

THE USE OF TEDTALK VIDEOS ON TEACHING ENGLISH PUBLIC SPEAKING SKILL

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Abstract: Public speaking is among the most desirable skills in today's world. This skill is especially important for university students, as they need to carry out a large number of presentations in their course of study. With the rising trend of using Internet materials in teaching English language, many teachers have turned to TED talks for dynamic speech models. This article will discuss current viewpoints and characteristics of English speaking and public speaking in particular. The benefits and advantages of TED will also be investigated, as well as a detailed suggestion on how to use TED videos in a public speaking class.

Keywords: TED Talks, Public Speaking, Internet

1. INTRODUCTION

Due to globalization, English language has become the most needed language of communication. Therefore, many people from different regions focus on EFL learning for various reasons such as; interacting with others effectively. To this end, the English language is being taught in almost all over the world as a foreign language in universities and other educational institutions. In the same manner, teaching English as a foreign

language is a challenging responsibility that is why non-native speakers strive to use the proper word while speaking. As a result, the speaking skill is one of the primary skills in the process of learning/teaching a foreign language because the primary aim of the EFL learners is to be able to communicate and interact proficiently. For this reason, researchers are constantly looking for new methods to facilitate this task. In this way, we came across one of the most used tools which is ICT.

Indeed, the implementation of ICT in the classroom became vital in a way and interesting in another as it is practical for both teachers and learners. Likewise, in an EFL context learners require specific input to be able to speak fluently. So, it is necessary for EFL instructors to suggest different options, for instance Ted talks videos regarding their students' lacks and necessities. Under those circumstances, learners are expected to promote their speaking skills throughout enhancing their motivation and engagement in learning. In addition, these videos give students the possibility to practice pronunciation and enrich their vocabulary. Consequently, learners remember vocabulary easier. In this light, TED talks videos are powerful pedagogical material which enable students to acquire the target language and give them the opportunity to be exposed to native speakers and to see the natural language in use. Moreover, the proper use of TED talks videos motivates students and help them with their presentations.

2. SPEAKING SKILLS

2.1. Definitions

In language teaching and learning, the manner in which a language is used is called skills or language skills, and speaking is one of the four skills: listening, speaking, reading and writing skills. In teaching and learning a foreign language in general and English in particular, speaking is one of the most essential skills because it is said to be the basic for communication; moreover, speaking skills can be considered a real challenge to learners of English. Thornbury (2005) states that there is no synonymy

between knowing a language and being able to speak it. From the researcher's perspective, speaking skills should be attached special importance to. However, it is essential to consider the typical definitions of speaking skills by many different scholars.

According to the traditional view, speaking was a by-product of teaching vocabulary and grammar and was strengthened with tasks on pronunciation. However, the modern view considers speaking as a real skill, and the speaking skills can be divided into sub-skills and the purposes of speaking (Thornbury, 2006).

Moreover, when it comes down to speaking skills, Nunan (2003:48) is of the opinion that speaking is the productive oral skill, which is generated by the learner of a language in speech. Speaking is composed of using verbal systematic utterances to express meaning. Bailey (2005) also states that speaking is a verbal and productive skill and consists of systematically-produced oral utterances. Nonetheless, Burns and Joyce (1997) as well as Brown (1994) have a different view that speaking can be understood as an interactive process of meaning construction that is associated with producing, receiving and processing information.

Another term for "speaking" is spoken communication or oral communication. It is more immediate and natural, so speaking is in need of the parties' simultaneous presence and attentiveness (Rai, 2010).

Thus, it is reasonable to state that speaking is a verbal skill and a process of oral communication. A speaker begins to produce oral utterances, which are received by a hearer, and then are processed so that the hearer can understand what the speaker is saying.

