learners to express their thoughts and ideas clearly and persuasively. Besides it enables learners to engage in meaningful conversations, convey their message, and build strong relationships with others. However, despite the importance of speaking skill, many students suffer from high anxiety levels when it comes to speaking or making an oral presentation. Anxiety may be experienced by EFL students when they have to speak in front of their peers and teachers; this problem may weaken students' oral performances and disturb their oral presentations; and it leads students to encounter troubles while delivering a speech in oral presentations.

On another side, the integration of technology into education during the last decade helped in the development of the language learning and teaching process. Technology is accessible worldwide that offers various resources for language learning, which facilitate communication with native speakers and leads to enhance learners' speaking abilities (Yang & Chen, 2006; Almurashi, 2006 as cited in Kristian & Pradnyadewi, 2021). This shows that with the help of technology, students can now have access to a vast range of resources, tools, and applications that can facilitate their teaching development process. For instance, with the help of various online communication tools, students can connect with their peers, teachers, and experts from all over the world. Additionally, technology enables students to have access to multiple authentic and beneficial materials; such as TED talks and videos. According to Terrel (2012), TED Talks videos are a series of online presentations where creative speakers share their experiences and knowledge in an influential and inspiring way.

Therefore, the current study aims to investigate the role of Ted Talks videos in reducing EFL students' communication apprehension in English classrooms among third-year LMD students of English at the University of Bejaia.

2. Research questions

Based on the issue explained above, this study seeks to answer the following questions:

1) Do Third year EFL students face Communication Apprehension (CA) during oral presentation sessions?

2) What is the role of TED talks in reducing Students' Communication Apprehension (CA)?

3) What are the attitudes of 3rd LMD students toward TED talks as teaching material?

3. Purpose and Significance of the Study

This study investigates the role of TED talks application in reducing communication apprehension. Therefore the main goal of the current study is to examine the cause and effect relationship between TED Talks videos and the students' communication apprehension during oral sessions. Besides, this study describes the significance of using the TED Talks application as an educational tool to help students improve their oral performances, and the attitudes of the students towards this tool.

On the other hand, the study is significant since it could help the sector of language pedagogy to improve and develop by enriching it with new teaching material.

4. Research hypothesis

Communication Apprehension is a common problem among EFL learners which can affect negatively the student's oral performances. Young (1991) mentioned that students with a high level of communication apprehension perform inadequately in oral presentations; the students may encounter some troubles and show some communication apprehension symptoms while delivering a speech to the audience like shaking while speaking or mispronouncing words.

Hence, based on the above ideas, this study hypothesizes that TED Talks videos can help third-year EFL students at the university reduce their communication apprehension because TED talks is an application that contains powerful and beneficial content videos. TED Talks application includes videos that cover the topic of facing communication apprehension; which can influence students and help them to reduce the anxiety that may be experienced in oral presentations.

5. Sample and population

Third-year English students at the University of Bejaia are the study's intended population. They are chosen for their advanced academic level because TED talks videos

contain advanced English structures that require the students to have an advanced level in English.

The sampling technique that is followed in the present study to select the sample is a cluster sampling technique that allows the researchers to conduct the experiment on randomly selected students. Simkus (2023) stated that cluster sampling is a method of probability sampling. In this method, the population is divided into many heterogeneous groups and then choose randomly one group to represent the sample of the study. Therefore, the sample of this study consists of 22 third-year EFL randomly selected students at Bejaia University; consisting of both male and female.

6. Research design and methodology of data collection

The experimental design is the best way to prove a cause-and-effect relationship between TED talks and communication apprehension; however, because there is no control group the, research design adopted in this research is pre-experimental.

Furthermore, in order to test the hypotheses introduced in the research, a quantitative method is employed; three main quantitative tools are used for data collection of the research. The first tool is the questionnaire; two kinds of questionnaires are distributed to the students during the oral sessions which are: pre and post-questionnaires. The second tool is the scale; which includes pre and post-scale. The third tool is the observation checklist. The manipulation of this research lasts for 6 sessions.

Data collection tools

This study aims to prove a cause-and-effect relationship between TED talks and communication apprehension. A pre-questionnaire and pre scale were distributed to third-year EFL students during the first oral session in order to measure the students' communication apprehension before watching TED talks videos; whereas, a post-questionnaire and post scale are given to the students during the last session in order to examine the effects of TED talks on their communication apprehension.

Furthermore, an observation checklist that is extracted from Pribyle et al. (2018), and it is used to observe students' communication apprehension symptoms during the oral sessions before and after the application of ted talks.

Finally, the descriptive statistics analysis method is used to analyze the results of both questionnaires and scales and the checklists. Moreover, the inferential statistical method is used to compare students' mean scores of the pre and post-scales; and to make the final decision about whether the hypothesis is approved or disapproved.

7. The organisation of the dissertation

The current study is divided into two chapters. The first chapter is a theoretical background which is divided into two sections. The first section discusses the problem of communication apprehension (CA) and its effects on EFL students. The second section focused on the TED talks application and its role in reducing Students' CA and improving their oral performances. The second chapter is the practical part which is divided into four sections. The first section is the research methodology; while detailed information are explained about the method, and the tools used to collect data for the research; furthermore it includes information about the sample and population that participate in the study. The second section is the analysis of the findings; which includes the analysis of both questionnaires and scales. The third section is a discussion of the results of the analysis. The fourth section deal with suggestions, recommendations, and limitation of the study. Finally, the study ends with a general conclusion.

Chapter one: Theoretical Background

Introduction

The study investigated the role of TED Talks videos in Reducing Third year EFL students 'Communication Apprehension (CA). The following chapter introduces the previous researchers' studies that cover the topic of Communication and TED Talks application. The first section focuses on Communication Apprehension (CA). It includes the definition of CA, its types and factors, its effects on EFL students. Finally the section ends with introducing some strategies that may reduce students' communication apprehension. Furthermore, the second section deals with TED Talks application; it discusses the definition and history of TED Talks application; its role in improving speaking and listening skill. Finally the section ends with explaining the role of TED Talks videos in improving oral presentations and reducing Communication Apprehension.

Section one : Communication Apprehension (CA)

Speaking is one of the most important skills in English learning, as it is used in all sectors of life. Through mastering speaking, people can introduce and express their ideas, thoughts, and transmit their information effectively, clearly and fluently to the audience; and this is what makes their presence worthwhile. However, EFL learners can encounter challenges when speaking to someone or to a group of people in English; these challenges can be experienced by students in universities where oral presentations are more demanded. Students at this level can face difficulties in conveying their messages to students and teachers because of the fear of communication. This problem is known as “communication apprehension” (CA).

1.1 Definition of Communication Apprehension

Communication apprehension is reported in many research works as one of the prominent challenges that face students. Its definition is related to the understanding of its two principles: communication and apprehension.

A. Communication

According to Suciu (2021), the word communication came from the Latin word “communicare” which means to share. For more details, Hasanat (2020) mentioned that communication is the process of sharing information, ideas, emotions, and attitudes between two or more individuals using verbal or nonverbal means. To communicate something means to deliver a specific speech to an audience for the sake of starting a conversation where messages and meanings are transmitted.

Similarly, Fatimayin (2018) added that communication can be graphic, verbal, gestural, or even visual; People can use body language to communicate if they are not able to communicate with words, as in the case of deaf-mute people. Thus, instead of using words and letters, they can use signs and body gestures to transmit their message to the audience and make themselves understandable. (Hasanat, 2020; Fatimayin, 2018; Suciu, 2021)

Consequently, communication is important in keeping human social, economic and personal interactions, as it helps them in exchanging their thoughts, ideas and knowledge to make their existence valuable.

B. Apprehension

Apprehension is the feeling of stress or tension that may take place in human beings. It can be a consequence of being afraid of the future; people imagine unlike situations that can happen in the future and stress about it. As in case of being stressed a few days before exams (pal, 2021; Kiriadou as cited in Li, 2021). Additionally, according to Merriam-Webster Dictionary (2023) apprehension is “suspicion or fear especially of future evil”; it means the fear that settles in individuals when building suspicions and doubts about the happening of future unpleasant events.

C. Communication Apprehension (CA)

Many different definitions are given to communication apprehension (CA) by many scholars. Hence the father of CA McCroskey defined it as a deep feeling of anxiety that takes place in human beings while communicating with others or delivering a speech orally to an audience (McCroskey, 1970 as cited in McCroskey& Beatty, 1986). Later, minor modifications were done by McCroskey on the original definition of CA in the recent papers. These papers have included that CA is “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons” (petry,2016). This means that CA is the feeling being afraid or stressed when the individual is exposed to a situation in which he/she had to present a specific topic to an audience, or when he/she expect that he/she will be exposed to this kind of communication in which he should communicate something to one person or more.

From another perspective, (Petry, 2016) claimed that CA is a level of anxiety that settles in individuals when communicating with a person or a group of people. It can affect social skills like: speaking, listening, sharing ideas, using body language, sharing positivity and empathy...etc.). Furthermore it can also affect self-esteem negatively; which means that CA can lead individuals to feel themselves deficient (Horowitz, 2002 as cited in Petry, 2016).

From another perspective, Daly (1991) added that CA is the stress that takes place when the individual is exposed to a situations where he/she expect that he/she will evaluated or judged by someone; for instance in the situations where students deliver an oral presentations in an oral session, because the oral presentations are usually evaluated by the teachers (Daly 1991, as cited in Rafek et al., 2013).

To sum up, communication apprehension is an in habitual feeling that can take place in individuals in some situations and affect their psychological stability.

1.2 Types of communication apprehension

According to Byrne (1997), Petry (2016), McCroskey and Beatty (1986) communication apprehension (CA) is divided into Four Main types; namely, Trait-like CA, situational CA, audience based/person group CA and context based/generalised CA. A detailed explanation is mentioned in Byrne (1997) concerning the four types: The first type is trait-like CA; according to Booncherd (2018) trait-like CA is a personality- based variable. Hence, in this type CA is considered as part of personality that people are born with and cannot be changeable; in instance shyness and quietness are human characteristics that people are born with and cannot change across time; while, shy and quiet people usually experience CA and have a problem in communicating and expressing themselves.

Additionally, Petry (2016) stated that there are three varieties of trait CA which are:

- CA about oral communication; when delivering a speech orally to an audience. Hence, students are likely to encounter CA about oral presentations; since oral presentations are considered as a part of learning process and the students usually use to present topics orally to their peers and teachers.

- CA about writings, as in case of written exams. The students may pass through a situation where they forget all that they revised during the exam, because of the stress that they may face in that instant; that disturbs the psychological stability of the students and lead him/her to forget the information that he already knows about a specific topic. Furthermore, this kind of stress affects the students' exam marks negatively.

- CA about singing; as in case of singing competition. For instance, the candidates that have a singing competition may encounter CA after starting to sing, because they are aware that their way of singing will be judged by the number of juries and even the spectators.

The second type is situational (CA); according to Rombalski (2021), Situational CA is the apprehension that takes place when the individual is surrounded by a set of unique circumstances. It means the uninhabited situations or the situations that can happen only one time in an individual's life; as in the case of presenting one's dissertation in front of the

members of juries. People in this case may experience CA at a high level even if they did not use it in their everyday life.

The third type of (CA) is Audience-based/person group CA: According to Byrne (1997), people that suffer from this kind of CA usually experience fear when having to speak to unfamiliar people. This kind of person can feel comfortable when speaking to people they know; however when speaking or presenting something in front of an unknown person or audience, they experience high levels of stress and fear. In this kind of CA audience play an important role in the way the individual delivers or communicates his/her message to listeners. For instance, a person can speak freely and comfortably to his spouse but when coming to a boss or someone that he/she does not know well or that has a higher level than him, he may experience a high level of CA. In this case CA is more related to social class and familiarity with the audience.

In addition, Petry (2016) added that this kind of Communication Apprehension (CA) may be increased in situations where individuals will be judged or evaluated. This can be clearly seen in case of classroom presentations; the presenter usually receives feedback from both teachers and students, which can be either positive or negative.

Finally, the last type is context- based/generalised Communication Apprehension (CA) Byrne (1997) claimed that People in this kind of CA experience CA when they are in a given context; it means when someone has been exposed to a situation in which he had to deliver a specific context. This can be clearly seen in case of meetings or classroom presentations.

Accordingly, McCroskey and Beatty (1986), mentioned four varieties of context-based /generalised Communication Apprehension (CA) which are:

1. CA in public speaking, which happens when delivering a speech to a huge number of people.
2. CA in speaking in meetings or classes; for example, when having an academic meeting with a responsible person in the administration or having an oral presentation in the classroom.
3. CA in speaking in small group discussions; which takes place in individuals when communicating something to a group of people in a close discussion.

4. CA in dyadic interaction; conversations which contain two persons in which one of them is more valuable and professional than the other in a specific area; for instance a meeting between a boss and an employee.

Furthermore, (CA) can happen because of many factors and this leads the individuals to experience the different types of CA mentioned above. Therefore these types of Communication Apprehension usually affect individuals' social interactions negatively.

1.3 Factors of communication apprehension

Communication Apprehension (CA) may happen due to specific factors that are mentioned by some scholars. Thus, Asysysfa et al. (2019) mentioned four factors that have caused communications apprehension (CA; the first factor is related to the fear of making mistakes. Students may be afraid of making mistakes when communicating with someone or delivering a speech to an audience in academic presentations; like classroom presentations. Thus, students may avoid this kind of presentation to avoid the feeling of embarrassment that can take place when someone corrects their mistakes in front of people. The second type is related to the fear of being laughed at by someone; students may be afraid that someone embarrassed them by laughing at: Their manner of presenting, their mistakes... etc.) Furthermore, the third factor that may cause Communication Apprehension (CA) is the fear of mispronouncing words; when communicating in a foreign language, students can encounter the problem of pronouncing words incorrectly. Finally, the last factor mentioned by Asysysfa et al. (2019) is related to the lack of experience in selecting the appropriate words or sentences in a specific speech.

Moreover, a study done by McIntyre and Gander through which they have conducted an investigation with 39 students learning French. The aim of the study was to measure the level of apprehension among students and know how it affects them in learning language. The study's results support the fact that students who have high level of communication perform more poorly than the students who have low level of apprehension. Consequently, the fact of performing poorly in learning and using a language may decrease the level of self-esteem (McIntyre and Gander, 2018 as cited in Omar, 2022)

Additionally, Urra (2006) added that Communication Apprehension (CA) can be increased in EFL classrooms when teachers ask students questions that they did not have their

answers or that they did not understand. In this case students may feel more uncomfortable and stressed.

Besides, Byrne (1997) claimed that EFL students have to memorize a huge number of words in order to use the language effectively. Students may also use the technique of memorizing a speech of a specific presentation before delivering it to the audience. They may forget the essential points especially if they have memorized them without understanding. EFL students may experience CA In this kind of situation of forgetting the important ideas in speeches. Byrne (1997) added that the feeling of being alone on a stage in front of a huge number of people can lead to a high level of CA in EFL students. Likewise, Zheng (2008) stated that the fear of being judged by the audience can cause CA. In classroom presentations the student may be judged by other students sometimes in a negative way. Likewise, Chang (2012) added that a student may encounter a problem of feeling stressed in EFL classrooms if he has not given adequate time needed to prepare the topic of the presentation (Chang, 2012, as cited in Rafek et al., 2013).

Moreover, heredity, Novelty, conspicuousness, unfamiliarity and prior history, are terms mentioned by Petry (2016) as factors of Communication Apprehension (CA); a detailed explanation is introduced by Petry (2016) concerning the five factors of CA. The First factor is related to heredity; an individual can experience CA if he/she has a member of his/her family that already has a high level of CA. The second factor is Novelty; when individuals find themselves in a novel and new situations that they did not encounter before, they hesitate on the way they should behave. That can lead them to feel uncomfortable when presenting their topics in front of people; this case is well seen in the students' presentations of their thesis in front of the juries; while, they usually experience a high level of CA because they encounter the situation for the first time. Furthermore, the third factor is related to being conspicuous in a specific situation; for instance, when individuals recognize they are the focus of a meeting and the audience are concentrated on the way they present and the information delivered, the level of CA will be increased. Consequently, the students may feel that they have to give as much as he can to please the audience; this feeling may affect their psychological stability and increase CA. In addition, being unfamiliar with the audience is another factor that may cause Communication Apprehension; thus the individual feels uncomfortable and anxious when delivering a speech in front of people he/she did not know before. Finally, the last factor of CA is related to prior history about specific situations. For

instance, people that have faced defeat in specific past situations where they have delivered a speech to an audience may take it as a reference point in their future presentations; they may be stressed and afraid of presenting because they expect the same result of the previous presentations.

Moreover, Green and Sparks, (1983) mentioned another factor of students' CA; that is related to not having the ability to choose the means of communication that the students prefer to communicate with in the classroom; even face to face, by phone, or in written form. Whereas, the teacher is the one who decide on the means of communication that should be used by all students in the classroom, and they often use face to face mean, which may not be accepted by all the students and can cause communication apprehension for those who feel more comfortable when communicating with other means (Green and Sparks, 1983 as cited in Byrne, 1997).

1.4 The effects of apprehension and communication apprehension on EFL students

Communication Apprehension (CA) is a problem that may affect EFL students' performances; while study is done by McIntyre and Gander (1991) in which they have conducted an investigation with thirty- nine students learning French. The aim of the study has been to measure the level of apprehension and know how it can affect them in learning a language. The study resulted by supporting the fact that students who have a high level of apprehension perform more poorly than those who have low level of apprehension. Consequently, the fact of performing poorly in learning and using a language may decrease the level of self-confidence and self-esteem; it can lead students to feel that they are inadequate and worthless (Macintyre& Gardner, 1991 as cited in Omar, 2022). Additionally, Amara (2018), added that CA stands as a real barrier to an effective communication.

