



Reducing Public Speaking Anxiety Among EFL College Students Through Shadowing Ted Talks

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ABSTRACT

Public Speaking Anxiety is a nightmare for every EFL learner as it requires them to speak in front of an audience inducing fear and problems accompanied with this apprehension. The study is an exploration intended to assess the effectiveness of the intervention of 'Shadowing TED Talk' on the Public Speaking Class Anxiety among EFL undergraduate students. The present study adopted a Quasi - experimental research design. 70 EFL undergraduate students were selected for the study. 34 Students were grouped in the Experimental group and 36 students were in the Control group. Within-group, Between-group, Pre-test and Post-test design were adopted. The Public Speaking Class Anxiety Scale (PSCAS) was administered pre-and post the study to both the groups. The findings and analysis ascertained that the intervention of Shadowing TED talks is significant and effective in lowering the anxiety levels in EFL learners of a public speaking class. The findings reflected a statistically significant difference in anxiety levels at the beginning of the study favouring low levels after shadowing at the end of the study. Using the technique of 'shadowing an online tool such as a TED talk' between the control group and Experimental group, the findings demonstrated that there were statistically significant differences between the Post-test PSCAS scores of the control group and the experimental group.

Keywords: Public Speaking anxiety; Shadowing; Ted Talk; Online tool, EFL Learners.

Introduction

The importance of public speaking cannot be underlined enough for business professionals, whose success and career path depends largely on their ability to communicate orally with their colleagues, superiors or underlings. Clear and confident communication of ideas determines personal and professional success and is the main reason employers and prospective employers have rated oral communication skills as amongst the most important qualities in an employee in respect to effective job performance (Brink & Costigan, 2015).

India being a multilingual country, Indian students need to develop this requisite speaking proficiency in a foreign language i.e., English, in order to meet the needs from various job sectors. Thus, students who learn and become proficient in communicating in English are often the preferred applicants for jobs in a whole range of fields. However, Foreign language speaking anxiety (FLSA) many times negatively affects and is responsible for the low performance of foreign language learners and has been listed as one of the most obvious obstacles faced by speakers of foreign languages (Arnold, 1999; Alsowat, 2016; Abrar, 2017; Ariyanti, 2017; Bashori et al. 2020; Male, 2018). As Bashori et al.(2020) reported, speaking a FL may present a challenge for language learners because it is considered to be one of the most challenging dimensions of language learning in comparison to other abilities. "Foreign language speaking anxiety is one of the most negative psychological hinders for many EFL Learners" (Maouche, 2010, p. 8). EFL learners are typically more anxious which is the result of a popular belief as stated by Bashori et al.(2020), that "among the four language skills, speaking is the most anxiety- provoking skill".

Anxiety is defined as a state of uneasiness and apprehension of fear caused by the anticipation of something threatening. The American Psychological Association (APA) defines anxiety as "an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure". Horwitz defined this emotional state as "the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system."(Horwitz et al., 1986, p. 125). He further categorised Foreign language learning anxiety as a situation-specific anxiety. MacIntyre and Gardner (1991) recognized three approaches for studying anxiety: trait anxiety, state anxiety, and situational anxiety. Therefore, it is necessary to comprehend the three types of anxiety that impact the language learning process.

Trait Anxiety

Dörnyei and Ryan (2015) define trait anxiety as "a stable predisposition to become anxious in a cross-section of situations" and therefore a person with trait anxiety can become anxious in any situation.

State Anxiety

State anxiety refers to the situation that causes individuals to become anxious. As Spielberger (1983) defines it "as an apprehension experienced at a certain moment, such as prior to an examination". Taking this into consideration, the more a person's trait anxiety, the greater the level of state anxiety he or she may experience. MacIntyre and Gardner (1991) complement this concept by arguing that "individuals who are prone to experience anxiety in general (i.e., who have high levels of trait anxiety) show greater elevations of state anxiety".

Situation Specific Anxiety

Situation specific anxiety refers to anxiety associated with a specific situation. Scholars have agreed that foreign language anxiety is a situation-specific anxiety distinguished from trait anxiety and state anxiety (Gardner, 1985; Horwitz et al., 1986). This perspective therefore treats public speaking as a "well defined situation or context".