2.2 The importance of speaking skills

Speaking is one of the four macro-skills that can be acquired in both first and second language learning settings as a medium of successful communication. Based on

the pedagogy of English as a Foreign Language (EFL), how to enhance speaking skills and build confidence between professors of undergraduate students seems to be a crucial problem. This question contributed to a qualitative research design in a standard course utilizing a task-based methodology, as an action study. The results showed that the main factors of development when communicating with the public were confidence, the variety of themes, and speaking competence. (Boonkit, K., 2010)

Whereas the two receptive skills of language acquisition and usage are known to be listening and reading, speaking and writing are the other two productive skills required to be incorporated into the creation of efficient communication. Speaking skill seems to be the most essential skill required for communication, of all the four macro English skills (Zaremba, 2006). Efficient communication through speaking provides a range of opportunities for speakers as well as corporate organizations. Efficient speech abilities, for example, result in accomplishments through formal speaking events, career development, employment interviews and several other business applications (Osborn, Osborn, & Osborn, 2008).

Zaremba (2006) also referred to a study which showed that speaking skills or communication skills were typically put ahead of work experience, motivation and academic qualifications as requirements for new job recruitment. Learners who learn English as a foreign language (EFL) typically have small chances of learning English outside the classroom (Zhang, 2009) and minimal access to English speakers or members of the international community. It may be one factor teachers should provide students with more scenarios and experiences to improve their speaking skills.

Speaking for social engagement typically happens in situations where communication output is done by an individual under various conditions. The public speaking concepts are often interlaced with the creation of speaking for special communication contexts. Ultimately, the researcher found out, in our nation the value of

studying how to communicate well is obvious, as speaking skills with which we can express our feelings, ideas and beliefs

2.3 Public Speaking

2.3.1 Definitions

According to Merriam Webster (2015), public speaking is “the act or process of making speeches in public and the art of effective oral communication with an audience.” Many experts have attempted to define public speaking. Abidin (2014) defines public speaking as the art of beautiful and effective speech during a conversation whether in private or public gatherings. Nikita (2011) states that public speaking as a process, an act, and an art of making delivering a speech before an audience. Public speaking is quite alike to presentation, where the difference is the latter is usually mean for commercial or academic environment. Parvis (2001) mentioned that public speaking includes verbal and non-verbal communication. Twenty-five percent of communication is verbal and seventy-five percent is non-verbal. Clarke (2005) has a different view; the researcher believes that non-verbal communication accounts for 93 percent, while verbal are only seven percent. Abidin (2014) state that there are various purposes for a speaker to speak in front of the public. It can be just to tell a story, to share an experience, to inform about a message, or to motivate others to take an action. Public speaking skill can be used for leadership/personal development, business, customer service, large group communication, and mass communication too. The purposes of studying speaking are to discover the knowledge of speech, the art of speaking well, and to develop the thinking ability of social life and culture. Templeton & Fitzgerald (1999) as cited in Abidin (2014) state that public speaking is having a speaker to stand before the audience to deliver a speech in a structured manner, with the purpose of either persuade, inform or entertain the audience. Based on the definitions above, it can be concluded that public speaking is the process and act of speaking or giving a lecture to a group of people in a structured,

deliberate manner intended to inform, influence, or entertain a listening audience. Public speaking is talking in front of a group of people that you know or a crowd of strangers which usually with some preparation. At least, at the end of the speech, the audience should be able to bring back a message that they can learn from the speech.

2.3.2 Types of Public Speaking

According to Schreiber et al (2013), public speaking is classified into three types; (a) Informative speech, (b) persuasive speech, (c) occasion speech. Informative speech is the first general purposes which intend to provide the audience with useful information and relevant information. It is essential to be specific and provide accurate information for successful presentation of informative speeches. The presenter will share information about a particular person, place, object, process, concept, or issue by defining, describing, or explaining (Schreiber et al, 2013).