Furthermore, Byrne (1997) mentioned some researchers' findings about the effects of communication apprehension on EFL student's performance and attitudes in the classroom; the researchers Daly and McCroskey found that students with higher level of communication apprehension (CA) often have lower incomes. Hence, students with a high level of CA perform poorly and often fail in the majority of activities done in the classroom. Furthermore, McCroskey and Aderson found that students with communication apprehension get lower grades in classes because they often avoid interacting with the teacher and the students in the

oral discussions of specific topics. Therefore, the fact of not participating in the classroom can affect the student's grades negatively as participation has a part of students' mark of evaluation.

From another perspective, Witherspoon, Long and Nickell (1991) stated that Students with a high level of Communication Apprehension are likely to drop out of their studies. As a result students who leave their studies early are more exposed to crime. Moreover, Young (1991) asserted that students with a high level of CA have poor oral presentations. They encounter some troubles when delivering their presentations to audience as:

- Failing in the production of intonation and rhythm of a language.
- Mispronouncing words.
- Shaking while speaking.
- Losing words, phrases and even ideas that they learnt to use in the presentations.

In addition, Macintyre (2019) clarified that Communication Apprehension (CA) can affect self-confidence; students with a low level of CA feel more confident in oral presentations and then perform more than students who experience a high level of CA while delivering a speech to an audience.

Finally, Communication is considered as a problem that EFL students may face even in the classroom in their everyday life. However it affects EFL students' oral performances, grades and even their self- confidence.

1.5 Strategies to reduce EFL students' communication apprehension

Foss and Reitzel (1988) mentioned a strategy that may be used by both students and teachers to reduce students' communication apprehension (CA); which is to make self discussions constantly; in order to convince oneself that this feeling is a part of individuals' being and act with it without exaggerating in reactions. For instance; the students can repeat motivational sentences before their oral presentations silently in order to motivate themselves before starting to deliver a speech to the audience.

Similarly, Hortwiz& cope (1986); Horwitz & Young (1991) as cited in Qomar, (2022) mentioned a two strategies that can be employed by teachers to help students get over anxiety; which are:

- Discussing with students about the feeling of apprehension, and making this kind of discussions part of the learning process; to support students.
- Creating a safe atmosphere to make the process of learning more effective; this lead students to focus more on the process itself rather than focusing on the anxiety

Moreover, Brahmia (2020) mentioned two categories of strategies that may contribute in reducing students' communications apprehension (CA); namely learning strategies and teaching strategies. Hence, learning strategies are the strategies that can be used by students to reduce their CA. These are some of the learning strategies:

- Speaking to oneself positively in order to simplify the problem and encourage oneself.
- Normalizing the act of committing mistakes; since committing mistakes is by daring to speak and express oneself despite the mistakes that may be committed.
- Imagining oral presentations as a discussion with a friend in order to be more comfortable while presenting.
- Recompensing oneself when doing a great job in oral presentations.
- Noting the feelings that take place in oral presentations just after presenting; in order to know how to control it and act with it for the coming presentations.
- Controlling the physical symptoms of CA while presenting.
- Applying techniques that may help to relax like: breathing deeply, speaking slowly; to give oneself the needed time to choose the adequate words and sentences which suit the speech.

Furthermore, the second category is teaching strategies; which are the kind of strategies that the teacher can employ in EFL classrooms to reduce students' CA. Thus among the strategies that Horwitz & young (1991) as cited in Brahmia (2020) mentioned are:

- Using a Communication Apprehension (CA) scale in order to measure the level of CA in students.
- Helping students in interacting with each other by providing them with group and pair works.
- Providing students with enjoyable learning methods like: learning games.

Similarly Hashemi&Abassi (2013) as cited in Brahmia (2020) added other teaching strategies which are:

- Making friendship relations with the students to help them feel more familiar with both teacher and students; in order to be more comfortable in oral presentations.
- Creating a suitable atmosphere and a supportive environment to make the process of learning more effective.
- Being selective in choosing activities that do not lead to embarrass students.

Moreover, Amiri and Puteh (2018) mentioned a method that may reduce Communication Apprehension (CA) among EFL students; which is to organise the important ideas that should be included in the presentation and memorize them. Furthermore Amiri andPuteh (2018) added that practicing the speech of the presentation in front of members of family or friends led students to be habituated with the act of presenting; this may reduce the feeling of stress while delivering the presentation to the audience, teacher or classmates.

Consequently, applying the strategies mentioned above by both students and teachers may be effective in reducing students' communication apprehension.

Conclusion

Communication apprehension (CA) is a problem that can face any students in oral presentations. The section of CA is devoted to provide the reader with detailed information that are taken from recent studies of scholars which cover the topic of communication apprehension. Thus, this section includes the meaning of CA with its different types, its factors and the strategies and the strategies that may contribute to reducing students' Communication Apprehension.

Section two : TED talks

Among the subjects that the students always study at the University of Bejaia is “Oral Expression”; where speaking skill is the most demanded skill. The students are often asked to prepare information about a specific topic and present it in front of the teacher and the students in tests and exams and even in normal sessions. The students sometimes can be asked to present suddenly without preparation during normal sessions. Thus the way of presenting and the correct use of language are taken into consideration by teachers in evaluation. Therefore, the students have to present in an attractive and good way to get good grades. For this they may search for strategies that may help them to improve their oral presentation skill and solve the problems that can affect them as communication apprehension. This section will introduce one of the means that can help EFL students in performing well during oral presentations and may be helpful in reducing communication apprehension; this strategy is called “TED Talks”.

2.1 The definition of TED talks application

TED Talks (TTs) is a free web site that has its YouTube channel. TED stands for Technology, Entertainment and Design; however talks means the speeches delivered by the presenters. TTS provides the users with multiple videos of different topics in numerous fields that suit the users’ interests. It contains thousands of powerful and beneficial talks presented by experienced native or non-native speakers, and published in form of short videos in TED Talks’ application or in its Youtube channel (Cong-Lem, 2018 as cited in Helal, 2019).

The TED Talks website mentioned that TTs is an international application that delivers beneficial speeches which may help the user to understand the world deeply. It covers different topics in multiple cultures and disciplines. The presenters in TTs are inspired thinkers that deliver free knowledge to the audience (TED. Com, 2023).

Additionally, Zahriani (2018) cited that the presenter of TTs videos are either native or non-native speakers. That is to say, they may be native English speakers, or just individuals that have learned English and use it to deliver their thoughts, ideas, and knowledge to benefit the audience.

Another definition introduced by Betty and Idayan (2018) stated that: “TED is a non-profit devoted to spreading ideas, usually in the form of short, powerful talks”. This means that TTs it’s an authentic material in which some qualified people in such areas share their knowledge, experiences, thoughts...Est. in the form of short and beneficial videos. Moreover TED Talks videos cover different topics in different fields chosen according to the interests of learners.

Accordingly, Fitria (2022) stated that TED talks application (App) is developed after two decades. Furthermore, TTs App has is an effective teaching and learning medium which include concise and attractive videos that make the process of learning enjoyable.

2.2 The history of TED talks

Al- Jarf (2021) stated that TED talks (TTs) were created on February, 23rd, 1984 in New York by “Harry Marks” and “Richard Saul Wurman”. TTs started as a conference then it expanded until it has covered all kind of topics in multiple languages (Technology, design, science, business, collaboration, innovation, social change, health, nature, the environment, the future, communication, activism, child development, personal growth humanity, society, identity, and community). Moreover, TED talks videos (TTV) are delivered in more than 100 languages like: English, Arabic, French, Turkish...etc. Similarly Aderson (2016) added that TTs started as an annual conference and has expanded to cover multiple beneficial topics of audience’s interests.

Additionally, TTs has succeeded in achieving millions of views in a short period of time. In this concern Al-Jarf (2021) stated these are the statistics that TTs reached over years:“In June 2011 TTs combined the views reached 500 million, after a year in November 2012, it had been watched a billion times in the world” (p.256). Similarly, Betty and Idayan (2018) added that in 2012, TED Talks attained one billionth views. Furthermore it is continued to be watched around the world, with an average of 17 new page views in a second.

Moreover, Fukuda & Okazaki (2015) mentioned that TED Talks videos are subtitled; hence the learners can choose the language of subtitles according to the language they master more. For instance the Arabic people who do not understand English well can switch on the Arab subtitles to understand the context of the videos (Fukuda & Okazaki, 2015, as cited in Bedaiwy, 2022).

Consequently, TED talks is an international application that continues to achieve huge numbers of views all over the world.

2.3 TED Talks as an authentic material in improving speaking and listening skills

Speaking and listening are among the most important skills in the English language, and the most used in English based classrooms. The students need to master listening in order to understand the lessons and speaking so as to facilitate the interaction with both teacher and students inside the classroom. These two skills are not only essential for students but also for all people who have a desire to master English and communicate with it. This means, communicating with someone in English needs understanding what he/she is saying and knowing how to respond in an understandable way. Therefore Sailun and Idayani(2018), stated that speaking has been cited as the most important ability that EFL learners are supposed to master. This means that every learner has to be able to speak well in order to master a foreign language (FL), and having a good listening ability is needed in order to speak well. Similarly Ur (1996) and Khamkhien (2010) claimed that speaking is the productive skill that had a notable role in learning language (Ur, 1996 &Khamkhien, 2010, as cited in Sailun&Idayani, 2018).

Additionally, Sari (2021) argued that students are familiar with social media, and that TED Talks involve students in learning. The author (2021) added that “audiovisuals have become one of the media used in language teaching and learning that motivate students to speak and deliver their ideas easily”. That means that electronic media that possess both sound and visual components like TTs videos help students to interact with the audience and share their ideas easily..

Moreover, according to Vasilevich (2016) TED talks is an appropriate media that can be used in the speaking class. The researcher thinks that TTs video is useful for improving persuasive speaking skills like eye contact, gesture, good pronunciation...etc. (Vasilevich, 2016, as cited in Bedaiwy, 2022). Likewise, an experiment is done by (Mostafa 2018) that aims at developing the academic speaking skills for university students by using TED Talk based activities. The results suggested that using TED Talks based activities are significant in improving the speaking skill. Moreover TED Talks is recommended for developing their academic listening skill. (Mostafa, 2018, as cited in Bedaiwy, 2022)

From another perspective, Bedaiwy (2022) added that TED Talks videos give several possibilities to enhance students' English speaking and listening comprehension abilities. Furthermore, TTs speeches create an enjoyable atmosphere to help students practice their English. Accordingly, Sailun and Idayani(2018) have mentioned that Most of students lack confidence while speaking. This factor can be improved by providing students with TED presentations delivered in TED application. The students can listen to his favourite presenter and imitate his accent and way of presenting. By applying this strategy students may have the opportunity to develop their speaking and listening competences; through listening and imitating.

Frome another side, Kozinska (2021) claimed that observing the presentations of more knowledgeable presenters may help the students in developing speaking performances and improving oral presentations. Therefore, the students can be positively influenced by the way the presenters deliver their speeches in TED talks videos; since most presenters deliver exemplary presentations. Moreover, LhamoandChalermnirundorn (2021) stated that TED talks videos (TTV) offer authentic spoken communication". This means that TTV are authentic videos that cover original and trustful knowledge. TTV has provided EFL students with various aspects of spoken language, like: pronunciation, accent, and vocabulary...Etc. This means that through TTV the students can improve many aspects of speaking skill for example: through listening to the presentation the students can learn the correct way of pronouncing words. To prove this assumption, an experiment done by Qomar (2022) resulted in the use of TED Talks videos that have helped students to boost their speaking skill in the EFL classroom. The author (2022) added that TED talks (TTs) is one of the solutions that the students can use to face the speaking skill problems.

Another experiment is done by Farid (2019) to analyze the effectiveness of using TED Talks videos in improving students' speaking skill, and to observe the students' perception about using TTs videos in improving students' speaking skills. The results showed that the students responded positively towards the role of TTs in improving their speaking skill. Therefore, it was concluded that the use of TED Talks is very useful to improve students' speaking skill. Dinillah (2021) mentioned that students enjoy using TED talks as a means to improve listening skill. They used to listen to TED Talks videos and take notes about what they heard. After that they used to check the English translated transcript to compare between their notes and the translated transcript and measure their listening level. By applying this strategy the students can improve their listening skill.

Consequently, many researchers 'studies proved that using the TED talks application as a learning material among EFL students can help them to improve their speaking skill.

2.4 The role of TED talks in improving oral presentations and reducing communication apprehension

Oral presentations are more demanded in academic settings as classrooms (Chang and Huang, 2015 as cited in Salem, 2019). Thus, Khan (2015) stated that oral presentation can be negatively affected by communication apprehension (CA) which is a phenomenon that can be experienced by the majority of EFL learners that can affect speaking performance and disturb the speech delivered in oral presentations. Therefore, Kozniska (2021) mentioned that TED Talks videos can improve students' oral presentations by reducing communication apprehension. The author (2021) explained that the presenters of TED Talks videos use an attractive way of delivering their speeches; therefore calmness, confidence, and relaxation are among the outer characters of the majority of the presenters. Consequently, by observing the outer state of the presenters, students can build a positive image toward oral presentations rather than considering it as a stressful factor.

Similarly, Achaleke(2022) mentioned that different kinds of presentation styles with different methods that show how to deliver a speech in oral presentation are available in TED Talks videos (TTV). Thus, students can take advantage of these videos by learning methods that may help them in improving their oral presentations. Furthermore, TTV also includes strategies on how to act with communication apprehension (CA) that can help students reduce their CA while presenting in front of an audience. Additionally, Chang and Huang (2015) claimed that "TED talks is an instructional material that may inspire students and help them in improving the production of oral presentations"; this means that TED talks is an application that can teach the student the right way of delivering speeches in oral presentations. Furthermore TED talks include authentic videos that may motivate students and help them to be less anxious in oral presentations.

Moreover, a study conducted by Uyen et.al (2022) asserted that TED talks provide students with a variety of presentations that can lead to perfect the students' oral presentations. Therefore, according to the authors (2022) TED talks (TTs) videos are considered as an ideal material that can be used by students to strengthen their oral presentations. TTs provide learners with famous speakers' performances that can help them in improving oral presentation in different aspects. Additionally, the authors (2022) added that

TED talks videos (TTV) teach students to control their emotions while presenting and get rid of psychological factors that may disturb oral presentations; like communication apprehension. Furthermore TTV may help students to be more confident and less stressed in their oral presentations.

Consequently, the knowledge that the presenters introduce in TED talks videos can contribute to improving the students' oral presentations by helping them to face the problems that may affect them while delivering their speeches to an audience like Communication Apprehension.

Conclusion

TED Talks is among the authentic materials that may solve many students' problems in which communication apprehension is among and improve oral performance skills. This section focused on the previous studies that include the definition of TED talks and its history and discussed the role of TED talks in improving speaking skill and oral presentation; furthermore its importance in reducing communication apprehension.

Chapter Two: Research Findings, Discussion of the Results, Recommendations and Limitations.

The present study aims at investigating the role of TED Talks videos in reducing Thirds year EFL students' Communication Apprehension (CA). The following chapter discuss the method used in collecting data, the findings of the study, the recommendations and the limitations.

Therefore, the first section focuses on explaining the method followed by the researchers in order to collect data for the research. The second section, deals with the results of the findings of the data collection. The third section discusses the results reached after conducting the data. Finally, the last section covers the recommendations given by the researchers to teachers, students and further researchers. Furthermore it highlights limitations that the researchers faced while conducting the research.

Section one: Research Methodology

This study investigates the role of Ted Talks videos in reducing communication apprehension of third-year EFL students during oral sessions. The purpose of this section is to provide an overview of the procedures of the research data and the tools that will be used in the study. Hence, this section explains in more detail these elements: scope of the study, research variables, population and sampling, research design and methodology, and data collection tools.

1.1 Scope of the study

The present study seeks to investigate the effectiveness of Ted Talks videos in reducing communication apprehension among third-year EFL students. This study tries to determine whether exposure to Ted Talks videos can help alleviate communication apprehension, which is a common problem among EFL learners. The sample for this study consists of 22 third-year EFL students who were selected using a cluster sampling technique. The process of data collection for this study involves using pre and post scale, pre and post questionnaires, and an observation checklist. The pre and post scale are used to measure the level of students' communication apprehension before and after exposure to Ted Talks videos. The pre and post questionnaire are used to gather data on the students' attitudes and perceptions towards the effectiveness of Ted Talk videos in reducing communication apprehension.

Finally, an observation checklist is used to check out the symptoms that could appear and the changes in the students' behaviours during the oral sessions. This study's findings can help teachers, students and curriculum designers of the oral communication subject to better understand the potential benefits of using Ted Talks videos to reduce communication apprehension among EFL learners. The results can be used as a reference to teachers, students, and curriculum designer of the oral communication subject as it introduces Ted Talks as a new teaching material.

1.2 Research variables

Ted talks and communication apprehension are the two key variables in this study. More precisely, this research seeks to examine the role of watching Ted videos in reducing communication apprehension during oral sessions and exploring the perceptions and attitudes towards this medium as a teaching material.

Communication Apprehension is defined as an individual's level of fear or stress of speaking; it is experienced when interacting with others, especially in unfamiliar situations or contexts. It is a common problem that affects many people and can have a negative impact on one's self-confidence and ability to perform well in social settings (MacCroskey, 1977, as cited in Meluch et al., 2019).

Ted Talks is an online website that broadcasts live videos delivered by influential presenters from different nationalities and regions across the world to share their success stories in different life domains; thus, people use this medium material as a means to develop their personalities and gain experiences on the way of facing life's challenges (Terrell, 2022).

Therefore, TED Talks Videos (TTV) are introduced to Third year EFL students of Bejaia's University during oral sessions as a solution to reduce their CA. Furthermore, the aim of providing students with TTV is to examine its effect on students' oral performances and its role in reducing students' CA. therefore TTV is considered the independent variable in this study, while CA is the dependent variable.