Horwitz (2010) also revealed that learners' shyness, fear of public speaking, fear of judgments and test anxiety can be listed as the top factors that may lead to this barrier. Fear of foreign languages speaking, moreover, can be caused by some reasons divided into internal and external factors. As for internal reasons, low self-esteem, shyness, fear of making mistakes and demotivation were the main affective factors that can

result in anxious foreign language speakers. Regarding the external factors, the learning environment, lack of readiness and methods of teaching were listed among the contextual obstacles that triggered anxiety among learners (Male, 2018, Quyen et al., 2018; Oteir & Al-Otaibi, 2019). Hence, it was recommended that foreign language educators should strive to devise trends that assist in minimizing the effects and consequences of this issue (Oteir & Al-Otaibi, 2019). That anxiety can be triggered by sensitivity and low self-efficacy was the main focus of a study by Nevid et al. (2005). In the Indian context, in an EFL class, public speaking anxiety is a major psychological factor that affects the process of a student performing smoothly and fluently in speaking skills. Consequently, learners in an EFL class are reluctant to speak and practice the use of foreign language and shy away. According to Huei-yu Chen (2007), for students to learn they must first want to learn and believe that they can learn. They must have not only the motivation to learn but also the confidence in performing the given learning task. However, due to public speaking anxiety students do not believe in their abilities to perform the learning tasks. Innovative pedagogy that addresses the dimensions of foreign language speaking anxiety on the part of the instructors is necessary. The purpose of the present study is:

1. To investigate the effect 'Shadowing Ted Talks' has on public speaking anxiety among students in an EFL class.
2. To determine whether students believed they were feeling less anxious in public speaking after Shadowing Ted Talks.

The current study aimed at answering the following questions:

1. Does Shadowing Ted Talks have any effect on EFL students' public speaking class anxiety?
2. Do EFL students Shadowing Ted Talks, experience less public speaking anxiety at the end of the semester as compared to the beginning of the semester?
1. Are there any statistically significant differences (at $\alpha = 0.05$) in students' public speaking anxiety and public speaking self-efficacy that can be attributed to the teaching technique (Shadowing Ted Talks)?

In line with the above question, the following null hypothesis is formulated:

1. H₀ Shadowing Ted Talks has no significant effect on EFL student's public speaking class anxiety

Public speaking is not an inborn skill and like all skills it must be learnt through practice and training. Educators therefore have recognised that this is a vital skill and EFL students have to be trained. Accordingly, business schools/Graduate Programs in India have communication courses across the curriculum at the core of their educational policy. EFL Students need to know how to organise their oral discourse, while exerting persuasion, being able to make others share their vision. The mere presentation of facts, figures or pieces of information is never sufficient to be persuasive, so EFL teachers have to teach students, besides how to select and organize information, how to use para-verbal and nonverbal communication. But Public speaking is also a situation where a student becomes the focus of attention and has to address an audience. This mostly leads to the sympathetic nervous system of his/her body getting activated thus leading to experience emotions like fear and anxiety and the behaviour that goes with it like sweating, stammering, nausea etc. It is clear that anxiety is a crucial point to consider in learning a foreign language especially due to its emotional, physical, and psychological impediments on learning and practicing the language. Anxious learners therefore would

be less willing to practice. Most of them try to avoid situations where they have to perform or speak in public, but when unavoidable, such situations are endured by distress. According to Luca (2001), “Many people who converse easily in all kinds of everyday situations become frightened at the idea of standing up before a group to make a speech”(p.9). MacIntyre (1999) found that there exists a cyclical relation between anxiety, competence, and performance. His findings reflected that anxiety affects the cognitive domain and as a result of that performance is harmfully affected causing "negative self-evaluation and more self-depreciating cognition which further impairs performance" (p. 92). By this process, anxious learners would experience the same every time they practice. The task of the EFL teachers therefore is to support students in realising that they are not the only ones who may be going through these emotions and in fact, almost every student who has a speaking assignment feels the same and that the anxiety is a psycho-physiological state which is normally experience. In this scenario though, the EFL teachers have to device pedagogy that will assist in coping with this speaking anxiety.

Professionals are expected to regularly keep on improving their communication skills. Verderber, Sellnow and Verderber (2011) state, “Public speaking, a sustained formal presentation by a speaker to an audience, is simply one form of human communication. So learning to be an effective public speaker will help one to be more effective in other communication settings as well” (p.2). A change in confidence, speaking style, intonation pattern and the rest can result in a positive change in professionalism and personality. According to health care professionals are of the view that, “The verbal register, intonation, articulation, pronunciation, tone, rhythm, dialect define the character of the communicative impact as positive or negative depending on whether they facilitate or hinder the achievement of communicative purposes” (Verderber, Sellnow and Verderber (2011). Teachers can help to overcome this problem by supporting learners’ practice in small groups of peers.