The second is persuasive speech. In persuasive speech, the presenter will attempt to reinforce or change their audiences' beliefs, attitudes, feelings, or values (Schreiber et al, 2013). Persuasive speech can be effective when presented in the form of a story. Its goal is when succeed at convincing the audience to agree with the presenter's argument or will insight a change in previous perspective. Several occasions where persuasion is used include a sales pitch to potential customers, a politician's campaign speech, or a debate during a public forum. The third type of public speaking is occasion speech. Another term for special occasion is ceremonial speech (O'Hair, Rubenstein, & Villagran, 2007; Scholl, 2013). Special occasion speech or ceremonial speech is one that is prepared for a specific occasion and for a purpose dictated by that occasion. Special occasion speeches can be either informative or persuasive or, often, a mix of both. Occasions speech would be presented include a report presented to coworkers, a teacher presenting information to his or her class, and a training session for a job (Schreiber et al, 2013).

2.3.3 Basic structure of public speaking

The organized message can make listeners more easily make sense of what the speaker say as well as follow the flow of ideas. According to Griffin (2008), a well-organized speech conveys the idea that the speaker has good sense and listeners will more easily remember what he said. Like all communication, public speaking is a transactional process, a process whose elements are interdependent. Each element in the public speaking process depends on and interacts with all other elements. It will be a good speech if the speaker understanding and including those elements, so it will be delivered properly. Schreiber et al (2013) argues that there are three important basic structures in public speaking, which consist of introduction, body and conclusion.

Introduction is the first part of speech. The speakers have to gain the listeners' attention, establish a connection among self, the topic and the audience. The speaker also has to orient the audience; tell them what you are going to talk about and make sure the speech is essential to your audience needs to know.

The main content in speech is the body. In this part, there is organization that includes the pattern of the speech. On the content of speech, also need transition. Transition is use to break your speech form point to point, from one issue to the next. Usually, the speaker shows it verbally by using transition words like “next,” “first,” “finally,” “moving on,” and many more. In body part, the points should build on each other, combining into one grand whole. Start from simple to more complex and ending with the most powerful. At some point, a speech should come to a head. The speaker needs to peak audience's emotion, and the speaker should largely fulfill the purpose in giving the speech. This is the hardest part of speech writing.

The last part in speech is conclusion. A well-constructed conclusion will make the kind of impression and accomplish the goals of your speech. The speaker need to provide transitional statement to signaling the audience that speech is going to close.

Transitional statement is like “to conclude,” “to summarize,” or “now we have seen,” The last sentence should be strong and need to resonate with the audience and leave them feeling that the speaker was fully prepared (Sandmann, 2013).

2.3.4 The importance of public speaking

Public speaking will provide with training in a variety of personal and social competencies. For example, cover such skills as self-awareness, self-confidence, and dealing with the fear of communicating. These are skills that you will apply in public speaking, but they will also prove valuable in all of your social and professional interactions. According to Ericson & Gardner (1992) as cited in Jonathan (2015) states that effective public speaking skills contribute to academic success. Bodie (2010, p.71) as cited in Abidin (2014) said that Competence in public speaking is paramount to student success in and out of the classroom because public speaking is seen as a necessary part of both college and work responsibilities. Effective speakers are more likely to be successful in workplace. They are more confident, empathetic and professional. They stand out from competitors and gain more respect from peers and clients (Bass, 2010). On the other hand, poor public speaking skills may hinder career development (Richmond & McCroskey, 1998, as cited in Jonathan, 2015).

2.3.5 Benefits of public speaking

Academic presentations are important, yet challenging, tasks for English for Academic Purposes (EAP) students. No matter what one’s ambitions and interests are, developing public speaking skills will benefit a person’s personal, and professional (Nikitina, 2011).

According to Schreiber et al (2013), public speaking has some benefits. The ability to speak in front of others with natural grace and authenticity will help us expand our social circle, build strong relationship successfully, and make new friends. It also

can increase self-confidence (Grapsy, 2013), improving communication skills, increasing organizational skill, greater social influence, enhancing ability to listen, greater possibility of meeting new people, lesser anxiety and fear when speaking in front of others, improving memory, enhancing persuasion ability and greater control over emotions and body language (Nikitina, 2011).