1.3 Population and sampling

Choosing the right population for a study is an important step that should be taken into consideration while conducting research. In this case, we choose to focus our research on third-year EFL students at the University of Bejaia, this selection is made due to the advanced level of in English language of this population compared to other undergraduate students (L1 and L2).

The next step is to select a sample from this population. McCombes (2019) stated that the group of people who will actually take part in the study is known as a sample. Therefore, in this study, a cluster random sampling technique is used; 22 students are selected from the population of third-year EFL students. The sample involves 18 females and 4 males; and their age is between 20 and 25.

1.4 Research design And Methodology

Researchers design an experiment on third-year EFL students at the University of Bejaia, to prove a cause-and-effect relationship between watching Ted Talks videos and reducing communication apprehension. The study follows a pre-experimental design, since

there is a lack of a control group; thence, the experiment is done with only one experimental group.

The procedure of the implementation of this study is based on three phases: the pre-study phase, the manipulation phase, and the post-study phase. The pre-study involved the measurement of communication apprehension before introducing the Ted talk videos, in addition to an investigation of the students' attitudes towards speaking and communication apprehension. During this phase, participants are asked to answer a pre-questionnaire and a pre-scale to measure their level of communication apprehension. The manipulation phase is implemented, where participants are exposed to various TED Talks videos related to their fields of interest and asked to present a summary of each video in the oral sessions. During this period, communication apprehension was monitored to assess its effectiveness on students.

Finally, the post-study is conducted to measure changes in communication apprehension; thence a post-questionnaire and post-scale are distributed to students in order to gather their answers. The results of pre and post-study are analyzed and compared in order to determine if there is any significant change or improvement after watching Ted Talks videos among third-year EFL students in Bejaia University.

Those videos are presented as follows:

1. "How to stop feeling anxious about anxiety" by Tim Box; lasts 18 minutes. In this video, the speaker represents his understanding and experiences of anxiety and the way to deal with it.
2. "Overcoming your fear of speaking foreign languages" by Ellen De Visser; it lasts 8 minutes. Ellen represents how language can unite people and exhorts everyone to learn languages in order to extend their horizons.
3. "How to protect your brain from stress" by Niki Kortewg; lasts about 9 minutes. In this talk, Niki provides the spectators with some tips to get over stress, gain confidence and reduce anxiety.
4. "How to Speak so that people want to Listen" by Julian Treasure; lasts about 10 minutes. The speech of this video includes some tips on how to deliver an attractive and influential speech to the audience.

5. “How to build your confidence and spark it in Others” by Brittany Packnett Cumingham, it’s lasted 13 minutes. The presenter talks about the way of strengthening self-confidence.
6. “The Power of Introverts” by Susan Cain; this video lasts 13 minutes. In this video, the presenter explains the effects of introversion on an individual’s interaction with people. Furthermore, the presenter shares her experience with introversion to show the introverts’ qualities, talents, and skills which need to be supported and not judged.

Moreover, The research employs a quantitative method that seeks to collect reliable and statistically valid data to assess the effects of using Ted Talks videos among third-year EFL students on reducing communication apprehension.

1.5 Data collection tools

The use of data collection tools is considered an essential part of the research process. Therefore the following tools are used to collect data for this research:

1. **Questionnaire:** it is a quantitative instrument used to collect data on students’ attitudes toward communication apprehension and their perceptions towards Ted Talks. Therefore, 22 students in the third-year EFL Classroom participated in answering the questionnaires; some of the students does not give full answers to the questionnaire.

-Pre-questionnaire: it is divided into three sections: personal questions, students’ attitudes toward communication and communication apprehension, and students’ perceptions towards Ted Talks. Participants are required to select one answer from a set of options for most questions, while for some questions they can choose more than one answer. Moreover, participants are also expected to provide justification for some of their answers. The first part of the pre-questionnaire comprises 7 questions that deal with personal information such as age, gender, and hobbies. In addition, students are asked if they have any apprehension or fear regarding their studies, and asked to rate the level and the skills of the English language they master the most. The second part focuses on the student’s attitudes towards engaging in communication, as well as their level of apprehension when communicating in English during oral sessions; it consists of 10 questions. In the last section, the participants are required to provide their

perceptions on the use of Ted Talks. The participants are asked if they were aware of the Ted application and if they have used it before, in addition, they are also asked if they used any other applications to alleviate their anxiety and enhance their communication level; This section consists of 5 questions.

-Post questionnaire: it is designed to assess the main changes that occurred after providing the students with TED talks videos. The questionnaire consists of two parts. The first part focused on the students' attitudes toward communication apprehension and included 9 questions. In this part, the students are asked about their improvement in communication level and how much they overcame anxiety and stress while delivering oral presentations. The second part of the questionnaire evaluates their perceptions after using Ted Talks and it is comprised of 7 questions. In this part, the students are asked about their familiarity with the application and whether watching Ted Talks videos made a change in their level of anxiety while communicating in English.

2. **Scale:** it is the primary quantitative tool used for data collection. This instrument involves presenting a series of statements to participants, who are then asked to rate their level of agreement or disagreement with each one. In the context of measuring students' communication apprehension during oral presentations, a set of 24 statements are used.

- Pre-scale: it is distributed to third-year EFL students in the first oral session in the second semester. 22 students participated in answering how much they agreed or disagreed with a series of statements; which concerns their level of communication apprehension when delivering the oral presentations.

-Post scale: it is distributed to the students in the last oral session of the second. It contains 24 statements related to the role of Ted talks in reducing communication apprehension; to measure the main changes in their communication apprehension after watching TED Talks videos.

3. **Observation Checklist:** The third quantitative tool is the observation checklist which is extracted from the article of (Pribyle et al., 2018). It contains 15 statements that include a list of communication apprehension symptoms. The observation checklist is

used in each oral session to observe the symptoms that the students show while delivering their oral presentations during the oral sessions.

Conclusion

This section discusses the main methodology followed in the application of this experimental study. It explains more details concerning population that is suitable to be used to investigate the role of TED talk videos in reducing communication apprehension. Furthermore, it explains the research design and the tools used to collect data for the research.

Section two : Analysis of the results

The aim of this study is to investigate the Role of TED Talks videos in reducing Students' communication apprehension. A case study of third year English students in Bejaia's university was selected to collect primary data to our research. Therefore, this section introduces data analysis of the pre-post questionnaire, pre-post scale and observation. The results are analysed via the SPSS software; both descriptive and inferential statistics are reported in relation to the study's aim and hypothesis.

2.1 Descriptive Questionnaire's results

2.1.1 Pre-Questionnaire's results

Section 1 : Personal information

Q1: What is your age?

Table 1: Participants' Age

Age	Frequency	Percent
18-20	2	9.1
21-25	18	81.8
More than 25	2	9.1
Total	22	100.0

Table 1 shows that the participants' age are between 18 to 25; more specifically, 81 % of students are between 21 and 25, 9.1 % of the subjects are between 18 and 20 years old, and finally, with the same percentage (9.1%) the students who are more than 25 years old.

Q2:What is your gender?

Table 2 : Participants' Gender

Gender	Frequency	Percent
Male	4	18.2
Female	18	81.8
Total	22	100.0

The results show that the majority of students who participated in the study are females (81.18 %); however, only 18.2 % of students are males.

Q3: Do you have any hobbies?

Table 3: Participants' Hobbies A

	Frequency	Percent
Yes	21	95.5
No	1	4.5
Total	22	100.0

The third question of the questionnaire is asked to investigate the students' hobbies, as it is shown in table 3, 95.5 % of students have hobbies, while 4.5 % of them do not have any hobby. To get an in depth information, a follow up question is asked; the results are then summarised in the following table:

Table 4: participants' hobbies B.

Hobbies	Frequency	Percent
Reading	3	13.6
Web designer	1	4.5
Singing	4	18.2
Swimming	4	18.2
Practicing sport	3	13.6
Drawing	2	9.1
Dancing	2	9.1
Cooking	2	9.1
No hobbies mentioned	1	4.5
Total	22	100.0

Table 4 demonstrates various hobbies of the respondents; 18.2 % of students' hobbies is swimming, and other 18.2% choose singing. Furthermore 13.6% of students enjoy reading and practicing sport (13.6%). Moreover 9.1% of students' hobbies is dancing; similarly other 9.1% of them **mentioned** cooking. Additionally 9.1% have drawing as a hobby. On the other hand, only 4.5% of students mentioned that web designing as another hobby, and finally, 4.5% assert that they do not have hobbies.

Q4: Do you have any phobias?

Table 5: Participants' phobias.

Yes/No	Frequency	Percent
Yes	7	31.8
No	15	68.2
Total	22	100

The results of table 5 show that the majority of students do not have phobias; explicitly, 68.2% answered that they do not have phobias; whereas, 31.8 % of students mentioned that they have.

The students mentioned some phobias that are presented in the following table.

Table 6: The phobias mentioned by students.

Phobias	Frequency	Percent
Fear of sleeping alone	1	4.5
Fear of darkness	4	18.2
Fear of oral presentation	1	4.5
Fear of snakes	1	4.5
No phobias	15	68.2
Total	22	100.0

As it is demonstrated in the table 6, 68.2 % of the respondents that they do not have any phobia. The rest of students mentioned some phobias like fear of darkness (8.2 %), fear of oral presentations (4.5 %), and finally the phobia of sleeping alone (4.5 %).

Q5: Is English major your own choice?

Table 7: Students' choice of English.

Yes/No	Frequency	Percent
Yes	18	81.8
No	4	18.2
Total	22	100.0

The results of the table 7 indicates that the majority of students chose to study English (81.8%); while the others (18.2%) maintained that it was not their own choice. In order to get more details about their choice, a follow up question is asked to get the clarification about this matter. The responses are summarised in the following points:

The three justifications mentioned by students who answered with yes:

- English is a beautiful and expressive language.
- English is their favourite language.
- They master English more than any other language.
- English is an international and important language in the world.

The justification provided by the students whose English was not their own choice is that they did not have any other choice.

Q6: How well do you master English?

Table 8: Participants' Perceptions toward their Level in English

Degree of agreement	Frequency	Percent
Extremely	5	22.7
Very	9	40.9
Slightly	8	36.4
Not at all	0	0.0
Total	22	100.0

The results visualized in the table 8 demonstrates that; 40.9% of students master English very well; however, 36.4% of them master it slightly. Furthermore 22.7% of them mentioned that they master English Extremely. On the other hand, no student (0%) answers by not at all.

Q7: Which skill do you master more?

Table 9: Students' Perception towards the most Mastered Skill.

Most mastered Skill.	Frequency	Percent
Writing	7	31.8
Reading	4	18.2
Speaking	8	36.4
Listening	3	13.6
Total	22	100.0

Table 9 reveals that 36.4% of students master speaking more than the other skills; meanwhile, 31.8 % of them master writing. Moreover, 18.2% responded that they master reading; while 13.6 % mentioned listening skill.

Section2: Students' attitudes toward communication and communication apprehension

Q8: What is the future career you want to apply for?

Table 10: The future students' career that they want to apply for.

Futur students' carrer	Frequency	Percent
Teacher	8	36.4
Web designer	1	4.5
Flight attendant	1	4.5
Translator	7	31.8
Work in business company	2	9.1
T.V host	1	4.5
Writer	1	4.5
Not decided	1	4.5

Total	22	100.0
--------------	-----------	--------------

Table 10 demonstrates that 36.4 % of students prefer to work as teachers, and 31.8% are interested in working as translators. Furthermore, 9.1% of students wish to work in a Business Company. Moreover, the students mentioned four other jobs in the same percentage (4.5%); namely, Web designer, Flight attendant, T.V host and Writer. Finally, other 4.5% did not decide yet about their future job.

Q9: Is communication required in this Job?

Table 11: The requirement of Communication in the jobs chosen.

Yes/No	Frequency	Percent
Yes	21	95.5
No	0	0.0
No answer	1	4.5
Total	22	100.0

The results of table 11 exhibit that communication is required in the majority of the careers that are chosen by students. As it is clear, 95.5% of students respond by yes which means that the careers that they want to apply for require communication, and the other 4.5% did not provide an answer to this question.

Q10: Do you like to communicate in English?

Table 12: Students' preference of Communicating in English.

Yes/No	Frequency	Percent
Yes	20	90.9
No	2	9.1
Total	22	100.0

As it is shown in table 12 the majority of students like to communicate in English (90.9 %) as they responded by yes; however, 9.1 % do not like to communicate in English. For further details, this question is supported with a follow-up question. Therefore, the respondents' answers are summarised in the following points:

The explanations given by some students are:

- English is a beautiful and expressive language.
- English is their favourite from childhood.
- English is an international language.
- Communicating in English improve English skills.
- The student sound smarter while communicating in English.

Q11: Are you used to do oral presentations in English inside the classroom?

Table 13: whether the students are used to Oral presentations in English.

Yes/No	Frequency	Percent
Yes	18	81.8
No	4	18.2
Total	22	100.0

As it is demonstrated in table 13 most of students use to do oral presentations in EFL classroom, as it is shown above 81.8% respond by yes while 18.2% respond by no.

To get detail information for the above question the students are asked to evaluate their oral presentations; the following table present the students' evaluation of their oral presentations:

Table 14: The students' self-evaluation of their oral presentations.

Degree of agreement	Frequency	Percent
Extremely good	1	4.5
Good	12	54.5
Normal	4	18.2
Bad	2	9.1
Extremely bad	3	13.6
Total	22	100.0

The results in table 14 show that the majority (54.5%) of the students claimed that they present orally in a good way; while, 18.2 % of them have a normal way of presenting orally; additionally, 13.6% have an extremely good way of delivering oral presentations; while 9.1% of them think that they present badly. Moreover, only 4.5% mentioned that their oral presentations are extremely good. Further details are explained by the participants in the supplementary question. The comments mentioned by some students about their presentations are summarised in the following ideas:

- The cause behind answering by “very good” rather than “extremely good” is that only native speakers who may have an extremely good way of presenting. EFL learners always make mistakes.
- Anxiety can affect oral presentations and lead student to present in a bad way.
- Some of students think that their way of delivering is very good, because they got good marks in oral presentations.

Q12: How comfortable do you feel when communicating in English?

Table 15: The Table students’ level of feeling comfortable in English communication.

Degree of agreement	Frequency	Percent
Extremely comfortable	6	27.3
Very comfortable	8	36.4
Slightly comfortable	6	27.3
Not comfortable at all	2	9.1
Total	22	100.0

The table 15 illustrates that 36.4% of students feel very comfortable when communicating in English; while, 36.4% feel slightly comfortable. Furthermore, 27.3% feel extremely comfortable; and 9.1% do not feel comfortable at all. The attached question provided with an in-depth information about this; more specifically, the students justified their feeling of being comfortable or not during the oral sessions. On this matter, the following points are summarised from the participants’ responses:

- The fact of not habituating to do oral presentations lead some students to feel uncomfortable while presenting.
- Confidence is among the essential factors that may help them to be extremely comfortable when communicating in English.
- Shyness can lead some students to feel less comfortable while communicating in English.
- The familiarity with the audience plays a significant role in the way of presenting; whereas, some students feel less comfortable when presenting in front of people they do not know.

Q13: Do you feel anxious Towards oral presentations in English?

Table 16: Students' Anxiety in oral presentations.

Yes/No	Frequency	Percent
Yes	11	50.0
No	11	50.0
Total	22	100.0

The results of the above tables prove that the students are divided into two categories: 50% of them feel anxious in oral presentations; and the other 50% do not feel anxious during their oral presentations.

The above questions is followed by another question where the students are asked to mention the symptoms of anxiety that they encounter during oral presentations. The following table represent the students' symptoms of anxiety:

Table 17: The symptoms of Anxiety in the respondents.

Symptomes	Frequency	Percent
Strange sensation in stomach	1	4.5
Shaking	3	13.6
Sweating	1	4.5
Biting nails	1	4.5
Fast heart beating	3	13.6
Fast and random movements	2	9.1
No symptoms	11	50.0
Total	22	100.0

The results report that 50 % of students do not have any symptoms of anxiety during oral presentations, since they do not face it while presenting. However, other students mentioned some symptoms; such as, 13.6% of students experienced sweating symptom, 9.1% of them have fast and random movements as a symptom of anxiety during the oral presentations. Moreover, 4.5 % answered that they bite their nails; and in the same percentage, the symptom of feeling strange sensation in stomach while presenting.

Q14: What are the challenges you face when communicating?

Table 18: The challenges the students' face in Communication.

Challenges	Frequency	Percent
Fear of criticism	9	40.9
Language barriers and cultural differences	5	22.7
Lack of vocabulary	5	22.7
Switching to other languages	3	13.6
Total	22	100.0

The results show that 40.9% of students encounter the fear of criticism, when communicating with a foreign language (FR). Furthermore 22.7% mention language barriers and cultural differences as a challenge of communication and the same percentage of students mention lack of vocabulary. Moreover, 13.6% of them encounter the challenge of switching to other languages in oral presentations.

Q15: What are the extra factors that may affect your communication?

Table 19: The extra factors that affect Communication.

Extra factors	Frequency	Percent
Audience	14	63.6
Anger	4	18.2
Life circumstances	3	13.6
Nothing	1	4.5
Total	22	100.0

The results display that 63.6% of students chose audience as an extra factor that can affect communication; while 18.2% claim that anger can also affect their communication. Moreover,

13.6% of them mentioned life circumstances; while 4.5% think that nothing among the factors provided can affect communication.

Q16: Could you describe in few words your state/ feelings while communicating or presenting something orally in front of others (be it teachers or classmates)?

The answers of the respondents to this question turned around the descriptions of students' feelings while communicating in English or presenting something orally to audience. More specifically, the answers are summarised in the following points:

- Some students mention that they do not feel comfortable while delivering a speech to an audience.
- They avoid looking at students in their presentations because they feel more confident when looking to the teacher only.
- They avoid looking at students in their presentations because they feel more confident when looking to the teacher only.
- They wonder if the audience will be interested in their presentation.
- Some other students feel anxious at the beginning of the presentations, but after few minutes they become normal, confident and strong.