To address and overcome speaking anxiety in an EFL classroom, various methods are being explored. One such technique experimented on was the use of ‘shadowing’. Shadowing technique is a language learning technique developed by the American Professor Alexander Arguelles in Germany, which means learners attempt to repeat--to “shadow” -- what they hear as quickly and accurately as they hear it. According to Manseur (2014) shadowing as a technique involves listening to an audio or tape and emulating it simultaneously. So, in shadowing technique for public speaking, the students learn based on the media like audio or video from native speaker.

In this paper the researcher has gone a step further to not only repeat what they hear but also imitate the gestures, posture and other aspects of body language. For this a Ted talk was chosen as it could be closest to shadowing the speech and body language of the speaker. It is assumed that in the process of shadowing a Ted speaker, a student will model their presentations accordingly, which will give them the confidence to believe that they are learning public speaking in the right direction. This in turn empowers them with confidence that ‘they can’ deliver presentations with minimal anxiety.

The present study is an attempt to investigate the effect of shadowing Ted Talks on Public speaking Class anxiety and Public speaking self-efficacy. The interpretation of this study should be subject to the following limitation and delimitation.

First, findings cannot be generalized beyond variables. Then, it was carried out in one institute in Mumbai. Also, the learners who were the participants of this study were at the First-Year Undergraduate level. They were above average as determined by their grades in the past year and their mother tongue was Gujarati. Additionally, the study was done in twelve sessions, over the period of one semester, otherwise, the result could change with more exposure and practice. Finally, the limitations of this study were some factors such as, student's personality, traits, cognitive variables and their learning experience.

Review of Literature

As ESL /EFL learners, speaking skill is of paramount importance as it reflects their ability to communicate in a second language. This involves actively delivering a message or explaining thoughts and feelings by formulating words and creative symbols in that language. This therefore is a skill highly desired by many second and foreign language learners (Nunan, 2003). When a learner can speak a language, he or she can be projected as one competent in speaking the language (Celce-Murcia, 2001). Developing speaking skills also means deriving meaning which involves creativity and processing information (Burns & Joyce, 1997; Brown, 2001; Thornbury, 2005). While developing the learners' spoken language is crucial for communication, foreign language teachers must admit that multiple factors consisting of complex and affective aspects, interfere all along this process, such as self-confidence, motivation and anxiety (Krashen, 1982). Anxiety as an emotional state is defined as "the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system." (Horwitz et al., 1986, p. 125). Thus, the interaction between foreign language learning and anxiety can lead to a type of anxiety known as Foreign Language Anxiety (FLA). When learners of a foreign language feel worried or stressed out about learning and using a foreign language their negative feelings are usually urged leading to the FLA (P. D. MacIntyre, 1999). Foreign language speaking anxiety has also been considered a major factor that can negatively impact oral production and communication. It has also been listed as one of the most evident obstacles faced by speakers of foreign languages (Arnold, 1999; Alsowat, 2016; Abrar, 2017; Ariyanti, 2017; Bashori et al. 2020; Male, 2018). Fears, nervousness, insecurity and lack of self - confidence are aspects that have a negative effect in language learning as concluded by Oxford (1990) and Von Worde (2003). Similarly Nevid et al. (2005), stated that anxiety can be triggered by sensitivity and low self-efficacy. A learners' shyness, fear of public speaking, fear of evaluations and test anxiety are listed as the top factors that may lead to this barrier. (Horwitz 2010).

Besides these internal reasons of anxiety and low self-efficacy, external reasons such as the methods of teaching were listed among other contextual obstacles that triggered anxiety among learners (Male, 2018, Quyen et al., 2018; Oteir & Al-Otaibi, 2019). Hence, it was recommended that foreign language educators should strive to devise trends that assisted in minimizing the effects and consequences of this speaking anxiety (Oteir & Al-Otaibi, 2019). In one such study Cepni et al. (2022) investigated the potential of asynchronous video-mediated oral book report assignments to enhance learners' spoken performance and decrease their speaking anxiety. The participants were 42 B1 level preparatory students from the English Language Teaching department who were taking skills-based intensive English education in Turkey. The results indicated that regular video-mediated asynchronous oral book reports helped the participants develop their speaking performance and decrease their speaking anxiety over time. Tuyet & Khang (2020) found that

Video-mediated communication tools played a pivotal role in developing students' oral presentation skills. The results of the investigation by Abuhussein Qassrawi and Shaath(2023) on the effectiveness of using online speaking tasks on lowering the anxiety level of students whose attitudes were also surveyed towards the online learning-teaching technique, revealed that there were statistically significant differences in the level of speaking anxiety between the control and experimental groups in favor of the control group (higher level of anxiety). The semi-structured interviews that followed showed positive attitudes towards the online speaking task experience. The interviewees have indicated that delivering speaking tasks online has made the speaking task less stressful and less anxious.