In professional life, it is believed that public speaking form increasing 70% to be involved in jobs nowadays (Aras, 2012, as cited in Schreiber & Hartranft, 2013). According to Nikitina (2011), developing your communications and learning to speak in public will give you many practical benefits. It will open new opportunity for career advancement, positions you as an authority, set you apart from your competition, attract the right costumers to your business, presents technical or business information effectively. It also allows you to effectively market your business, improves internal communication, helps you to easily assume leadership and train others, increase employee productivity, prepare for spontaneous speaking challenges, motivates and persuades other people to reach and attain professional goals, makes you a desirable guest on local, regional and national conferences, seminars and public speaking events. In public area, learning about public speaking will allow a person to participate in democracy at its most basic level. Public speaking is important in creating and sustaining a society. Even if we do not plan to run for office, learning about public speaking helps us to listen carefully and critically evaluate other's speeches. In fact, listening and critical thinking allow us to understand public dilemmas, form and opinion about them, and participate in resolving them (Goddu, 2013; Russ, 2013 as cited in Schreiber et al, 2013).

2.3.6 Basic principles in public speaking

According to German et al., (2001), there are four principles of effective public speaking; audience centered, organized appropriately, written clearly, and presented compellingly.

The first principle, being audience centered, means that effective public speaking relies on understanding who the audience is, and once this is known, developing a speech that is appropriate to that particular audience. Being audience-centered means considering who your audience members are and how your message can best be tailored to their interests, desires, and needs (Reinard, 1988 as cited in Sellnow, 2004). The most basic information that needs to be know about any potential audience is the demographic diverse, such as age, ethnicity, gender, and education level. It is may influence the audience's perception of the speaker's message (Shaw, 1997 as cited in Sellnow, 2004). Always consider the audience when selecting a topic and developing the content, when organizing the structure, and when rehearsing the delivery, as well as when actually presenting the speech.

In speech, you will demand to write a good content and appropriate organization. According to Sellnow (2004), content is the actual ideas in your speech; the main topic and purpose, the ideas and information you include to support each main point, and the connection you make directly to listeners throughout. Effective public speeches need to be organized appropriately both for the topic and for the potential audience. Traditional views of public speaking call for speeches to contain an introduction, body, and conclusion. Sellnow (2004) states that the process of organizing a speech begins when the speaker determines a specific purpose, identifies the central idea, and settles on the main points. Once this is accomplished, the speaker can then choose from a variety of traditional organizational patterns. These patterns include chronological (following a time pattern), spatial (following a directional pattern), causal (organizing points to show a cause-and-effect relationship), problem-solution (showing the existence of a problem and then providing a solution to it), and topical (dividing the speech into subtopics). One of the most famous organizational patterns for public speeches was developed by Alan H. Monroe and is called the "motivated sequence" (Verderber et al., 2014). It is particularly well suited to persuasive speeches.

Effective speeches must also be clearly written. A well-organized speech is useless unless the audience understands the message that is being communicated to them. One of the most important ways to ensure clear writing is to make sure that the vocabulary used in the speech is appropriate for the particular audience (Sellnow, 2004). A public speech must also be delivered compellingly to be effective. Listeners often are more persuaded by the manner in which a speech is delivered than by the words used (Decker, 1992, as cited in Sellnow, 2004). Delivery refers to how you present your message. Using nonverbal cues such as the voice and body can help, but you must use nonverbal appropriately. A speech does not have to be overly dramatic or theatrical to be effectively compelling. Instead, an effective delivery should be sincere, honest, straightforward, and dynamic. Varying vocal pitch, speech, and volume are effective devices for keeping the attention of an audience. However, an overemphasis on these aspects can be disastrous and can make the speaker seem phony or insincere. It is a good rule of thumb for a speaker to remember to talk to the audience as if he or she were talking to one person at a time. A speaker should try to convince the listeners that he or she is competent to speak on the topic and that he or she is sincere in wanting the listeners to understand the message. Presentational strategies should also be developed that can be used to respond to feedback from the audience. If the audience seems restless or confused, the speaker should be able to change the message to include more examples or to shorten parts of the planned presentation that seem to be repetitive. More interesting graphics or the use of more vocal variety may help get the audience more involved with the message. Again, audience analysis before the public presentation can aid the speaker in developing strategies to cope with various reactions from the "real" audience.