Q17: What are the strategies that you use to reduce this anxiety?

Table 20: The strategies used by students to reduce anxiety.

Strategies	Frequency	Percent
Meditation (to close your eyes and try to have a contact with your soul by concentrating on your feelings in order to find its source)	1	4.5
Encourage oneself by positive discussions	10	45.5
Breathing exercises	2	9.1
Good preparation	1	4.5
No strategies found	8	36.4
Total	22	100.0

The outcomes of table 20 demonstrate that 45.5% of students use to encourage themselves by positive discussions as a strategy to reduce anxiety in oral presentations. 36.4 % of them did not mention any strategy. Furthermore, 9.1 % of students rely on breathing exercises; while, 4.5% of them rely on meditation strategy (which is the act of trying to have a contact with their inner soul by concentrating on the feelings of specific instant; the aim of this strategy is to relax and find the source of the individuals' feelings). Moreover, 4.5% of students claimed that preparing well for the presentations reduce their anxiety while presenting.

Section 3: Students' perceptions toward TED talks

Q18: Have you heard about TED talks

Table 21: TED talks application.

Yes/No	Frequency	Percent
Yes	11	50.0
No	11	50.0
Total	22	100.0

The results displayed in table 21 prove that that half (50%) of students have heard about TED Talks application, while the other half (50%) have not heard about it.

Q19: If you know that TED talks will contribute to improve your speaking skill or reduce your anxiety will you use it as a learning material?

Table 22: The use of TED Talks.

Yes/No	Frequency	Percent
Yes	19	86.4
No	3	13.6
Total	22	100.0

The results of table 22 demonstrate that 86.4% of students are with the idea of using TED Talks if they know that it will help them in reducing their anxiety; however, 13.6% are

against using it even if it will help them. Then, this question is followed by an additive question that requires the students to explain or justify their choice. The answers are then summarised in the following ideas:

For the students who answered by “no”, they explained their choice by saying that if the individual does not face his anxiety by himself nothing can help him. Meanwhile, some of students who answered by “yes” mentioned these explanations:

- Anxiety is a serious problem that everyone wants to find a solution for it, since TED talks can be a solution, it will be a pleasure to try it.
- It raises self’s motivation.
- They would like to try it to be more competent in speaking English.

Q20: Did you use other resources to improve your speaking skill or reduce your speaking anxiety?

Table 23: Further resources used to reduce speaking anxiety.

Yes/No	Frequency	Percent
Yes	5	22.7
No	17	77.3
Total	22	100.0

The respondents were asked whether they use any further resource for the sake of developing their speaking skill or to reduce their anxiety. The results displayed in table 23 demonstrate that 77.3 % of students do not use any resource to improve their speaking skill or to reduce speaking anxiety; while 22.7% of them use some resources. To get more details about these resources, the students were asked to list them. Their responses included:

- Watching English videos.
- Playing learning games.
- Using the applications “Lingudo” and “talk for free”.

Q21: do you have any further suggestions concerning how to reduce speaking anxiety?

Finally, the pre questionnaire is concluded by a free spaced question that inquires after any suggestion the students might have concerning the communication apprehension and how to reduce it or any idea concerning Ted Talks. The participants' responses are abridged in these topics:

- Strengthening self confidence help to reduce anxiety while speaking; confident students who trust on themselves and their capacities do not face anxiety while speaking.
- Some students claimed that practicing speaking in English with oneself to improve speaking skill help to reduce speaking anxiety; when the students know that he have a good level in speaking skill, he will be less anxious while speaking in English.
- Motivating oneself by positive discussions before delivering a speech is an effective way to be less anxious while starting to speak.
- When the students who use to be anxious while speaking because of the fear of making mistakes convince themselves that the fact that making mistakes is innate, they will face the problem of feeling anxious while speaking in front of people.

2.1.2 Post-questionnaire's results

After presenting the pre questionnaire results, this section is dedicated in presenting the participants' answers to the questions of the post questionnaire.

Section 1: Student's perceptions toward TED Talks videos in reducing communication apprehension after attending to oral sessions

Q1: How enjoyable were TED Talks videos?

Table 24: The level of enjoyment of TED talks videos.

Yes/No	Frequency	Percent
Extremely	5	22.7
Very	13	59.1
Slightly	4	18.2
Not at all	0	0.0
Total	22	100.0

Table 24 demonstrates that 59.1 % of students asserted that TED Talks videos are very enjoyable; while 22.7 % mentioned that TED talks are slightly enjoyable. Furthermore, 18.2 % answered that TED Talks videos are extremely enjoyable. Finally, 0% said that TED talks videos are not enjoyable at all.

Q2: did you notice an improvement in your oral performance in classroom after watching TED Talks videos?

Table 25: Students' Oral performance improvement after watching TED talks videos.

Yes/No	Frequency	Percent
Yes	21	95.5
No	1	4.5
Total	22	100.0

The outcomes displayed in table 25 indicate that 95.5 % of students notice an improvement in their oral performance after watching TED talks videos; however 4.5 % of them do not notice any improvement.

If yes, could you please explain the areas you developed?

In response to the above question, some students mentioned some areas that are improved thanks to watching TED Talks videos which are:

- Self- confidence.
- Speaking and listening skills.
- Pronunciation.
- The decrease of speaking anxiety.

Q3: Did TED talks videos contributed to improve your oral performance?

Table 26: The improvement of oral performance thanks to TED talks videos.

Yes/No	Frequency	Percent
Yes	20	90.9
No	2	9.1
Total	22	100.0

The table 26 prove that 90.9 % of student noticed an improvement in their oral performance after watching TED talks videos; however, 9.1% of them did not notice any improvement.

To get more details about the question mentioned above, the students are asked to mention the level of their oral performance after watching TED talks videos; thus, the following table include the students' level of improvement in oral performance.

Table 27: Students' level of oral performance improvement.

Degree of agreement	Frequency	Percent
Extremely	2	9.1
Very	11	50.0
Slightly	8	36.4
Not at all	0	0.0
Missing system	1	4.5
Total	22	100.0

The table 27 prove that 50% of students claimed that TED talks video are very helpful in improving their oral performance; however 36.4% of them think that TED talks video are slightly helpful . Moreover, 9.1% of students mention that TED talk videos are extremely helpful; whereas, 4.5 % of them did not answer and none (0%) answered by not at all.

Q4: Mention a title of a TED talks video used in oral sessions that include worthwhile information that benefited you more.

Table 28: Titles of beneficial TED talks videos.

Titles of beneficial videos	Frequency	Percent
How to protect your brain from stress	6	27.3
The power of introvert	6	27.3
How to speak so that people want to listen	3	13.6
How to speak in front of people without being anxious	3	13.6

How to build self confidence	4	18.2
Total	22	100.0

Table 28 illustrates that 27.3% of students mention the video entitled “How to protect your brain from stress”; while with the same percentage (27.3%), the video of “the power of introvert” is mentioned. Besides, 18.2 of students answered by “how to build self-confidence”; Additionally, 13.6% of students chose “how to speak in front of people without being anxious”; finally other 13.6% mentioned the video “How to speak so that people want to listen”.

Q5: Is there a TED talks video presented in oral session which included worthless information that did not benefit you?

Table 29: whether there is a TED Talks video presented in an oral session which include worthless information that did not benefit students.

Yes/No	Frequency	Percent
Yes	3	13.6
No	19	86.4
Total	22	100.0

The table above present the students’ answers towards whether there is a TED talks videos that presented in and oral session and did not benefit them or no. Thus 86.4 % of students are with the idea that there is an oral session that include a video with worthless information; however, 13.6 % of them are against.

In response to the above question, some students mentioned two videos which are: the videos entitled: how to build your confidence” and “the power of introvert”.

Q6: A. did you notice an improvement in your oral performance while presenting in the second semester compared to your presentations of the first semester before improving TED talks videos?

Table 30 whether there is an improvement in the students ‘performance in the second semester’s oral presentations.

	Frequency	Percent
Yes	17	77.3
No	5	22.7
Total	22	100.0

The table 30 displays the student's perceptions towards the idea of the improvement of oral presentations in the second semester. Therefore 77.3% of students feel that there is an improvement in their performances during the oral presentations in the second semester compared to the first semester. Yet, 22.7 % think that there is no improvement.

The students are asked to explain this development; thus, the students who answered by "yes" provided these explanations:

- Speaking TED talks help them in strengthen their self-confidence.
- After watching TED talks videos the students' present fluently in oral presentations.
- TED talks videos help some students to improve their speaking ad listening skill.

Q7: Which among these symptoms is/are reduced after watching TED talks videos?

Table 31: The symptoms reduced after watching TED Talks videos.

Symptoms reduced	Frequency	Percent
Strange sensation in stomach	3	13.6
Shaking	9	40.9
Sweating	0	0.0
Beating nails	1	4.5
Fast heart beats	6	27.3
Fast and random movements	2	9.1
No improvement	1	4.5
Total	22	100.00

The table 31 expose the symptoms reduced after watching TED talks videos mentioned by students. 40.9% of students reduce the symptom of shaking after watching TED Talks video; while, 27.3% of them reduce the symptom of fast heart beats. Besides, 13.6 % of students

chose symptom of strange sensation in stomach. Moreover 9.1% reduce the symptom of fast and random movement and the same percentage of them mention biting nails' symptom. However, 4.5% mention that no symptom is diminished. Additionally, no student (0%) chose the symptom of sweating.

Q8: Did TED talks video contributed in strengthening your self-confidence, improving your speaking skill, developing your listening skill and reducing oral presentation anxiety?

Table 32: The students' perceptions towards the contribution of TED talks in strengthening self-confidence, improving speaking skill, developing listening skill and reducing oral presentation anxiety.

Strengthen your self confidence	4	18.2
Improving your speaking skill	5	22.7
Improve your listening skill	2	9.1
Reducing oral presentation anxiety	11	50.0
Total	22	100.0

The table 32 illustrates that 50% of students assert that TED Talks videos helped them in reducing their anxiety in oral presentations; while 22.7% of them answer that TED talks videos abetted them to improve their speaking skill. Additionally 18.2% of students asserted that TED talks lead them to strengthen their self confidence; finally, 9.1% chose the development of listening skill due to Ted Talk videos.

Q9: after watching TED talks videos which among these challenges that you still face in your oral presentations: judgement, making mistakes, mispronouncing words?

Table 33: The challenges that the students still face in their oral presentations after watching TED talks videos

Challenges	Frequency	Percent
Judgement	3	13.6
Making mistakes	7	31.8

Mispronouncing words	3	13.6
No one of them	9	40.9
Total	22	100.0

The results displayed in the table 33 demonstrate that 40.9% of students did not encounter any one of the challenges mentioned above; while 31.8% answered that they still have fear of making mistakes. Moreover, 13.6% of students mentioned the fear of judgement, and in the same percentage the fear of mispronouncing words is mentioned.

Q10: How comfortable were you when presenting the summary of TED Talks videos in the oral sessions?

Table 34: students' level of comfort in oral presentations.

Extremely	6	27.3
Very	10	45.5
Slightly	6	27.3
Not at all	0	0.0
Total	22	100.0

The table 34 shows that 45.5% of students are very comfortable in the oral sessions. Besides, 27.3% of them mentioned that they are extremely comfortable, and the same percentage of the respondents answered by slightly comfortable. Finally, no student (0%) answered by not at all.

Q11: After attending the oral sessions and watching TED Talks videos, do you feel that you are able to express yourself freely in the classroom?

Table 35: The ability of expressing oneself freely after attending Ted Talks session

Yes/No	Frequency	Percent
Yes	22	100.0
No	0	0.0
Total	22	100.0

The results of the table above prove that all the students (100.0%) mentioned that watching TED talks videos helped them to express themselves freely in the classroom; none of them (0%) answered by no.

Q12: A. Comparing your presentation at the first TED talks video in the first semester's oral sessions with that of the last semesters' oral session, do you notice any improvement?

Table 36: the improvement of the oral presentation in the last oral sessions.

Yes/No	Frequency	Percent
Yes	21	95.5
No	1	4.5
Total	22	100.0

Table 36 demonstrates that 95.5% of the respondents noticed an improvement in their oral presentation skill during the last oral session; whereas, 4.5% do not notice any improvement.

B. what is the level of improvement oral presentations in the last oral session?

Table 37: The level of improvement of oral presentations in the last oral session.

Level of improvement	Frequency	Percent
Extreme improvement	4	18.2
important improvement	9	40.9
Slight improvement	8	36.4
No improvement	1	4.5
Total	22	100.0

Table 37 illustrates that 40.9% of students mention that they noticed an important improvement the last session compared to the first session; while 36.4% of them noticed a slight improvement. Furthermore 18.2% mentioned that they perceived an extreme improvement; however none of them answered by no improvement.

Q13: Do you think that your presentation in the exam was better than that of the test thanks of TED Talks videos?

Table 38: Students' perception towards whether the oral presentations of exams was better than that of the test thanks to TED talks videos.

Yes/No	Frequency	Percent
Yes	18	81.8
No	4	18.2
Total	22	100.0

The outcomes of the table 38 display that 81.8% of students noticed an improvement in the presentation of the exam than that of the test; while 18.2 % of them do not notice any improvement.

The justifications provided by the students included:

A/ Three justifications mentioned by the students who answered by no which are:

- Their presentations are perfect even before watching TED talks.
 - They feel stress in the exam too because it is evaluated.
 - The presentation of the test is better because the topic of the exam is not interesting.
- B/ Justifications are mentioned by the students who answered by "yes" which are:*
- TED talks TED talks videos help students to reduce anxiety.
 - TED talks led to strengthen self confidence in the presentation of the exam.
 - Applying the advice that are given by that the presenters of TED talks, benefited students in the presentation of the exam.
 - TED talks lead to the improvement of speaking and listening skill.

Q14: could you please describe your state and feelings when you presented in the first oral session and in the last one.

Students' perceptions toward their presentations in both first and second semester:

All students mentioned a common idea which is that they were more stressed in the presentations of the first semester compared to that of the second semester; where they were

more comfortable, free and confident. Some students added that many symptoms of anxiety are reduced after watching TED talks videos like: fast heart beats and shaking. Additionally, other students asserted that the presentations of the second semester were a morning routine because they are habituated with oral presentations; since the three teachers always ask the students to present a summary of one TED Talks video in each oral session.

Q15: can you provide us with any further suggestions towards TED Talks videos, and any other suggestion concerning the role of Ted videos in reducing your communication apprehension:

The students are asked to provide the researchers with any further suggestion concerning the topic of Ted Talks and CA. These students' suggestions are summarised as follows:

- TED talks TED talks videos helped students be more comfortable and less stressed in oral presentations.
- By applying what is said in TED Talks videos they could control their stress in oral presentations.
- By imitating the way the speakers of TED talks presenters do, the students could perform better oral presentations.
- After watching TED talks videos they could express themselves freely and fluently during the oral sessions.
- TED Talks videos contributed to the improvement of speaking and listening skill and enrich their vocabulary.
- TED Talks videos did not have an impact on some students 'oral performance, because they already improved that area before watching TED talks videos.

2.1.3 Students' perceptions toward TED talks in reducing Communication Apprehension (CA)

Table 39: Students' perception toward TED talks in reducing Communication Apprehension

	N	Mean	Std. Deviation
Group discussions CA	22	3.75	,85
Meetings CA	22	3.73	,776
Interpersonal conversations CA	22	3.81	,82
Public speaking CA	22	3.83	,69

The results of the table above show that ($M=3.75$; $SD= .85$) is the mean of students attitudes toward TED Talks in reducing Group discussion communication apprehension (CA); however; ($M=3.73$; $.776$) represent Meetings CA. Furthermore, ($M=3.81$; $SD=.82$) is the mean obtained from the results of students attitudes towards the role of TED Talks videos in reducing Interpersonal CA. Finally; ($M=3.83$; $SD= .69$) is the mean of students attitudes towards TED Talks in reducing Public speaking CA.

2.2 The Overall Communication Apprehension Scale Results

2.2.1 Descriptive statistics for the Pre-scales

Table 40: Descriptive statistics for the Pre-scales results.

Descriptive Statistics			
	N	Mean	Std. Deviation
Pre Group Discussion CA	15	16,26	3,35
Pre meetings CA	15	14,87	6,44
Pre interpersonal CA	15	15,93	5,81
Pre public Speaking CA	15	19,33	5,85
Pre overall CA	15	66,40	17,22
Valid N (listwise)	15		

Based on Mc Crosky's measurement of CA, if the overall mean of CA is between 51 and 80, the students are suffering from a medium CA; therefore, according to the results displayed in table of the pre-scale, the students are having a medium CA ($M=66.4$; $51 < 66.4 < 80$). More specifically, a medium Group discussion CA ($M=16.26$; $11 < 16.26 < 20$). Moreover, the students have a medium Meetings CA ($M=14.87$; $13 < 14.87 < 20$); additionally, they have a medium interpersonal CA ($M=15.93$, $11 < 15.93 < 18$). Finally, the students have a medium public speaking CA ($M=19.33$, $14 < 19.33 < 24$).

2.2.2 Descriptive statistics for the post Scale Results:

Table 41: Descriptive statistics of Post-scales.

Descriptive Statistics			
	N	Mean	Std. Deviation
Post group discussion CA	15	15,00	2,56
Post meeting CA	15	13,93	3,37
Post interpersonal CA	15	15,53	3,29
Post Public Speaking	15	17,00	4,60
Post Overall CA	15	61,47	12,31
Valid N (listwise)	15		

As it is shown in the table above, the students are still having a medium CA (M=61.47; $51 < 61.47 < 80$). For the subscales, the students have respectively a medium group discussion CA (M=15; $11 < 15 < 20$), a medium meeting CA (M=13.93; $13 < 13.93 < 20$), a medium interpersonal CA (M=15.53, $11 < 15.53 < 18$), and finally a medium public Speaking CA (M=17, $14 < 17 < 24$).