After the switch to online and blended learning during the COVID-19 crisis, technology and online educational platforms were conceived by many educators as promising alternative options that can promote foreign language and learners' language skills, particularly, speaking skills.(Mohammed,2022).The impact of technology and online programs can have a significant role in decreasing levels of anxiety while speaking a foreign language. Ataiefar and Sadighi (2017) emphasized that using technology can increase learners' fluency and oral production. This was also confirmed by De Vries et al. (2015) and Mohammed (2022) that CALL technologies can foster speakers' oral skills and facilitate their fluency. Integrating technology in the context of foreign language speaking anxiety was asserted as a significant technique in studies. Bashori et al. (2020), for example, conducted a study to investigate the presence of foreign language speaking anxiety among Indonesian students during speaking English and examined the effect of utilizing web-based language learning (Automatic Speech Recognition). The findings of a study by Gruber and Kaplan-Rakowski (2022) on the potential effect of virtual reality (VR) that stimulated real-life experiences on the amplification of foreign language anxiety revealed a significant regression in the degrees of speaking anxiety associated with the VR technology in contrast with the Zoom sessions. In yet another study, Hanafiah et al. (2022) investigated the impact of CALL on vocabulary learning, speaking skills and foreign language speaking anxiety, the findings of which showed that the experimental group, which was taught using CALL programs, outflanked the control group with less amount of speaking anxiety. Alamer et al. (2023) in their study showed how using What's App can influence language learner students' self-motivation and achievement and decreases foreign language learning anxiety.

Shadowing

Since early 1980s, shadowing has been applied to the English teaching in China and has acquired great achievements. Ye Guigang (1983) pointed out that the shadowing exercise requires learners speak while listening and they should strive to keep up with the speed of the recording, almost making the sounds at the same time. Learners must be highly focused and agilely make corresponding responses through imitating pronunciation loudly, which contains both the information input and output processes. According to Lambert (1991), shadowing exercise technically is a rhythmic acoustic tracking task that requires the practicer to make instant sounds to the sound stimulus signal. Hamada (2016:a) who conducted research with the title "An Effective Way to Improve Listening Skills through Shadowing" found in his study that learners' listening comprehension skills improved more when combining different difficulties of learning materials alternately. An improved listening ability was also found in research by Tamai, in Yonezawa & Ware (2008: 1256) showed that shadowing produced positive effects over a three-month period, especially for middle and lower-

level students. Higher level students showed less improvement, probably because of their familiarity with the language (p. 44-45). A study on the effect on shadowing on reading skills was undertaken by Nakanishi & Ueda (2011:12) who conducted research with the title “Extensive Reading and the Effect of Shadowing”. Their second research question asked whether or not shadowing could enhance the effects of extensive reading. When compared with the ER class, the ER-and-shadowing class showed more gains on post-test scores, indicating that shadowing seemed to enhance the effects of extensive reading. In his study of Shadowing Exercise on Improving Oral English Ability for Non-English Major College Students (Wang 2017), the post-experiment questionnaire survey of 20 subjects in the experimental group showed that after the experiment 18 (90%) students thought the shadowing exercise was interesting. 19 (95%) students said their oral English fluency had been greatly improved. 20 (100%) students all thought their oral English ability had been enhanced. 17 (85%) students believed the shadowing improved their confidence and interest in speaking. And 17 (85%) students said they would continue to use the shadowing exercise to practice oral English in the future. From all above, the shadowing exercise exerted a positive effect on improving oral English ability. With the above studies showing promise with the use of ‘Shadowing’ in language skill development the researcher decided to study if this technique could also be effective in reducing speaking anxiety while delivering formal presentations.