3. TED Talks

3.1 Definition and general information

TED is a private, non-profit organization founded in 1984. TED Talks is a site that distributes quality videos with ideas that are worth distributing and one of the most popular sites to study in presentations (Cong-lem, 2018). Many videos have been published by TED Talks, which initially only focused on technology, entertainment, design but now Ted Talks has several new genres such as business, science, and global issues that must discuss (Nurmukhamedov, 2017). TED stands for "Technology, Education, Design" and the name is worldwide throughout the slogan "ideas worth spreading." The videos on TED Talks are available on the website and on the YouTube TED Talks channel account using transcriptions that are already available ie more from 1,900 speakers who have transcriptions in their videos, and also available translations from volunteers with 107 languages available. TED Talks video resources (Video, Audio, Transcription and Translation) can be accessed free of charge on the website or on the Youtube Channel. The material is available on TED Talks for academic and non-commercial educational purposes as long as it is run correctly and the talks in the video are not edited (Hasebe, 2015)

In addition, TED Talks has many features within the video, namely transcripts and translations provided, so students can understand what is presented by the speaker. Transcripts and subtitles already exist in the video and are also available in various languages for subtitles (Park, Sun-Mih, 2013). Available transcripts can be download by students, and make it easier for students to understand a lot of exciting and creative content such as students who are interested in watching it. Speakers in TED videos generally have excellent presentation skills, because, they can use all aspects of language, starting with body language that is only understood by the audience. TED Talks can also improve their language skills; speakers have different English accents so students can learn various accents from each country (Park, Sun-Mih, 2013). The video presented to the audience is a variety of real-world problems that exist or are busy being discussed by the general public.

3.2 General advantages of TED Talks

TED Talks favor whole person development and challenge students and help them grow personally and professionally. Students can go to TED.com or YouTube and watch high quality presentations (Grandgenett, 2012). The videos help viewers develop a global perspective and become allrounded. Watching TED talks helps improve teaching quality. Grandgenett (2012) said, when teachers watch educational TED talks, they can improve teaching skills. Unlike over-structured academic lectures, TED talks focus on new ideas that grab and keep attention (Romanelli et al., 2014). Students may find traditional lectures boring and predictable. Playing short TED talk videos in class can regain attention and encourage group discussion. Rather than showing slides full of bullet points, teachers can learn to make only one point for each slide. The storytelling style shows teachers how to maintain the attention of students. TED talks also encourage teachers to rehearse their lesson beforehand so they can avoid reading slides all the time (Romanelli et al.,2014).

3.3 Benefits of TED Talks in Public Speaking

TED speakers are chosen for their ability to communicate ideas clearly (Romanelli et al., 2014). These speakers serve as role models for students to improve public speaking skill. Watching TED Talks can help students learn how to grab and keep people's attention (Sugimoto et al., 2013). Students can become better speakers who spark interest and curiosity (Romanelli et al., 2014). The TED website provides the best talks on diversified topics. When students watch presentations, they are most interested in, they pay more attention and improve public speaking more effectively. TED Talk videos spark curiosity, improve students' attention span and promote learning (Romanelli et al., 2014). As a result, students pay more attention in class and get higher grades. TED talks raise the standard of public speaking. TED speakers who express ideas well are perceived as more successful and popular (Sugimoto et al., 2013). This phenomenon shows that effective

communication skills are the key to academic and career success. While there are many benefits of TED talks, a number of authors (Shea, 2014) claimed that TED speakers often condense research and ideas for the sake of convenience and entertainment. Romanelli (2014) said that over simplified ideas may discourage learners from analyzing information. According to the researches on TED talks, the researcher concluded that TED talks could improve student presentation skill, show students how to interact with the audience, raise the standard of public speaking, increase students learning motivation, encourage completely personal development, improve teaching quality, and increase the attention span of students.