2.2.3 Paired Samples T-test Results:

In this study, we generate two types of hypotheses:

- *The Null Hypothesis* suggests that there is no statistically significant difference between the pre Communication Apprehension Scale's mean and the post CA mean.
- *The Alternative Hypothesis* proposes that there is a statistically significant difference between the pre Communication Apprehension Scale's mean and the post CA mean.

In order to test the two above mentioned hypotheses, a paired sample t-test is run via the SPSS software. The results are then demonstrated in the below tables.

Table 42: Paired sample t-test of Pre and Post scales.

Paired Samples Test									
					95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
	Pre study		Post study		Lower	Upper			
	M	SD	M	SD					
Overall CA	66,40	17,22	61,47	12,31	-8,40	18,26	,794	14	,44
group discussion CA	16,26	3,35	15,00	2,56	-1,11	3,65	1,14	14	,27
Meeting CA	14,87	6,44	13,93	3,37	-3,01	4,88	,51	14	,62
Interpersonal CA	15,93	5,81	15,53	3,29	-3,93	4,73	,20	14	,85
Public Speaking CA	19,33	5,85	17,00	4,60	-2,17	6,84	1,11	14	,29

The above table demonstrates the results of the paired sample t-test run in order to see whether there is a significant difference between the pre and post communication apprehension of a sample of 15 year students of English at the department of English, University of Bejaia. As it is shown; although there is a small decrease in the level of CA; yet, there is no significant difference between the overall pre (M=66.4, SD=17.22) and post scales' means (M=61.47, SD=12.31); we can see that: $t(14) = .794$, $p = .44$; $p > .05$. Therefore, we reject the alternative hypothesis and we prove the null hypothesis.

Furthermore, there is a slightest decrease in the means of group discussion CA, but there is no significant difference between the pre (M=16.26, SD=3.35) and post (M=15, SD=2.56) CA; as we can see: $t(14) = 1.14$, $p = .27$; $p > .05$; consequently, we reject the alternative hypothesis and we prove the null hypothesis. Besides, the same results are found in the comparison between the pre and post means of the meeting CA; it is shown that there is a minor reduction in the CA Level but it is not statistically significant between the pre scale (M=14.87, SD=6.44) and the post scale mean (M=13.93, SD=3.37) of the meeting CA. As we can see: $t(14) = .51$, $p = .62$; $p > .05$; hence, we reject the alternative hypothesis and we prove the null hypothesis.

Likewise, the results of the comparison between interpersonal CA show a very small statistically insignificant decrease between the pre scales' means (M=15.93, SD=5.81) and the post scores' means (M=15.53, SD= 3.29); as we can see: $t(14) = .20$, $p = .85$; $p > .05$; we, thus,

reject the alternative hypothesis and we prove the null hypothesis. Finally, there is a statistically insignificant decrease in the public speaking CA of the pre ($M=19.33$, $SD= 5.85$) and post ($M=17$, $SD= 4.60$) means of the CA scale. As we can see: $t(14)= 1.11$, $p= .29$; $p > .05$; as a result, we reject the alternative hypothesis and we prove the null hypothesis..

2.3 Descriptive statistics of observation checklist

2.3.1 Descriptive analysis of observation checklist before the manipulation

Table 43: The descriptive analysis of the observation checklist during 1st oral session

Symptoms of CA	The first oral session					
	Often		Sometimes		Rarely	
	F	%	F	%	F	%
Panic when the teacher ask something they did not know	11	73.3	2	13.3	2	13.3
Trembled when being called	10	66.7	3	20.0	2	13.3
Felt insecure to volunteer to answer to teacher	3	20.0	9	60.0	3	20.0
Got worried when making mistakes	6	40.0	6	40.0	3	20.0
Forget vocabulary they already know	3	20.0	6	60.0	3	20.0
Mispronunciation of words they already know	3	20.0	8	53.3	4	26.7
Making stops when communicating with teacher or students	11	73.3	3	20.0	1	6.7
Got embarrassed when someone laughed at them	3	20.0	10	66.7	2	13.3
Got worried when the teacher ask them questions	11	73.3	0	0.0	4	26.7
Communication with a low voice	8	53.3	5	33.3	2	13.3
Facing troubles in coordinating their movements with their speech	3	20.0	7	46.7	5	33.3
Losing the appropriate ideas and items	7	46.7	6	40.0	2	13.3
Facing troubles in using body language	4	26.7	7	46.7	4	26.7
Acting with unusual behaviours like beating nails	3	20.0	7	46.7	5	33.3
Having shakiness	11	73.3	2	13.3	2	13.3

The results of table 43 demonstrate that 73,3% of the students often feel panicked when the teacher asks something they did not know during the oral presentations of the first oral session; the same percentage 73,3% is the percentage of the students that were often worried when the teacher asked them questions. In addition, 73,3% often used to make stops while presenting. Furthermore, 73,3% often experienced shakiness; while 66,7% often

trembled when being called during the oral sessions; however, 66,7% sometimes got embarrassed when someone laughed at them. 60% sometimes feel insecure to volunteer to answer to the teacher, additionally, 60% of the students sometimes forget the vocabulary they already know. Moreover, 53,3% of the students sometimes mispronounced words while presenting from time to time; while 53,3% often communicated with a low voice. 46,7% of the students sometimes used to experience the symptom of facing troubles in coordinating their movements with their speeches during their presentations in the first oral session; additionally, 46,7% often lose the appropriate ideas of the presentation. Accordingly, 46,7% of the students sometimes face troubles in using body language during their oral presentations. Also, 46,7% students used to beat their nails and crackle their fingers. Finally, 40% of students often get worried when making mistakes. According to the results, students seem to face the majority of communication apprehension symptoms often during oral presentations.

2.3.2 Descriptive statistics of the observation checklist during the manipulation

Table44: The descriptive statistics of the observation checklist of the 2nd oral session

Symptoms of CA	The second oral session					
	Often		Sometimes		Rarely	
	F	%	F	%	F	%
Panic when the teacher ask something they did not know	9	50.0	5	27.8	4	19.0
Trembled when being called	10	55.6	4	19.0	4	19.0
Felt insecure to volunteer to answer to teacher	4	19.0	10	55.6	4	19.0
Got worried when making mistakes	4	19.0	9	50.0	5	27.8
Forget vocabulary they already know	3	16.7	9	50.0	6	33.3
Mispronunciation of words they already know	3	16.7	9	50.0	6	33.3
Making stops when communicating with teacher or students	11	61.1	5	27.8	2	11.1
Got embarrassed when someone laughed at them	11	61.1	5	27.8	2	11.1
Got worried when the teacher ask them questions	11	61.1	2	11.1	5	27.8
Communication with a low voice	8	16.7	5	27.8	5	27.8
Facing troubles in coordinating their movements with their speech	3	16.7	8	44.4	7	38.9
Losing the appropriate ideas and items	6	33.3	8	44.4	4	19.0
Facing troubles in using body language	4	19.0	9	50.0	5	27.8
Acting with unusual behaviours like beating nails	3	16.7	10	55.6	5	27.8
Having shaking	10	55.6	5	27.8	3	16.7

The table above indicates that 61,1% of the students often making stops while presenting and the same percentage (61,1%) resulted that students often got embarrassed when someone laughed at them; additionally, 61,1% of the students were often used to worry when the teacher ask them questions. 55,6% of the students often tremble when the teacher call them to present during the second oral session; furthermore, other 55,6% sometimes feel insecure to volunteer to answer to teacher's questions during the oral presentation; additionally, 55,6% of students sometimes used to beat their nails and crackle their fingers; likewise, 55,6% students often experience shakiness. 50% of the students sometimes got worried when making mistakes; similarly, 50% of the students sometimes forgot the vocabulary they already know; the same percentage (50%) of students sometimes used to mispronounce words while presenting. However, other 50% of students sometimes face troubles in using body language during their oral presentation. Moreover, 44% of sometimes used to experience the symptom of facing troubles in coordinating their movements with their speech during their presentations in the second oral session. Likewise, 27,8% of the students sometimes communicate with a low voice; similarly, 27,8% of them sometimes lose the appropriate ideas of the presentation. Consequently, the results revealed that there are some symptoms that are reduced among students compared to the first session. For instance, 73.3% of students often encountered the symptom of panic when the teacher ask them questions in the first oral session; while in the second oral session 50% of them who often faced it. Moreover, the results reached show that in the first session 66.7% of students often trembled when being called; however in the second session the percentage decreased to 55.6%. In addition, The symptom of got worried when the teacher ask them questions is decreased from 73.3% to 61.6%

Table 45: The descriptive statistics of the observation checklist during the 7th oral session

Symptoms of CA	The seventh oral session					
	Often		Sometimes		Rarely	
	F	%	F	%	F	%
Panic when the teacher ask something they did not know	11	52.4	6	28.6	4	19.0
Trembled when being called	10	47.6	8	38.1	3	14.3
Felt insecure to volunteer to answer to teacher	5	23.8	10	47.9	6	28.6
Got worried when making mistakes	4	19.0	9	42.9	8	38.1
Forget vocabulary they already know	4	19.0	10	47.9	7	33.3
Mispronunciation of words they already know	3	14.3	10	47.9	8	38.1
Making stops when communicating with teacher or students	11	52.4	4	19.0	6	28.6
Got embarrassed when someone laughed at them	10	47.6	5	23.8	6	28.6
Got worried when the teacher ask them questions	11	52.4	4	19.0	6	28.6
Communication with a low voice	3	14.3	11	52.4	7	33.3
Facing troubles in coordinating their movements with their speech	4	19.0	10	47.6	7	33.3
Losing the appropriate ideas and items	6	28.6	9	42.9	6	28.6
Facing troubles in using body language	3	14.3	6	28.6	12	57.1
Acting with unusual behaviours like beating nails	2	9.5	3	14.3	16	76.1
Having shaking	7	33.3	6	28.6	8	38.1

The results of table 45 show that 76,1% of students rarely experienced the symptom of acting with unusual behaviours. 57,1% rarely face troubles with using their body language during their oral presentation; furthermore, 52,4% of students often panic when the teacher asks something they did not know frequently during their presentations in the seventh oral session. In addition, 52,4% of students often make stops while presenting; moreover, the same percentage (52,4%) that students often used to worry about when the teacher asks them questions repeatedly; similarly, 52,4% of students sometimes used to communicate with a low voice. 47,9% of the students sometimes feel insecure to volunteer to answer to teacher's questions during the presentation and the same percentage (47,9%) sometimes used to forget the vocabulary they already know, similarly, the same percentage (47,9%) of students sometimes used to mispronounce words while presenting. 47,6% of students often tremble when the teacher calls them to present during the second oral session; while, the other 47,6% of students often get embarrassed when someone laughs at them. Likewise, 47,6% of students sometimes experience the symptom of facing troubles in coordinating their movements with their speech. 42,9% of students sometimes get worried when making mistakes; additionally, 42,9% of students sometimes lose the appropriate ideas of the

presentation. Finally, 38,1% rarely experience shakiness. The results show that the high percentages demonstrate that the students rarely face the symptoms. Furthermore, many symptoms decreased compared to the second session; for instance, the symptom of got worried when the teacher ask them something they did not now decreased from 66.7 % to 52.4. Furthermore, 61.6% of students often make stops when communicating in the second session; while in the seventh session the percentage decreased to 52.4%.

2.3.3 The descriptive statistics of the observation checklist after the manipulation

Table 46: The descriptive statistics of the observation checklist during the 8th oral session

Symptoms of CA	The eighth oral session					
	Often		Sometimes		Rarely	
	F	%	F	%	F	%
Panic when the teacher ask something they did not know	5	22.7	6	27.3	11	50.0
Trembled when being called	6	27.3	7	31.8	9	40.9
Felt insecure to volunteer to answer to teacher	5	22.7	9	40.9	8	36.4
Got worried when making mistakes	6	27.3	9	42.9	7	31.8
Forget vocabulary they already know	4	18.2	8	36.4	10	45.5
Mispronunciation of words they already know	3	13.6	8	36.4	11	50.0
Making stops when communicating with teacher or students	3	13.6	10	45.5	9	40.9
Got embarrassed when someone laughed at them	2	9.1	8	36.4	12	54.5
Got worried when the teacher ask them questions	10	45.5	5	22.7	7	31.8
Communication with a low voice	5	22.7	6	27.3	11	50.0
Facing troubles in coordinating their movements with their speech	6	27.3	9	40.9	7	31.8
Losing the appropriate ideas and items	9	40.9	10	45.5	3	13.6
Facing troubles in using body language	5	22.7	11	50.0	6	27.3
Acting with unusual behaviours like beating nails	3	13.6	6	27.3	13	59.1
Having shaking.	6	27.3	11	50.0	5	22.7

The outcomes displayed in table 46 prove that 59.1% of students rarely experience the symptom of acting with unusual behaviours; likewise, 54.5% of them rarely got embarrassed when someone laughed at them. 50.0% of students rarely panic when the teacher asks something they did not know during their presentation in the 8th oral session; similarly, 50% of the students rarely mispronounce words while presenting. While, 50% rarely communicate with low voice; additionally, 50% sometimes face troubles with using their body language during their oral presentations. Moreover, 50.0% of students sometimes experience outer shakiness. Moreover, 45.5% of students sometimes make stops while presenting; additionally, 45.5% often worry when the teacher asks them questions. Furthermore, 45.5% of students rarely forget the vocabulary they already know; while, 42.9% sometimes students get worried when making mistakes. 40.9% of students sometimes feel insecure to volunteer to answer teacher's questions during the presentations; the same percentage (40.9%) sometimes experience the symptom of facing troubles in coordinating their movements with their speech during their presentations. Moreover, 40.9% of the students often lose the appropriate ideas of the presentation.

Consequently, the results obtained show that there is a decrease in the majority of symptoms among students in the last session compared to the seventh session and the previous sessions. For instance, in the seventh session 52.4% often panic when the teacher ask them questions they do not know; while in the last session only 22.7% of students often faced it and half of them (50%) rarely encountered it. Moreover, 47.6% of students often used to tremble when being called in the seventh session; while the percentage decreased to 27.3% in the last session and of students 40.9 rarely faced it.

Thematic analysis of observation checklist

During the experiment, the two researchers divided the tasks; one was presenting the content and the activities, while the other stays at the back to observe the students and fill in the checklists. In addition to the checklists, the researcher took notes of any further observations, therefore, the results are presented below:

After analyzing the observation checklist, four main themes emerged. The first theme revolves around « *the lack of confidence* ». Many of the students seem to have a good understanding of the subject matter but find it challenging to convey their knowledge effectively. Many of them struggle to articulate their thoughts and ideas effectively, they come across many challenging situations such as: mispronouncing words and forgetting ideas

and vocabularies they already know. In addition, students seem unsure about their knowledge and hesitant in sharing their opinions; especially, when the researcher asks them to respond in a sudden question without raising their hands or even getting prepared for the answer.

Moreover, many of the students also avoid speaking up in class, they used to share their ideas and communicate with a lower voice. For instance: during the oral sessions the researchers conducted, one of the students when he come to introduce a topic given to them , he started searching for the right vocabularies, he struggles to find words, and remains staring at his peers, and feels like he lost focus due to the stress, so he hesitate to carry on with the presentation. Another example is that one of the students seems to want to enter into a state of hysterical crying due to the overwhelming pressure to perform. This student had many ideas that she wanted to present but due to stress, she started forgetting things. She stumbled over her words, mispronounced some of them and started feeling anxious. This student's content when delivering was always poor enough as she was unable to deliver effectively. If this shows anything, it would be lack of confidence.

However, The second is «*the fear of speaking when facing their teachers and peers in the classroom* ». Many students exhibit symptoms of anxiety and nervousness before delivering their presentations, such as blushing, shaking, cracking fingers, and so on. Most of them tend to avoid eye contact and make stops as a kind of stuttering when they have to communicate with their teachers and peers; even more, when they stand to present orally they show kind of reluctance and trembling in presenting. An example of this fear during oral sessions is students who had to present orally to their teachers and classmates. This student had prepared their presentation well, but as soon as they stood up in front of the class, they froze. They could not seem to get the words out of their mouth and started blushing due to the embarrassment, their hands were shaking, and their voices were trembling throughout their presentation.

Additionally, the third theme is «*the fear of judgment and criticism*». Most of the students felt shy and intimidated by their peers when making mistakes; moreover, they were afraid of being laughed at when they tried to express their thoughts. This situation was seen several times during the oral sessions, that there are students who were always nervous before presentations, because they felt like they were not well enough to present in front of their teacher and peers. They feared that they would judge them and find them lacking compared to the other students. The other researcher who used to ask the students about their states at the

end of the session; asked them for their biggest obstacle they face when making oral presentations, and almost all of their answers were fear of being judged or criticized. As some of the students have shown in their answers, that they avoid catching classes which concern oral presentations because of this fear, they stated that they are afraid of being judged or ridiculed for their mistakes during the presentations, they did not want to feel embarrassed in front of their classmates and teachers.

The fourth theme is «*the fear of losing control* ». Many students struggle to communicate effectively and use appropriate gestures that complement their speeches. This can be a problem because gestures and body language are crucial elements of effective communication that help to convey the message more clearly. During the observation that the researcher did, many of the students lose control of communication and finding gestures that would fit their speeches when delivering; the reason behind this is being frightened when students come on stage, and also the lack of preparation. Many students during oral sessions seem not well prepared about the topic given to them, and when they came to the stage to present they show some random movements which does not associate with the delivered speech due to the high level of stress they possess. The researcher observed a student who was presenting on the topic that concerns the TED Talks videos, he stood still throughout his presentation, which made it hard for his peers to engage with his content. As a result, his presentation lacked the necessary energy and enthusiasm. Another student was observed by the researcher when she was presenting. Although she had prepared well, she started pacing back and forth; which made it difficult for her classmates to focus on her message.