TED Talks

Existing academic literature on the inclusion of TED (Technology, Entertainment, Design) Talks as pedagogy is scant and not very prolific. Nevertheless, some studies highlight the potential of TED Talks in the educational field. That TED Talks could promote student motivation and be integrated into class lectures, discussions, and activities was concluded by Rubenstein (2012). This was echoed by Loya and Klemm (2016) who highlighted TED Talks as enhancing engaging and eye-opening discussions among students and faculty. The results obtained by Samuel López-Carril, Vicente Añó and María Huertas González-Serrano (2020) on the educational potential of TED Talks in the context of sport management found through YouTube and LinkedIn the introduction of TED Talks proved a valuable learning experience in a sport management course. With the aim of developing oral presentations skills, Stout (2019) introduced TED Talks as an assignment in a Physical Chemistry course. The results were promising with a positive impact in the presentational performance, active interaction and engagement and enhanced learning. In a similar study Hayward (2017) incorporated two TED Talk assignments into a public-speaking course. The students had to watch some TED Talks and then they had to do a TED Talk analysis speech through a written assignment. Post that, they had to prepare and present a TED Talk to the rest of the class and to external guests. Hayward reflected that the results of these two activities were positive for the students’ learning. In yet another promising study Martínez-Hernández et al. introduced TED Talks as a tool through which to teach English as a foreign language. The results showed that TED Talks generated interest in students with them learning from the speaker’s movements and facial expressions Martínez-Hernández et al (2018). In summary, TED Talks can be integrated into the class teaching English as a foreign language enabling students to give oral presentations imitating the TED Talks format, analysing the speech and aspects of its implementation through gestures. As observed in all these studies, which have addressed foreign language speaking anxiety (FLSA) the authors found that they merely focused on revealing the causes and factors of foreign language anxiety. The current

study is a significant research effort to lowering the EFL students' level of anxiety by integrating TED Talks in pedagogy. To the best knowledge of the authors, there is no study identified that has analysed the possible impact of TED Talks on reducing EFL students' public speaking anxiety. Therefore, since the authors of this study believe that shadowing TED Talks have a promising potential when it comes to reducing EFL students' public speaking anxiety, they hope to contribute to the academic educational research on pedagogical resources to develop EFL student's performance in oral presentation skills in studying English as a foreign language.

METHODOLOGY

This study is aimed at investigating the effect 'Shadowing Ted Talks' has on public speaking anxiety levels among undergraduate students of an EFL communicative class. This study further examined any significant differences in students' public speaking-anxiety levels that could be attributed to the teaching method- 'shadowing Ted talks'.

To investigate this, quantitative method of data collection was followed by which the researcher adopted a quasi-experimental design consisting of two groups experimental and control, measuring participants' levels of anxiety by implementing the PSCAS anxiety scale before and after the treatment.

Variables:

Independent Variable: Shadowing a Ted talk

Dependent Variable : EFL learner's Public speaking anxiety

Hypothesis:

H0 : Shadowing Ted talks does not have any effect on public speaking anxiety levels among undergraduate students of an EFL communicative class.

H1 : Shadowing Ted talks will significantly reduce the level of public speaking anxiety among undergraduate students of an EFL communicative class.

Participants

This study was conducted in the second semester of the academic year 2023–2024, from February 2024 to March 2024. A total of (70) mixed-gender undergraduate students, who were studying Communication Skills in English were selected randomly to participate in this experiment. All of them were above average Undergraduate Commerce students studying at the First year of a Commerce college in Mumbai. The students had Gujarati, Hindi, Marathi as their mother tongue. The experimental group consisted of (34) students and the control group had (36) students. The IQ which was above average and was based on the performance scores of the previous year. The researcher administered the Public Speaking Class Anxiety Scale (PSCAS) developed by Yaikhong & Usaha (2012) for these 70 students.

The students in the control groups had to respond to the pre and post- PSCAS scale to measure their public speaking anxiety without Shadowing TED talks. The students in the experimental group had to respond to the pre and post- PSCAS scale to measure their public speaking anxiety before and after Shadowing Ted talks. The pre and post- PSCAS scores within each group and between each group was analysed. The scores were computed in Excel to statistically analyse them.

Informed Consent

All 70 students were informed about the process of the study, they were explained the purpose of the study and were assured of maintaining of confidentiality. They were told that their participation was voluntary and they could be free to discontinue the sessions if they wanted to.

Instrument**Public Speaking Class Anxiety Scale**

Anxiety levels pre and post treatment were measured by the Public Speaking Class Anxiety Scale (PSCAS) by Kriangkrai Yaikhong & Siriluck Usaha (2012) which comprised 17 items, each of which was answered on a five-point Likert scale, ranging from 5 “Strongly Agree” to 1 “Strongly Disagree.” To reveal levels of anxiety requiring the determination of the mean, Liu and Jackson (2008) suggested adjusting the values assigned to different alternatives from “Strongly Disagree” to “Strongly Agree.” Namely, the items expressing positive attitudes had the values assigned to their alternatives reversed, so that the response “Strongly Disagree” received a score of 5 instead of 1 and vice versa. As such, Items # 4, 8, 10, 12, of a PSCAS had the values reversed. In terms of anxiety levels based on mean, it revealed that mean scores which fall within the interval of 3-4 were categorized as medium anxiety level, below 3 as low anxiety level, and above 4 as high anxiety level, respectively.