4. SUGGESTED USES OF TEDTALKS IN TEACHING PUBLIC SPEAKING SKILL

The activity below could be used in a professional public speaking class, whose specific learning objectives includes showing students how to present stories, statistics, and other types of support meaningfully.

Activity: Part One (60 minutes)

The instructor begins class by asking students the types of support they might use in a presentation: definition, quotation, vivid imagery, visualization, demonstration, narrative, analogy, and statistics. Then the instructor plays TED speech excerpts between 30 seconds and 3 minutes, each of which demonstrates a different form of support. After students watch each clip, the instructor facilitates a short discussion and asks students to (a) identify the type of support featured most prominently in each excerpt, (b) identify what made the support memorable, (c) brainstorm other ways to make the support memorable, and (d) describe for what speaking purpose the exemplar is most suited. Students contribute relevant insights about what makes the TED excerpt memorable, yet the instructor may wish to augment the discussion with research findings cited below.

Students take notes during the discussion and receive a summary of tips for making each supporting point memorable after the discussion.

Activity: Part Two (40 minutes)

After analyzing each TED clip, students are invited to apply lessons learned in their own extemporaneous speech. In groups of seven, each student selects an index card with a different form of support (e.g., visualization, analogy). Students have eight minutes to prepare a two-minute extemporaneous speech about the same topic—the most critical global issue. They should feature most prominently the type of support they have drawn. Students are encouraged to research information—such as statistics about their chosen issue—online, and are reminded that information from their own lives may be relevant (e.g., a friend’s witty quotation). During each speech, students take notes about the characteristics that made the supporting points memorable or could make them even more compelling. After each speech, students guess the form of support the speaker was trying to convey.

After all students have delivered their speeches in small groups, the instructor reconvenes the class and conducts a debriefing session: What struck students as most memorable from their peers’ speeches? How did speakers use support meaningfully? How could their supporting points have been more compelling? Were some forms of support more suited to the topic than others? As speakers, what challenges did they face in using particular forms of support, and how could they overcome these challenges in future presentations?

CONCLUSION

For EFL teachers, especially for university teachers, applying TED Talks video can help students’ public speaking skills. Teachers should use TED Talks video to teach public speaking techniques. The students can learn from video how to use body language

properly, convey the speech compellingly, use appropriate humors and organize well speech structure. It can help students learn and improve in the aspect of public speaking, by the content and delivery style. TED video can also help students develop a better perspective towards life (Jonathan, 2015, p.37). By watching TED Talks, students could discover the impact they want to make in the world

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SỬ DỤNG VIDEO TEDTALK TRONG GIẢNG DẠY KỸ NĂNG THUYẾT TRÌNH TIẾNG ANH

Tóm tắt: Thuyết trình là một trong những kỹ năng được coi trọng nhất trong xã hội ngày nay. Kỹ năng này đặc biệt quan trọng đối với sinh viên đại học, vì họ cần thực hiện một số lượng lớn các bài thuyết trình trong quá trình học tập. Với xu hướng sử dụng tài liệu Internet trong giảng dạy tiếng Anh ngày càng tăng, nhiều giáo viên đã chuyển sang sử dụng các bài nói chuyện của TED như một công cụ để minh họa cho các kỹ năng thuyết trình. Bài viết này sẽ phân tích các quan điểm và đặc điểm của việc nói tiếng Anh, đặc biệt là kỹ năng thuyết trình. Những lợi ích và ưu điểm của TED cũng sẽ được thảo luận, cũng như gợi ý chi tiết về cách sử dụng video TED trong lớp học kỹ năng thuyết trình bằng tiếng Anh.

Từ khóa: TED Talks, kỹ năng thuyết trình, tiếng Anh