Conclusion:

This section demonstrates the analysis of the research findings; it includes the results of questionnaire, scale, and observation checklist. Therefore, Although the study couldn't prove the alternative hypotheses, but it is clear the students had a decrease in all the CA subscales. Among the limitations in this study, is the time allotted for the experiment and lack of the material; as it has been started late and there were many absences and lack of attendance among the students. For this reason, this study recommends the replication of the experiment with better conditions.

Section three : Discussions of the Results

The study aims at exploring the role of TED Talks videos in reducing communication apprehension among third-year EFL students at the University of Bejaia. It contains three main questions that the researchers seek to investigate. The first question is about whether EFL third-year students face communication apprehension during their oral presentation sessions; it seeks to demonstrate the students' Communication Apprehension during the oral presentations delivered during eight (8) oral sessions. The second question is about the role of TED talks in reducing students' communication apprehension among Third year EFL students. The third question focused on the student's attitudes towards TED talks as a teaching material. Therefore, in order to fulfil the aim of this study and answer the research questions, a quantitative method is used; through which, a pre-questionnaire and Pre- scale were distributed to third year EFL students in order to measure their Communication Apprehension before providing the students with TED talks videos. Then, a post-questionnaire and Post-scale were administered to the participants in order to measure their Communication Apprehension after attending TED Talks oral sessions. Moreover, an observation checklist was used to observe the students' symptoms of Communication Apprehension during the experiment.

After analysing the students' answers to the personal information included in the pre-questionnaire, the researchers noticed that there is a large difference in the students' gender, where most students are females and only a few of them are males (18.2%). Furthermore, this study is concerned with just third year EFL students at the University of Bejaia.

Finally, this section focuses on answering the three research questions by discussing the answers of the participants to both questionnaires and the scales, and through the analysis and the interpretation of the observation checklists.

3.1 The 3rd Year LMD Students' Communication Apprehension

Communication apprehension is one of the major problems that affect the EFL students during the process of learning English. Because learners need to face an audience while presenting, discuss and express themselves in a language that is not their native, their

anxiety towards these oral presentation presents a big challenge towards the development of their speaking skill. In this study, although the students' pre scale ($M=66.4$, $SD=17.22$) demonstrated that students are suffering from a medium anxiety, the results obtained from the Q13 of the Pre-questionnaire demonstrated that half (50%) of the students experienced anxiety toward oral presentation in English. This anxiety was manifested in various symptoms (as the questionnaire results revealed in question 13) such as strange stomach sensations, shaking, sweating, biting nails, heartbeats, and fast random movements. Moreover, four primary challenges faced by the students during their oral presentation sessions; these are identified in the student's answers to the Q14 of the Pre-questionnaire; the first challenge is the fear of criticism which was cited by 40.9% of the participants as a significant obstacle that hindered their ability to present effectively. The second factor is the language barrier and cultural differences; which was mentioned by 22.7% as a challenge that affects students' ability to deliver their speeches effectively in English. The third factor was shown when 22.7% of students reported a lack of vocabulary as a hindrance to their ability to express themselves in English. Another factor mentioned by 19.6% of students is switching to other languages during their presentations. This phenomenon was observed among students who were not confident in their English language abilities. Furthermore, some students mentioned some communication apprehension symptoms that they use to experience during oral presentations; namely, 13.6 % of students mentioned that they used to experience the symptom of shakiness and the same percentage (9.1 %) of the participants mentioned that they used to encounter the symptom of random and fast movement when presenting in front of the audience; while 13.6% of them stated the symptom of the fast heart beating. However, 50% of students asserted that they do not face any of the mentioned symptoms.

3.2 The Role of TED Talks Videos in Reducing Third-year EFL Students' Communication Apprehension

Finding a strategy that help the EFL students to reduce their CA ought to be a core topic in the field's research. In this study, Ted Talk is proposed as technique to reduce the third year EFL students CA. After the collection and the analysis of the data. The results of the Paired T-Test of the Pre and Post scale showed that there is no significant difference between the overall pre ($M=66.4$, $SD=17.22$) and post scales' means ($M=61.47$, $SD=12.31$); $P.>.05$ for the overall and all the CA subscales; although the reduction of CA, yet it was not enough to prove the research hypothesis. Therefore, according to these results, the alternative

hypothesis is rejected and the null hypothesis is proved; which means that according to the results of inferential statistics the hypotheses introduced in the study which says that “TED Talks video reduce students’ communication apprehension” is rejected, and more particularly, the Ted Talk did not help the students to reduce their CA.

However, the results of the Q7 of the Post-questionnaire demonstrated that TED Talks videos helped students to reduce some symptoms of Communication Apprehension; principally, 40.9 % of students mentioned that after videos TED Talks videos, the symptom of shakiness is reduced while presenting in front of their teacher, the researchers and their classmates. Besides, 27.3 % mentioned that the fast heart beating symptom is reduced, while 13.6% mentioned the symptom of strange sensation (as the post questionnaire results revealed in the question 7). Additionally, the results of the Q8 of the post-questionnaire show that TED Talks videos contributed to reducing the oral presentation anxiety of half (50 %) of the students. Therefore, it is noticed that although there is a small decrease of third year EFL students’ communication apprehension according to the findings of the post-questionnaire, this does not allow the researchers to prove the hypothesis since there is no statistically evidence to do so.

Additionally, The results of the observation checklist showed a decrease in the symptoms of communication apprehension among Third year EFL students in the last oral session compared to the first one; for instance 61.9% of the students often panic when the teacher ask them questions they do now; while the percentage of the symptom decreased to 22.7% in the last session. Therefore, only 22.7%, often face the symptom during their oral presentations in the last oral session. Likewise, the symptom of communicating with low voice decreased from 42.9% (often) in the first oral session to 27.3% (often) in the last oral session. In addition, the researchers also notices a decrease in the shakiness symptom; while 61.9% of students used to face outer variations like shakiness during the oral presentations in the first session; while the symptom decreased to 27.3% (often) in the last session.

Furthermore, the cause of the results of paired T-Test of the pre and post-scales that showed a non-significant difference between the overall mean of the scales may be because of the limitations and the challenges that the researchers faced while conducting the research, especially, the procedure of administering the research scales; to be exact, the lack of the sufficient oral sessions may be a cause of the results (8 sessions for the experiment). Whereas, if the researchers had more than 8 oral sessions the results might be different. Furthermore,

the lack of some teaching tools may be another cause for instance the data shows, video projectors and advanced materials; because of this, the researchers were obliged to ask the students to watch the videos at home because of the lack of the data shows; therefore, some students do not watch the videos, and thus do not participate in the classroom presentations. For this reason, it is highly suggested that this study should be replicated with a larger time of experimentations and enough materials. Additionally, the experiment was conducted with just an experimental group of 22 students; furthermore, the students did not attend all the oral sessions. Therefore, this can be another reason of the research results.

3.3 The Third year EFL students' attitudes toward TED Talks as a teaching material

The importance of the educational materials is that they lead to positive impacts on teaching and the learning processes. The students' attitudes towards these materials are important because they show whether they are the target of using these materials and are reached or not, and whether the students feel motivated to study using these materials. In this study, the students' answers to the Q19 of the Pre-questionnaire showed that 85.4% reported that if they know that TED Talks videos will help them in reducing their communication apprehension they will certainly use it as a learning material. Furthermore, according to the student's answers to the Q3 of the Post- questionnaire, 90.9 % of the students mentioned that TED talks helped them to improve their oral performances. Additionally, the students were asked in the Q12 of the Post-questionnaire about their perceptions toward their oral presentations during the last oral session (after attending the TED Talks video based sessions) compared to the ones first oral session (before attending to the TED Talks videos), and whether the presentations are improved. The findings of this question revealed that 95.5% of students answered that the presentations of the last oral session were more improved compared to that of the first oral session.

Consequently, based on the positive answers of the students toward TED Talks in improving their oral performances, reducing oral presentation anxiety, strengthening self-confidence etc.; we noticed that students' attitudes are positive towards using TED Talks videos as teaching material is beneficial for third year EFL students. Moreover, the students were asked about the level of enjoyment of TED Talks videos; where, 59.1% of students asserted that TED Talks videos were very enjoyable. 22.7% of them answered by extremely enjoyable; while 18.2% claimed that TED Talks videos were slightly enjoyable. However, no one of the students answered by not enjoyable at all. Likewise, some students' attitudes

towards TED Talks are mentioned in Q15; some students stated that TED Talks videos helped them to be more comfortable and less stressed during oral presentations. Furthermore other students mentioned that TED Talks videos were effective in improving their oral performances; while others mentioned that TED Talks videos helped them in improving their speaking and listening skill. In addition, during the oral sessions the researchers observed that the majority of students were active and enthusiasts while presenting the TED Talks videos in the majority of the oral sessions. Furthermore, most students used to interact with the teachers while discussing the ideas shared by the presenters in TED Talks videos.

Conclusion:

This section focused on the analysis of the quantitative tools used to collect data for the research. It includes the descriptive analysis of both pre and post questionnaire. Furthermore, the results of the both descriptive and inferential statistics of pre and post scale. Moreover, the section concluded with the analysis of the paired T-Test of the Pre and Post scale.

Consequently, although the study could not prove the alternative hypotheses, but it is clear the students had a decrease in all the CA subscales. Among the limitations in this study, is the time allotted for the experiment and lack of the material; as it has been started late and there were many absences and lack of attendance among the students. For this reason, this study recommends the replication of the experiment with better conditions.

Section four: Recommendations and Limitations of the Study

Introduction

The goal of this study is to investigate the effectiveness of TED Talks videos in reducing third-year EFL students' communication apprehension. More precisely, in this research, TED Talks is suggested as a new learning/teaching tool that may help third-year EFL students reduce their feeling of anxiety while delivering an oral presentation. Furthermore, a set of quantitative tools are opted for by the researchers to collect data for this research. Therefore the study is conducted with the participation of 22 third-year EFL students at the University of Bejaia; while the students are required to answer the questionnaire and scale to gather some information about students' attitudes toward TED talks, and measure their communication apprehension before and after providing them with TED Talks videos.

Hence, this study ends by reporting most of the recommendations and suggestions given by the researchers who conducted this research. Some of these recommendations are directed to teachers and learners; whereas other recommendations are for further researchers that may work on a topic that is similar to the topic of this research in the future.

4.1 Recommendations for Learners and Teachers

This study aims to reduce communication apprehension among EFL learners using TED Talk videos. After conducting this research, a set of recommendations are addressed for the learners and teachers of English as a Foreign Language. These recommendations are explained in several points:

- TED Talks is not known enough among the EFL students of our population; half of the students mentioned that they did not hear about it; subsequently, it may be not known in other populations as well. Hence, it is suggested that teachers make a session introducing the TED Talks application and describe it to their students, and to raise their awareness towards this new learning tool that can help them to develop their language performances.

- The study highlights the problem of communication apprehension; some students mentioned that TED Talks helped them to reduce some symptoms of communication apprehension that they encounter when they perform their oral presentations. Therefore, this study suggests incorporating Ted Talks videos into the curriculum; since TED Talks videos may to a great extent contribute to reducing students' symptoms of communication apprehension.
- Some TED Talks videos were not interesting for some students; since it contains worthless information that did not benefit them. Thus, it is preferable for teachers who want to use TED Talks videos as teaching material to select the videos according to the interests and needs of their students.
- The lack of teaching tools is one of the limitations that may be the cause of rejecting the hypothesis stated in the research; consequently, it's recommended for teachers that want to provide the students with TED Talks videos to use a Data Show or any multimedia or technological tools while presenting the videos, because it not only transmit the idea in a better way but also attracts the attention of the students, makes the lecture more enjoyable and more motivating.
- Subtitles can be used as a technique to help the students understand the transmitted messages in the video. The students who cannot follow the speech speed of the native can use the captions or the subtitles to keep track of the speakers. This way the students will get more benefits. TED talks videos not only can reduce CA, but also teaches vocabulary and listening since it is considered an authentic material. For this reason, if Ted Talks-based sessions are adopted, the teachers should focus on planning lectures and take advantage of these benefits.
- Group discussions during the ted talk-based sessions could help better in reducing speaking the anxiety as students start first by discussing together, then presenting the content of the video.
- Since Ted Talks is a technological tool, students are required to have some basic skills in ICTs.

4.2 Recommendations for further Researchers

This study's scope is limited to the investigation of the role of TED talks in reducing communication apprehension among third-year EFL students. However, many other topics and subjects can be derived from this research scope and that can be a subject of interest for other researchers. These research problems could not be investigated in his study, but still, they had a slight relation to this research topic.

Hence, throughout this study some research topics are suggested for future researchers who might be interested in this area. These topics can be summarised in:

- The effectiveness of TED Talks videos in developing speaking skills.
- The influence of TED Talks videos on students' oral performances.
- The role of TED talks videos on strengthening self-confidence.
- The role of Ted Talk in developing listening skills and vocabulary.

Consequently, the limitations that the researchers faced while conducting this research may be the cause of this research; for instance, the lack of teaching materials and the sufficient time needed to conduct the research experiment. Hence, this study recommends replication with the same process and the same procedures of the experiment with better conditions to check the same hypothesis.

4.3 Limitations of the Study

The researchers of this study encountered many challenges while conducting this research. The first challenge is the lack of sufficient sessions needed for the manipulation; since the sessions of the second semester were not enough for applying the experiment designed for our research. Hence we did only 8 oral sessions instead of 12 sessions at least.

- Furthermore, the lack of a control group is another limitation. The design of the study was pre-experimental; it is done with just an experiential group since we did not find another group to represent the control group (they have different teachers and different levels). Moreover, the number of students did not allow us to divide the group into control and experimental since there are only 22 students in the experimental group.
- Additionally, we encounter some troubles during the oral sessions; where some students do not watch the videos and then they do not present in the classroom.

Therefore we could not measure the communication apprehension of the students that did not present during the oral sessions.

- Finally, some of the students do not answer all the questions mentioned in the questionnaire; hence this caused some troubles in the analysis of the questionnaire. As a final point, some of the students did not attend all the oral sessions; this affected the validity of the research experiment.

Conclusion

The development of technology brought tremendous benefits to the classrooms. The EFL students can be easily exposed to a rich and advantageous input in native English that might help them in developing their English proficiency. Ted Talks application or website is one of these tools that is valuable for EFL students. This technique not only helps in raising the students' awareness about different subjects and topic; business, education, psychology, sociology, etc. but also proves a good model to learn the English language.

Therefore, according to the results achieved after conducting the research; Ted Talks is beneficial in different ways, and the students' attitudes are also positive. For this reason, this study suggested in this section some recommendations for both students and teachers who may use TED talks as learning and teaching strategy in the future. Furthermore, other recommendations are directed to the researchers and future researchers who may be interested in the topic of this research.

Conclusion

This study aims at investigating the role of TED Talks in reducing Third year EFL students' Communication Apprehension. However, this chapter concerned with the research results and the method used in the study with the recommendations of the researchers. In the first section detailed information are given about the method followed while conducting the study with the description the tools used to collect data. However, the second section focused on the analysis of the findings results; it included the statistics analysis of both questionnaire and scale, and observation checklist as well. The third section dealt with the discussion of the results obtained from the three quantitative tools; questionnaire, scale and observation checklist. Finally, the last section covered the recommendations given by the researchers after reaching the results of the study. Therefore, the recommendations are directed to both teachers, students and further researchers.

General conclusion

Effective communication is a vital aspect of our daily lives and it significantly impacts both personal and professional relationships. However, communication apprehension which is the feeling that takes place in individuals while communicating or delivering a speech to the audience, can hinder the individual's ability to communicate effectively. Hence, the proposed solution in this research to reduce this CA is through watching Ted Talks videos. Therefore, the present study aimed to investigate the role of TED talks in reducing the Third year EFL students' Communication Apprehension.

Therefore, to achieve this aim, a Pre- experimental study was conducted with an experimental group of 22 Third year EFL students at the Department of English, University of Bejaia, employing a quantitative method. During the study, a Pre- questionnaire and Pre- scale were distributed to Third-year EFL students to measure their Communication Apprehension before providing them with TED Talks videos. Then, at the end of the manipulation period, a post questionnaire and a post scale are used to measure the students' Communication Apprehension after attending TED Talks videos. During the experimental period, an observation checklist is used to observe the students' symptoms of communication apprehension during their oral presentations during the eight (8) oral sessions.

According to the results of the paired t-test, the study rejects the alternative hypothesis and proves the null hypothesis; this means that although there is a small decrease in the level of CA; the inferential results show that there is no significant difference between the overall mean of pre-scale and post scale, nor a significant difference between the means of the subscales; namely, group discussion CA, Meeting CA, Interpersonal Conversation CA and Finally Public Speaking CA. Consequently, the results of the pre-post scales comparison reject the research hypothesis which suggests that "TED Talks videos help Third year EL students in reducing their Communication Apprehension. However, the students' behaviours (according to the questionnaire and the observation findings) during the experiments showed a reduced amount of CA symptoms after being introduced to the Ted Talks videos. Many respondents claimed that due to this strategy, they could overcome some CA signs and symptoms. This might mean that if the Ted Talks was implemented for a longer period of time, their CA could have been significantly decreased.

Based on the findings and their discussion with the available literature in this field, the study generated some suggestions and recommendations for the EFL students and teachers who will use Ted Talks as a teaching and/or learning method. The recommendations also

covered some research topics in the same scope as this current research addressed to the future researchers who might be interested in Ted Talks' research area. Finally, the study also summarised the limitations that the researchers faced while conducting the present study and that might have impacted the process of research or the findings themselves. Particularly, the time allotted for the experiment and lack of materials are among the identified challenges that are considered the biggest difficulties encountered. For this reason, this study recommends the replication of the experiment with better conditions.

To conclude, this study targeted proving the effectiveness of Ted Talks as an educational tool to reduce the EFL students' Communication Apprehension. However, the study's conclusion did not support the hypothesis as there is no significant evidence to prove it. Nonetheless, the attitudes of the students towards this Ted Talks was positive and they acknowledged the numerous advantages they have gained after being introduced to it.