PSCAS yielded a respectable preliminary internal consistency at .84 after being piloted with 76 participants and it demonstrated a construct composition around the speaking component in a public speaking class setting.

A Final Version of a PSCAS

Item No Statements adopted with minor adaptation in wordings: Opinion (5) Strongly Agree (4) Agree (3) Undecided (2) Disagree (1) Strongly Disagree

- 1 I never feel quite sure of myself while I am speaking English.
- 2 I start to panic when I have to speak English without a preparation in advance.
- 3 In a speaking class, I can get so nervous I forget things I know.
- 4 I feel confident while I am speaking English.
- 5 I get nervous and confused when I am speaking English.
- 6 I am afraid that other students will laugh at me while I am speaking English.
- 7 I get nervous when the English teacher asks me to speak English which I have prepared in advance.
- 8 I have no fear of speaking English.
- 9 I can feel my heart pounding when I am going to be called on.
- 10 I feel relaxed while I am speaking English.
- 11 It embarrasses me to volunteer to go out first to speak English
- 12 I face the prospect of speaking English with confidence.
- 13 Certain parts of my body feel very tense and rigid while I am speaking English.
- 14 I feel anxious while I am waiting to speak English.
- 15 I dislike using my voice and body expressively while I am speaking English.
- 16 I have trouble to coordinate my movements while I am speaking English.

17 Even if I am very well prepared, I feel anxious about speaking English.

The Instructional Strategy

To achieve the study's purpose, the researchers designed an instructional speaking strategy for teaching students speaking skills. The teaching materials. The strategy involved 'shadowing' a TED talk which the students modelled as their delivery of presentations face-to-face in the classroom. Each student modelled a different TED talk. The shadowing time stayed at 1-2 minutes initially, and gradually increased to 5 minutes. The classroom teaching was for 12 weeks in total, 1 period (1 hour) each week for the group. On the other hand, for the control group the researcher used the traditional method of teaching the theory of presentation skills and students had to deliver the presentation face-to-face in the classroom. It is noteworthy that both control group students and experiment group students were informed ahead of the required speaking tasks; therefore, they both had the chance to practice more than once before delivering the tasks.

The pre-intervention and post-intervention PSCAS. The purpose of pre- intervention PSCAS survey was to collect subjects' general information of anxiety levels, confidence level, fear of speaking, tension and stress of speaking while delivering presentations and the understanding of shadowing exercise. The subjects were 34 EFL learners of a public speaking Communicative class. The post- intervention questionnaires were mainly used to know if the intervention effect of shadowing TED talk exercise, including interest in shadowing exercise, pronunciation, gestures, posture, eye contact, changes in oral English fluency, its influence had an impact on improving oral English and whether they would use shadowing exercise in future preparation of delivering presentations. The questionnaire adopted the LIKERT 5 scale form.

Data Collection

Data collection for the Experimental group was obtained quantitatively through the implementation of the PSCAS (Public Speaking Class Anxiety Scale) for public speaking anxiety at the beginning of the semester before the use of 'Shadowing' TED talks and at the end of the semester after the use of 'Shadowing' TED talks

In contrast, students in the control group were taught to conduct in-class oral presentations using the traditional methods of instruction. The students were asked to respond to the PSCAS (Public Speaking Class Anxiety Scale) for public speaking anxiety at the beginning of the semester and at the end of the semester. Data obtained from the pre-and post- PSCAS scale was calculated and compared statistically to answer the research questions.

FINDINGS AND ANALYSIS

Descriptive Statistics as computed in Excel for Pre and Post scores on the PSCAS are as reflected below.

BETWEEN GROUPS**Table 1. Means and Standard Deviation of the Students' Pre-test Public Speaking Class Anxiety**

<i>Experimental PRE PSCAS</i>		<i>Control Group PRE PSCAS</i>	
Mean	50.6764706	Mean	50.25
Standard Error	1.2321601	Standard Error	1.23787773
Median	50	Median	50
Mode	50	Mode	52
Standard Deviation	7.18466628	Standard Deviation	7.42726637
Sample Variance	51.6194296	Sample Variance	55.1642857
Count	34	Count	36

Table 1 shows the mean scores of the Pre-Test of the public speaking anxiety level of the two groups; control (50.25) and experimental (50.67).

Table 2. Means and Standard Deviation of the Students' Post-test Public Speaking Class Anxiety

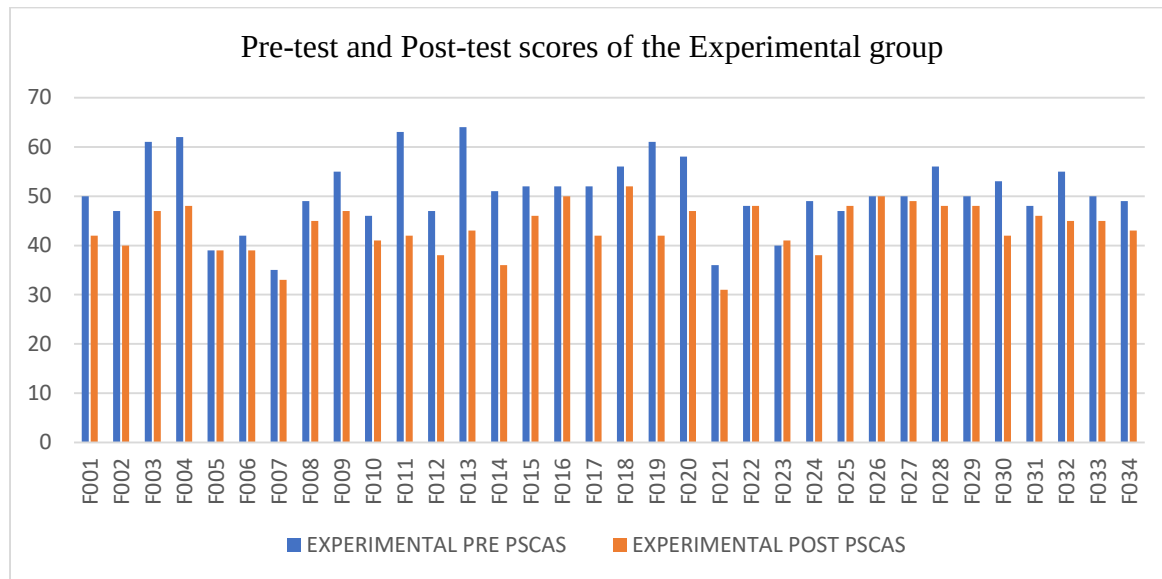
<i>Experimental POST PSCAS</i>		<i>Control Group POST PSCAS</i>	
Mean	43.5588235	Mean	50.0555556
Standard Error	0.84671029	Standard Error	1.13455428
Median	44	Median	50
Mode	42	Mode	61
Standard Deviation	4.93712698	Standard Deviation	6.80732565
Sample Variance	24.3752228	Sample Variance	46.3396825
Count	34	Count	36

Table 2 shows the mean score of the post-test PSCAS for the experimental group (43.55) which is lower than the mean score of the control group (50.05) as measured by the anxiety scale PSCAS. S also, the mean score of the pre-test public speaking anxiety level of the Experimental group was 50.67 and the post-test mean score was 43.55 which is lower than the pre-test levels.

WITHIN GROUPS

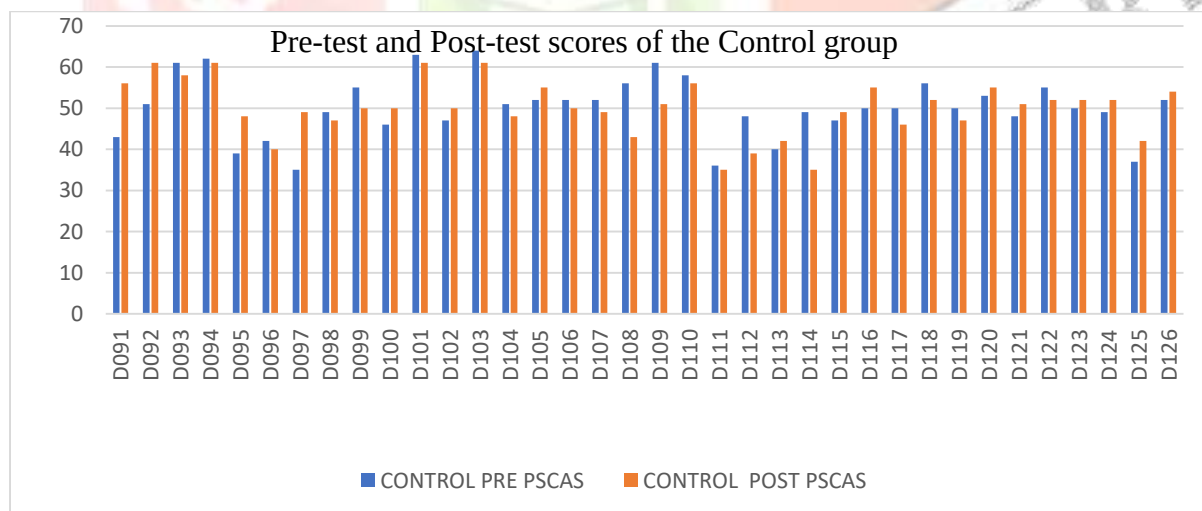
Figure 1 reflects the comparison of Pre-test and Post-test mean score of public speaking anxiety of EFL students' of the Experimental group.