References

- Aeni, N., Jabu, B., Asfah, M. R., & Evar, J. S. (2017). English oral communication apprehension in students of Indonesian maritime. *International Journal of English Linguistics* 7 (4), 158-167, 2017. <http://dx.doi.org/10.5539/ijel.v7n4p158>.
- Achaleke, H. F. (2022). Impact of Authentic Videos on Students' Academic Presentation Skills : The case of TED Talks and International business Management Students in Ubon Ratchathani University. *International Journal of English Language Studies (IJELS)*. <https://al-kindipublisher.com/index.php/ijels/article/view/3414>.
- Al Jarf, R. (2021). TED Talks as a Listening Resource in the EFL College Classroom. *International Journal of Language and Literary Studies*. 3(3) <https://ijlls.org/index.php/ijlls/article/view/691>.
- Amiri, F., & Puteh, M. (2018). Oral Communication Apprehension among International Doctoral Students. *English Language Teaching* .11(2),164–171. <http://doi.org/10.5539/elt.v11n2p164>.
- Anderson, C. (2016). TED Talks the Official Guide to Public Speaking. *You Exec*. <https://youexec.com/book-summaries/ted-talks-the-official-ted-guide-to-public-speaking>.
- Arifin, N.; Mursalim, M. Sahlan, S. (2020). Enhancing Speaking Performance and Reducing Speaking Anxiety Using TED Talks. *Journal of Language Education and Educational Technology*. 5(1), <http://ojs.uho.ac.id/index.php/JLEET/article/view/6953>.
- Asyisyifa, A., Handyani, A.M. & Rizkiani. P. (2019). Students' Speaking Anxiety in EFL Classroom. *Indonesian EFL Journal*, 2(4), July 2019 pp 581-587. <http://dx.doi.org/10.22460/project.v2i4.581-587>.
- Bedaiwy, A.A. (2022). The Effects of TED Talks on Developing University Students' Persuasive Speaking Skill and Reducing Anxiety. *JSRE_* 23(3), https://jsre.journals.ekb.eg/article_240340.html.
- Booncherd, N. & Rimkeeratikul, S. (2017). Communication apprehension when speaking English (L2) : A case study of personnel in an organization taking care of public health located in The suburb of Bangkok, Thailand. *LEARN Journal : Language Education and Acquisition Research Network*, 10(1), 13-31. <https://so04.tci-thaijo.org/index.php/LEARN/article/view/135958>.

- Brahmia, H. (2020). The Influence of EFL Anxiety on Learners' Speaking Performance : The Case of second-year pupils at Zentar Slimane Secondary School, Guelma. {A Master's Degree Dissertation, University of Guelma },<https://dspace.univ-guelma.dz/jspui/handle/123456789/12705>.
- Byrne, P.R. (1997). Foreign Language Communication Apprehension of Germans Learning English : An East-West Comparison. *Texas Tech University, 1997*. <https://ttu-ir.tdl.org/bitstream/handle/2346/9985/31295012202262.pdf?sequence=1>.
- Dinillah.A. (2021). The Use of TED talks to Improve Students' Speaking skill At EFL Community in Muhammadiyah University of Makassar. *Makassar : Universitas Muhammadiyah Makassar*.https://digilibadmin.unismuh.ac.id/upload/17933-Full_Text.pdf.
- Chang, Y.G.&Huang.H.T.(2015). Exploring TED Talks as Pedagogical Resources for oral Presentations : A Corpus-Based Move Analysis.https://www.researchgate.net/publication/318787388_Exploring_TED_talks_as_a_pedagogical_resource_for_oral_presentations_A_corpus-based_move_analysis.
- Farid.M. (2019). The effectiveness of using ted talks videos in improving students' public speaking skill in senior high school. *JALL Journal of Applied Linguistics and Literacy*. 3(1), p.61-74.<https://jurnal.unigal.ac.id/index.php/jall/article/view/2642>.
- Farchurnissa, N., Noraeni, N. (2022). Speaking Interaction Problems among Indonesian EFL. *English Language Teaching* 8(1), <https://doi.org/10.24252/Eternal.V81.2022.A7>.
- Fatimayin, F. (2018). What is Communication ?. *ResearchGate*. Retrieved from :https://www.researchgate.net/publication/337649561_What_is_Communication.
- Foss, K.A., & Reitzel, A.C. (1988). A Relational Model for Managing Second Language Anxiety. *TESOL Quarterly*. 22 (3), p.437-454.<https://doi.org/10.2307/3587288>.
- Fritria, T. N. (2022). Using TED Talks In English Language Teaching (ELT) : Supplemental Resources for English Language Teaching (ELT).*Journal Ilmu Social Dan Humaniora*. 1(1).<http://dx.doi.org/10.55123/sosmaniora>.

- Handayani, R. (2018). Self Reflection of Introvert Students Towards problems of speaking English. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 27. <https://www.atlantis-press.com/article/55908997.pdf>.
- Hasanat, A. (2020). Definition of Communication Apprehension. *National University of Computer and Emerging Sciences Website*. <https://www.researchgate.net/publication/34031905>.
- Helal.D. (2019). Exploring the Role of TED Talks Videos in Improving Students' Public Speaking Skills : The Case of Second Year Master English Language Students. *MinistryOfHigherEducation*, 2020. https://www.academia.edu/44621966/Exploring_the_role_of_TED_talks_videos_in_improving_students_public_speaking_skills.
- Horowitz, E.K ; Horowitz, B. & Cope, J. (1986). Foreign Language Classroom Anxiety. *The modern Language Journal*, 70, p.125-132. <https://www.ling.ohio-state.edu/research/groups/lacqueys/readings/horowitz.pdf>.
- Khan.S.M. (2015). Influence of Speech Anxiety on Oral Communication Skills among ESL/EFL Learners. *Advances in Language and Literary Studies* 6 (6), 49-53, 2015. <https://eric.ed.gov/?id=EJ1127504>.
- Kozinska.K. (2021). TED talks as Resources for the Development of Listening, Speaking and Interaction Skills in Teaching EFL to University Students. *Neofilolog*, 201-221, 2021. https://www.researchgate.net/publication/353100737_TED_talks_as_resources_for_the_development_of_listening_speaking_and_interaction_skills_in_teaching_EFL_to_university_students.
- Kristiani, P., & Pradnyadewi, D. (2021). The Effectiveness of YouTube as Learning Media In ImprovingLearners' SpeakingSkills. *The Art of Teaching English as a ForeignLanguage*. <https://doi.org/10.36663/tatefl.v2i1.97>.
- Lhamo, T.,& Chalermnirundorn.N. (2021). The Use of TED Talks Videos to Improve ESL Speaking Skills of Bhutanese Sixth-Grades. *Phranakhon Rajabhat Research journal (Humanities and Social Sciences)*, 16(1) (January – June 2021)

https://so05.tci-thaijo.org/index.php/PNRU_JHSS/article/view/251577/170871.

- Li, X. (2021). EFL Teachers Apprehension and L2 Students' classroom Engagement. *Educational psychology* (12) – 2021. <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.758629/full>.
- Liu, M. (2021). Changes in and Effects of TED Talks on Postgraduate Students' English Speaking Performance and Speaking Anxiety. *Journal of Language and Education*. 7(3). https://www.researchgate.net/publication/356156187_Changes_in_and_Effects_of_TED_Talks_on_Postgraduate_Students'_English_Speaking_Performance_and_Speaking_Anxiety
- Meluch, A., Feehan, K., & Starcher, S. (2019). Instructor Disclosures of Communication Apprehension and Student Perceptions of Instructor Credibility in the Public Speaking Classroom. *International Journal of Teaching and Learning in Higher Education*, 31(2), p.299-309. <https://files.eric.ed.gov/fulltext/EJ1224345.pdf>.
- Merriam. (2023). Apprehension. Merriam-Webster.com dictionary. Retrieved from : <https://www.merriam-webster.com/dictionary/apprehension>.
- McCroskey, J.C. (1984). The Communication Apprehension Perspective. *Avoiding communication: shyness, reticence, and communication apprehension*, 13-38, 1984. https://www.jamescmccroskey.com/publications/bookchapters/003_1984_C1.pdf.
- McCroskey, J.C., & Beatty, M. J. (1986). Oral Communication Apprehension: A Reconceptualisation. *Communication Reviews and Commentaries*. http://www.jamescmccroskey.com/publications/bookchapters/007_1986_C21.pdf.
- McCombes, S. (2019). Sampling Method/ Types, Techniques and Examples. *Scribbr*. Retrieved from : <https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.scribbr.com/methodology/sampling-methods/&ved=2ahUKEwj01dOwrej-AhUOT6QEHex5CXsQFnoECBEQAQ&usq=AOvVaw3WTZJKujGeW6h4I7jEtzek>

- Ammara. N. Oral Communication Apprehension Among ESP Students in Algeria. *Arabic Language Literature & Culture*. Vom3(2018). <http://www.siencepublishinggroup.com/j/allc>
- Omar, B. (2022). The Impact of Foreign Language Anxiety on Speaking Abilities of Moroccan EFL Universities Students. *ATRAS Journal*, 3(2), <https://journal.amaquen.org/index.php/joqie/article/view/350>.
- Pal, D. (2021). Definition of Apprehension. *ResearchGate*. Retrieved from :<https://www.researchgate.net/publication.348442490>.
- Petry, A. C. (2016). Communication Apprehension Affects Performance. *Masters Essays*. 49. <https://collected.jcu.edu/cgi/viewcontent.cgi?article=1048&context=mastersessays>.
- Pribyl, C. B ; Keaten, J. A ; Sakamoto, M ; &Koshikawa, F. (1998). Assessing the cross-cultural content validity of the Personal Report of Communication Apprehension scale. *Japanese Psychological Research*. 40(1), p.47-53. <http://dx.doi.org/10.1111/1468-5884.00074>.
- Qomar.A.H. (2022). Using TED Talks for EFL Learners to Boost their Speaking Skill. *BELTIC2018 – 1st Bandung English Language Teaching International Conference*. <https://www.scitepress.org/Papers/2018/82195/82195.pdf>.
- Rafek, M.B., Ramli.N.H.L.B., Iksan.H.B., Harith.N.M ., Abas.A.I.B.C. (2013). Gender and Language : Communication Apprehension in Second Language Learning. *Mahfuzah Binti Rafek et al. / procedia – Social and Behavioral Sciences 123 (2014) 90 – 9* https://www.researchgate.net/publication/269957132_Gender_and_Language_Communication_Apprehension_in_Second_Language_Learning.
- Rombalski, B.L. (2021). Communication Apprehension : A pressing Matter for Students, a Project Addressing Unique Needs Using Communication in the Discipline Workshops. *{Electronic Theses, Project and Dissertation}*, 1304. <http://scholarworks.lib.csucb.edu/etd/1304>.

- Sailun, B., & Idyani, A. (2018). The Effect of TED Talks videos Towards Students Speaking Ability At English Study Program of FKIP UIR. *Perspektif Pendidikan dan Keguruan, IX (1)*. <https://journal.uir.ac.id/index.php/Perspektif/article/view/1423>.
- Salem, A.A.M.S. (2019). A Sage on a Stage, to Express and Impress : TED Talks for Improving Oral Presentation Skills, Vocabulary Retention and its Impact on Reducing Anxiety in ESP Settings. *English Language Teaching 12(6) : 146*. https://www.researchgate.net/publication/333174717_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.
- Sari, M.F. (2021). TED Talks Use in Speaking Undergraduate Students. *Journal of English Teaching and Literature. 2 (1), p.30-40*, <https://ejurnal.ung.ac.id/index.php/jetl/article/view/7319>.
- Simkus, J. (2023). Website. Simple Random Sampling Method: Definition and Examples, <https://www.simplypsychology.org/simple-random-sampling>
- Suciu, S. A. (2021). What is the Science of Communication ? A Possible Definition. *International Journal of Social and Educational Innovation, 8(16)*. https://www.researchgate.net/publication/357604434_What_is_the_science_of_communication_A_possible_definition.
- Taibi, D., Chawla, S., Deitz, S., & Marenzi, I. (2015). Exploring TED talks as linked data for education. *British Journal of Educational Technology*. <http://dx.doi.org/10.1111/bjet.12283>.
- TED : Ideas Worth Spreading. (2023). www.ted.2023.
- Terrell, K. H. (2022). TED Talk Definition. *TechTarget*. Retrieved from : <https://www.techtarget.com/whatis/definition/TED-talk>.
- Urra, J. (2006). Anxiety in EFL Classrooms : causes and consequences. *TESL Reporter 39 (1), p. 13-32*. <http://www.academia.edu/811048/>.

- Uyen.P.T.M., Hang.N.T.T., & Anh, D.T.N. (2022). The Effect of English TED Talks Videos on Oral Presentation Skill OF English Majored Seniors at Tay Do University in Vietnam . *IJARIE-ISSN(O)-2395-4396*. 8(6),https://ijarie.com/AdminUploadPdf/THE_EFFECTS_OF_ENGLISH_TED_TALKS_VIDEOS_ON_ORAL_PRESENTATION_SKILL_OF_ENGLISH_MAJORED_SENIORS_AT_TAY_DO_UNIVERSITY_IN_VIET_NAM_ijarie18711.pdf.
- Witherspoon, D., Long, C.K., & Nickell, E.B. (1991). Dropping out : Relationship of speaking anxiety to self-esteem, crime and educational achievements. *Psychological Reports*, 69(2), p.673-74, <http://doi.org/10.24/PR0.69.6.673-674>.
- Yang, S. C., & Chen, Y. J. (2006). Technology-enhanced Language Learning : A Case Study. *Computers in Human Behavior* 23 (1), 860-879, <https://doi.org/10.1016/j.chb.2006.02.015>
- Young, D. J. (1991). Creating a Low-Anxiety Classroom Environment : What Does Language Anxiety Research Suggest ?. *The Modern Language Journal*. 75 (4), p.42-439.<https://doi.org/10.2307/329492>.
- Zahriani. (2018). Utilizing TED Videos to Improve Students' Public Speaking Skills for Academic Purposes. *Ar-Raniry*.<https://repository.ar-raniry.ac.id/3793/1/Zahriani.pdf>.
- Zheng, Y. (2008). Anxiety and Second/Foreign Language Learning. *Canadian Journal for New Scholars in Education*. 1(1), pp. 1-12. <https://files.eric.ed.gov/fulltext/ED506736.pdf>

Appendices

Appendice A

Students' Questionnaire

This questionnaire is designed by Sofia Meniche and Nada Oubouchou to investigate 3rd year Bejaia University students of English attitudes toward communication apprehension as a psychological state that can provoke hard difficulties when practicing English language in front of people; as well as their attitudes towards TED Talks' application as a solution to face this problem.

Dear participants,

Our experimental research is based on investigating the students' attitudes toward TED Talks' application and its role in overcoming communication apprehension.

We will be thankful if you devote some minutes of your time to respond to our questions, furthermore we want to make you sure that your responses will be entirely anonymous, and will be used only for collecting primary data to our research.

Thank you for your participation.

Q1: How old are you? 18-20 21-25 More than 25

Q2: What is your gender? Male Female

Q3: Do you have any hobbies? Yes No

If yes, what are they?

Q4: Do you have any phobias or fears in your studies or outside your studies?

Yes No

If yes what are they?

Q5: Is English major your own choice? Yes No

Please justify your choice: Be it yes or no.

.....
.....
.....

Q6: How well do you master English language?

Extremely Very Slightly Not at all

Q7: Which skill do you master most?

Speaking Writing Reading Listening

Section2: Students' Attitudes toward Communication & Communication Apprehension.

Q8: What is the future career you want to apply for?

.....
.....

Q9: Is communication (or the speaking skill) required in this job?

Yes No

Q10: Do you like to communicate in English?

Yes No

Would you like to explain your choice (be it yes or no?)

.....
.....
.....

Q11: Are you used to make oral presentations in English inside the classroom?

Yes No

If yes, how do you evaluate your presentations?

Q14: What are the challenges you face when communicating:

- 1. Anxiety
- 2. Fear of criticism
- 3. Language barriers and cultural differences
- 4. Lack of vocabulary
- 5. Switching to other languages most of the time

Q15: What are the extra factors that may affect your communication?

- 1. The audience
- 2. The anger
- 3. Life circumstance

Q16: Could you describe in few words your state/ feelings while communicating or presenting something orally in front of others (be it teachers or classmates).

.....

.....

.....

Q17. What are the strategies that you use to reduce this anxiety?

.....

.....

.....

Section3: Students perceptions toward TED Talks.

Q18: Have you heard about TED talks? Yes No

Q19: If you know that TED Talks will contribute to reduce your communication anxiety will you use it? Yes No

Appendice B

Students' Post Questionnaire

This questionnaire is designed by Sofia Meniche and Nada Oubouchou to investigate 3rd year Bejaia University students of English attitudes toward communication apprehension as a psychological state that can provoke hard difficulties when practicing English language in front of people; as well as their attitudes towards TED Talks' application as a solution to face this problem.

Dear participants,

Our experimental research is based on investigating the students' attitudes toward TED Talks' application and its role in overcoming communication apprehension.

We will be thankful if you devote some minutes of your time to respond to our questions; furthermore we want to make you sure that your responses will be entirely anonymous, and will be used only for collecting primary data to our research.

Thank you for your participation.

Student's perceptions toward TED Talks videos in reducing communication apprehension after attending to oral sessions

Q1: How enjoyable were TED talks videos?

Extremely Very Slightly Not at all

Q2: Did you notice an improvement in your performance in classroom after watching TED Talks videos.

Yes No

If yes, in which term?.....

Q3: Did TED talks videos contributed to improve your oral performance?

Yes No

If yes, mention the level of improvement.

Extremely Very Slightly Not at all

Q4: Mention a title of a TED talks video used in oral sessions that include worthwhile information that benefited you more.

.....

Q5: Is there a TED talks video used in oral session that included worthless information that did not benefit you?

Yes No

If yes, please mention the title of this video.

.....

Q6: Did you notice an improvement in your performance while presenting in the second semester compared to your presentations of the first semester?

Yes No

If yes, please justify.....

.....

Q7: Which among these symptoms is/are reduced after watching TED Talks videos?

- 1. Strange sensation in your stomach
- 2. Shaking
- 3. Sweating
- 4. Crackling
- 5. Biting nails
- 6. Fast heartbeats

7. Fast and random movements

8. Nothing is improved.

Others.....

.....

Q8: Did TED Talks videos contributed in:

Reducing oral presentation anxiety?

Strengthening your self confidence?

Improving your speaking skill?

Developing your listening skill?

None of them.

Others.....

.....

Q9: After watching TED talks videos which among this factor you still afraid of?

Judgement Making mistakes Mispronouncing words

No one of them

Others.....

.....

Q10: How comfortable you were while presenting the summery of TED talks videos in the oral sessions?

Extremely Very Slightly Not at all

Q11: After attending to oral sessions and watching TED Talks do you feel that you are able to express yourself freely in classroom?

Yes No

Q12: Comparing your presentation at the first TED talks video in the first semester’s oral sessions with that of the last semesters’ oral session, Do you notice any improvement?

Yes No

If yes, please mention the degree of improvement.

Extremely Very Slightly Not at all

Q13: Do you think that your presentation in the exam was better than that of the test thanks of TED talks videos?

Yes No

How?

.....

.....

Q14: could you please describe your state and feelings when you presented in the first oral session and in the last one.

The presentation of the first session.....

.....

.....

the presentation of the last session.....

.....

.....

Q15: Can you provide us with any further suggestion towards the role of Ted videos in reducing your communication apprehension?

.....

.....

.....

.....

Appendice C**Students' Attitudes Towards TED Talks videos**

Dear participants,

This questionnaire is designed to gather attitudes after watching TED Talks videos students'; therefore, we will be thankful if you devote some minutes of your time to respond the statement on choosing the number that stands for your answer in the below table. Please make sure that your responses will be entirely anonymous, and will be used only for collecting primary data to our research.

The measurement is made to express your level of agreement towards the bellow statements on a scale of 1 to 5. Each of the numbers stand to a specific meaning as it is shown in the first table. Therefore, when answering the table below please choose the number that stands to your choice:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Statements	1	2	3	4	5
(1) Thanks of TED Talks videos I like oral presentations.					
(2) After watching TED Talks videos I deliver my oral presentations more comfortably.					
(3) TED Talks videos helped me to reduce stress in oral presentations.					
(4) After watching TED Talks videos I use to like to get involved in oral presentations.					
(5) TED Talks helped me to reduce stress when engaging in an oral presentation with new people.					
(6) TED Talks videos helped me to be calm and relaxed while participating in oral presentations.					
(7) TED Talks videos helped me to reduce stress when I have to participate in a group discussion.					
(8) TED Talks videos helped me to be calm and relaxed while participating in group discussions.					
(9) TED Talks videos helped me to be calm and relaxed when I am called upon to express an opinion at a group discussion.					
(10) TED Talks videos helped me to reduce the fear of expressing myself at group discussions.					
(11) TED Talks videos helped me to communicate more comfortably in group discussions.					
(12) TED Talks videos helped me to be very relaxed when answering questions at a group discussion.					
(13) TED Talks videos helped me to reduce my stress while participating in a conversation with a new acquaintance.					
(14) TED Talks videos helped me to have no fear of speaking up in conversations.					
(15) TED Talks videos helped me to reduce my stress in conversations.					
(16) TED Talks videos helped me to be very calm and relaxed in conversations.					

(17) Ted talks videos helped me to feel more relax while conversing with a new acquaintance.					
(18) TED Talks videos helped me to reduce my fear of speaking up in conversations.					
(19) TED Talks videos helped me to have no fear of giving a speech.					
(20) TED Talks videos helped me to reduce the stress that I used to feel in certain parts of my body, and after watching this videos I do not rigid while giving a speech or talking in the classroom.					
(21) TED Talks videos helped me to relax while giving a speech or talking in the classroom.					
(22) After watching TED Talks videos my thoughts do not become confused and jumbled when I am giving a speech or talking in the classroom.					
(23) After watching TED Talks videos I deliver my speeches with confidence.					
(24) TED Talks videos helped me to reduce stress when giving a speech or talking in the classroom, and resolve the problem of forgetting facts I really know.					

Appendices D

Communication Apprehension Scale

Dear participants,

This scale is designed to measure the students' communication apprehension; therefore, we will be thankful if you devote some minutes of your time to respond the statement on choosing the number that stands for your answer in the below table. Please make sure that your responses will be entirely anonymous, and will be used only for collecting primary data to our research.

Thank you for your participation.

The measurement is made to express your level of agreement towards the bellow statements on a scale of 1 to 5. Each of the numbers stand to a specific meaning as it is shown in the first table. Therefore, when answering the table below please choose the number that stands to your choice:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Statement	1	2	3	4	5
(1) I dislike participating in oral presentations.					
(2) Generally, I am comfortable while participating in an oral presentation.					
(3) I am tense and nervous while participating in oral presentations.					
(4) I like to get involved in oral presentations.					
(5) Engaging in an oral presentation with new people makes me tense and nervous.					
(6) I am calm and relaxed while participating in oral presentation.					
(7) Generally, I am nervous when I have to participate in a group discussion.					
(8) Usually I am calm and relaxed while participating in group discussions.					
(9) I am very calm and relaxed when I am called upon to express an opinion at a group discussion.					
(10) I am afraid to express myself at group discussions.					

(11) Communicating at group discussions usually makes me uncomfortable.					
(12) I am very relaxed when answering questions at a group discussion.					
(13) While participating in a conversation with a new acquaintance, I feel very nervous.					
(14) I have no fear of speaking up in conversations.					
(15) Ordinarily I am very tense and nervous in conversations.					
(16) Ordinarily I am very calm and relaxed in conversations.					
(17) While conversing with a new acquaintance, I feel very relaxed.					
(18) I'm afraid to speak up in conversations.					
(19) I have no fear of giving a speech.					
(20) Certain parts of my body feel very tense and rigid while giving a speech or talking in the classroom.					
(21) I feel relaxed while giving a speech or talking in the classroom.					
(22) My thoughts become confused and jumbled when I am giving a speech or talking in the classroom.					
(23) I face the prospect of giving a speech with confidence.					
(24) While giving a speech or talking in the classroom, I get so nervous, I forget facts I really know.					

SCORING:

Group discussion: 18 - (scores for items 2, 4, & 6) + (scores for items 1,3, & 5)

Meetings: 18 - (scores for items 8, 9, & 12) + (scores for items 7, 10, & 11)

Interpersonal: 18 - (scores for items 14, 16, & 17) + (scores for items 13, 15, & 18)

Public Speaking: 18 - (scores for items 19, 21, & 23) + (scores for items 20, 22, & 24)

Appendices E

The analysis of observation checklist

Table 47: The descriptive statistics of the observation checklist during the 3rd oral session

	The Third oral session					
	Often		Sometimes		Rarely	
Symptomes of CA	Frequency	Percent	Frequency	Percent	Frequency	Percent
Panic when the teacher ask something they did not know	13	61.9	4	19.0	4	19.0
Trembled when being called	12	57.1	5	23.8	4	19.0
Felt insecure to volunteer to answer to teacher	4	19.0	9	42.9	8	38.1
Got worried when making mistakes	8	38.1	6	28.6	7	33.3
Forget vocabulary they already know	5	23.8	9	42.9	7	33.3
Mispronunciation of words they already know	6	28.6	7	33.3	8	38.1
Making stops when communicating with teacher or students	10	47.6	6	28.6	5	23.8
Got embarrassed when someone laughed at them	6	28.6	13	61.9	2	9.5

Got worried when the teacher ask them questions	13	61.9	4	19.0	4	19.0
Communication with a low voice	9	42.9	8	38.1	4	19.0
Facing troubles in coordinating their movements with their speech	3	14.3	11	52.4	7	33.3
Losing the appropriate ideas and items	5	23.8	11	52.4	5	23.8
Facing troubles in using body language	3	14.3	11	52.4	7	33.3
Acting with unusual behaviours like beating nails	8	38.1	8	38.1	5	23.8
Having shakiness	13	61.9	4	19.0	4	19.0

Table 48: The descriptive statistics of the observation checklist during the 4th oral session

	The Forth oral session					
	Often		Sometimes		Rarely	
Symptomes of CA	Frequency	Percent	Frequency	Percent	Frequency	Percent
Panic when the teacher ask something they did not know	13	61.9	4	19.0	4	19.0
Trembled when being called	10	47.6	6	28.6	5	23.8

Felt insecure to volunteer to answer to teacher	4	19.0	9	42.9	8	38.1
Got worried when making mistakes	5	23.8	7	33.3	9	42.9
Forget vocabulary they already know	5	23.8	9	42.9	7	33.3
Mispronunciation of words they already know	6	28.6	7	33.3	8	38.1
Making stops when communicating with teacher or students	13	61.9	6	28.6	2	9.5
Got embarrassed when someone laughed at them	5	23.8	9	42.9	7	33.3
Got worried when the teacher ask them questions	9	42.9	4	19.0	8	38.1
Communication with a low voice	7	33.3	8	38.1	6	28.6
Facing troubles in coordinating their movements with their speech	3	14.3	9	42.9	9	42.9
Losing the appropriate ideas and items	5	23.8	8	38.1	8	38.1
Facing troubles in using body	3	14.3	9	42.9	9	42.9

language						
Acting with unusual behaviours like beating nails	5	23.8	4	19.0	12	57.1
Having shakiness	13	61.9	5	23.8	3	14.3

Table 49: The descriptive statistics of the observation checklist during the 5th oral session

	The Fifth oral session					
	Often		Sometimes		Rarely	
Symptomes of CA	Frequency	Percent	Frequency	Percent	Frequency	Percent
Panic when the teacher ask something they did not know	9	50.0	2	11.1	7	38.9
Trembled when being called	6	33.3	5	27.8	7	38.9
Felt insecure to volunteer to answer to teacher	4	22.2	9	50.0	5	27.8
Got worried when making mistakes	5	27.8	4	22.2	9	50.0
Forget vocabulary they already know	3	16.7	8	44.4	7	38.9
Mispronunciation of words they already know	9	50.0	4	22.2	5	27.8
Making stops	4	22.2	4	22.2	10	55.6

when communicating with teacher or students						
Got embarrassed when someone laughed at them	7	38.9	4	22.2	7	38.9
Got worried when the teacher ask them questions	4	22.2	3	16.7	11	61.1
Communication with a low voice	4	33.3	3	16.7	11	61.1
Facing troubles in coordinating their movements with their speech	3	16.7	4	22.2	11	61.1
Losing the appropriate ideas and items	3	16.7	6	33.3	9	50.0
Facing troubles in using body language	3	16.7	4	22.2	11	61.1
Acting with unusual behaviours like beating nails	3	16.7	2	11.1	13	72.2
Having shakiness	5	27.8	5	27.8	8	44.4

Table 50: The descriptive statistics of the observation checklist during the 6th oral session

Symptomes of	The Sixth oral session					
	Often		Sometimes		Rarely	
	Frequency	Percent	Frequency	Percent	Frequency	Percent

CA						
Panic when the teacher ask something they did not know	14	66.7	4	19.0	3	14.3
Trembled when being called	11	52.4	6	28.6	4	19.0
Felt insecure to volunteer to answer to teacher	6	28.6	9	42.9	6	28.6
Got worried when making mistakes	5	23.8	8	38.1	8	38.1
Forget vocabulary they already know	5	23.8	8	38.1	5	38.1
Mispronunciation of words they already know	4	19.0	9	42.9	8	38.1
Making stops when communicating with teacher or students	13	61.9	5	23.8	3	14.3
Got embarrassed when someone laughed at them	5	23.8	4	19.0	12	57.1
Got worried when the teacher ask them questions	12	57.1	3	14.3	6	28.6
Communication with a low voice	4	19.0	8	38.1	9	42.9
Facing troubles in coordinating their movements	4	19.0	5	23.8	12	57.1

with their speech						
Losing the appropriate ideas and items	8	38.1	8	38.1	5	23.8
Facing troubles in using body language	4	19.0	5	23.8	12	57.1
Acting with unusual behaviours like beating nails	3	14.3	3	14.3	15	71.4
Having shakiness	8	38.1	5	23.8	8	38.1

Abstract

Communication Apprehension (CA) is among the most challenging problems that affect EFL students' communication and interactions. For this reason, the study suggested TED Talks Videos presented in TED Talks Application (TTs) and its YouTube channel as a solution that can contribute in reducing Third year EFL students' Communication Apprehension during their oral presentations. Therefore, this study follows the procedures of pre-experimental design; it was conducted with one experimental group of 22 third Year LMD students at the University of Bejaia. This research employs a quantitative method, where three quantitative tools are used for the data collection; namely, a questionnaire, McCroskey's Personal Report of Communication Apprehension (PRCA-24) Scale, and finally, observation checklists. During the process of data collection, the pre questionnaire and the pre scale are used to measure the students' Communication Apprehension before attending TED Talks oral sessions; later, the post questionnaire and post scale are employed to measure the level of communication of the students after watching TED Talks Videos. Furthermore, an observation checklist is used to observe students' symptoms of communication apprehension during the eight oral sessions of manipulation. The results of the study demonstrate a small decrease in students' communication Apprehension after watching TED Talks videos; yet, the research hypothesis could not be proven, since the Paired t t-test did not show a significant difference between the overall means of Pre and Post scales. Besides, the results did not find a significant decrease in the group discussion, meetings, interpersonal and public speaking communication apprehension. At the end, this study provides different recommendations to using TedTalks as an educational strategy for teachers, learners and future researchers in this field.

Keywords: Communication Apprehension (CA), TED Talks Videos (TTV), TED Talks Application, EFL Third-year students, Bejaia.

RESUME

L'appréhension de la communication (CA) est l'un des problèmes les plus difficile qui affectent la communication et les interactions des étudiants EFL. Pour cette raison, l'étude a suggéré les vidéos TED Talks présentées dans l'application TED Talks et sa chaîne YouTube (TT) comme une solution qui peut contribuer à réduire l'appréhension de la communication des étudiants de troisième année EFL lors de leurs présentations orales. Par conséquent, cette étude suit les procédures de conception pré-expérimentale ; il a été mené auprès d'un groupe expérimental de 22 étudiants LMD de troisième année à l'Université de Béjaïa. Cette recherche utilise une méthode quantitative, où trois outils quantitatifs sont utilisés qui sont : un questionnaire, l'échelle de rapport personnel d'appréhension de la communication de McCroskey (PRCA-24) et enfin, des listes de contrôle d'observation. Au cours du processus de collecte de données, le pré-questionnaire et l'échelle de pré-échelle sont utilisés pour mesurer l'appréhension de la communication des étudiants avant d'assister aux sessions orales de TED Talks ; plus tard, le post-questionnaire et la post-échelle sont utilisés pour mesurer le niveau de communication des étudiants après avoir regardé les vidéos TED Talks. De plus, une liste de contrôle d'observation est utilisée pour observer les symptômes d'appréhension de la communication des étudiants au cours des huit séances orales de manipulation. Les résultats de l'étude démontrent une légère diminution de l'appréhension de la communication des étudiants après avoir regardé des vidéos TED Talks ; mais, l'hypothèse de recherche n'a pas pu être prouvée, car le test t apparié ne montre pas de différence significative entre les moyennes globales des échelles pré et post. En outre, les résultats n'ont pas révélé de diminution significative de l'appréhension des discussions de groupe, des réunions, des communications interpersonnelles et de la prise de parole en public. Au final, cette étude propose différentes recommandations pour utiliser les Ted Talks comme stratégie pédagogique pour les enseignants, les apprenants et les futurs chercheurs dans ce domaine.

Mots-clés : Appréhension de la communication (CA), Vidéos TED Talks (TTV), Application TED Talks, Étudiants de troisième année EFL, Bejaia.

ملخص

يعد القلق من التواصل احد المشاكل الأكثر صعوبة و التي تؤثر على تواصل طلاب اللغة الانجليزية بين بعضهم البعض. لهذا السبب هذه الدراسة تقترح مقاطع فيديو متداولة في تطبيق تاد تولكس و في قناة اليوتيوب الخاص به كحل لتقليل القلق

عند التواصل لدى طلاب السنة الثالثة في اللغة الانجليزية. هذه الدراسة تستخدم طريقة التجربة لجمع البيانات. حيث أجريت تجربة مع 22 طالب و طالبة من المجموعة التجريبية من السنة الثالثة جامعي في جامعة بجاية. حيث يتم استخدام ثلاث أدوات و هي الاستبيان و مقياس القلق عند التواصل و كذا قائمة لمراجعة أعراض القلق عند التواصل لدى الطلاب أثناء الحصص الشفوية. الطلبة مطالبون بالإجابة علي الاستبيان و مقياس القلق عند التواصل قبل و بعد مشاهدتهم لفيدويوهات تاد تولكس لقياس نسبة القلق عندهم. تظهر نتائج الدراسة انخفاضا طفيفا في نسبة القلق عند التواصل لدى الطلاب بعد مشاهدتهم لفيدويوهات و مع ذلك لا يمكن إثبات فرضية البحث ام المقارنة لا تظهر اختلافا كبيرا في نسبة القلق عند التواصل لدى الطلبة قبل و بعد التجربة. في النهاية تقدم هذه الدراسة توصيات مختلفة لاستخدام كإستراتيجية تعليمية للمعلمين و المتعلمين و الباحثين المستقبليين في هذا المجال.

الكلمات المفتاحية :القلق من التواصل، فيدويوهات تاد تولكس، تطبيق تاد تولكس، طلبة السنة الثالثة، بجاية