Figure 1. The comparison of Pre-test and Post-test mean score of public speaking anxiety students' speaking anxiety for the Experimental group.



On the x-axis are the roll nos. of the learners of the Experimental group public speaking communicative class and on the y-axis are the pre-test PSCAS and post-test PSCAS scores.

Figure 2. The comparison of Pre-test and Post-test mean score of public speaking anxiety students' speaking anxiety for the Control group.



On the x-axis are the Roll nos. of the learners of the Control group public speaking communicative class and on the y-axis are the pre-test and post-test scores.

The mean score of the Pre-Test of the public speaking anxiety level of the Control group was 50.25 and the post-test mean score was 50.05.

Therefore, based on the mean score alone, there appears to be a negligible difference in anxiety levels between the pre-test PSCAS and post-test PSCAS. The post-test PSCAS mean score is slightly lower than the pre-test PSCAS mean score, but the difference is very small (0.2 points).

This means that the test i.e. Shadowing TED talks is effective since the difference in the scores on the PSCAS of the experimental group is lower at the post-test than at the pre-test.

In order to ascertain whether the difference of the pre-test and post- test mean score of the Experimental group was significant the researcher conducted the z-test.

Normality test was conducted to determine that the population was normal. At alpha level 0.05, the z-test was used to determine if the difference in the mean scores was statistically significant or not.

Table 3 z-Test: *Pre test-PSCAS and Post test-PSCAS*

<i>Experimental Group</i>	<i>Pre test-PSCAS</i>	<i>Post test-PSCAS</i>
Mean	50.6764706	43.5588235
Known Variance	51.61	24.37
Observations	34	34
Hypothesized Mean Difference	0	
z	4.76130786	
P(Z<=z) one-tail	9.6171E-07	
z Critical one-tail	1.64485363	
P(Z<=z) two-tail	1.9234E-06	
z Critical two-tail	1.95996398	

The z- test with z-score of 4.76 and an alpha level of 0.05 provides very strong evidence to reject the Null hypothesis H_{01} that Shadowing Ted talks does not have any effect on public speaking anxiety levels among undergraduate students of an EFL communicative class. The absolute value of the z-score (4.76) is considerably larger than the critical z-value for a two tailed test with alpha = 0.05 (around -1.96), the researcher strongly rejects the null hypothesis. This means there's overwhelming evidence to conclude that the two within-group, pre-test and post-test scores have different means with the public speaking class anxiety levels of the pre-test being statistically higher. It therefore would ascertain that the test of Shadowing TED talks is significant in lowering the anxiety levels in learners of a public speaking class. Therefore while rejecting the null hypothesis the alternate hypothesis H_1 , that Shadowing Ted talks significantly reduce the level of public speaking anxiety among undergraduate students of an EFL communicative class is accepted.

DISCUSSION

This study aimed at investigating the effect of shadowing Ted Talks on public speaking anxiety among EFL students and to determine whether Shadowing Ted Talks was effective in EFL students feeling less anxious while engaging in public speaking.

To the first research question “Does Shadowing Ted Talks have any effect on public speaking class anxiety”? The findings and analysis ascertained that the test of Shadowing TED talks is significant in lowering the anxiety levels in EFL learners of a public speaking class. Therefore it can be stated with confidence that ‘shadowing a TED talk’ is effective in lowering the anxiety levels of EFL learners in a public speaking class. Some exceptions emerged where it is observed that the Pre-test PSCAS and Post-test PSCAS scores of student Roll nos. F005, F022, F026 were the same. So also, the low anxiety Post-test PSCAS scores for Roll

nos. F007, F016, F027 and F029 were not significantly different. This could be attributed to a high trait anxiety, which could be that, anxiety is their personality characteristic and by nature are likely to experience and perceive public speaking as threatening. This could also explain the slightly high, though not significant, Post-test PSCAS anxiety scores in Roll nos. F023 and F025.

To the second research question, “Do EFL students Shadowing Ted Talks, experience less public speaking anxiety at the end of the semester as compared to the beginning of the semester”? , the findings reflect a statistically significant difference in anxiety levels favouring low levels after shadowing.

With regards to the third research question, “ Are there any statistically significant differences (at $\alpha = 0.05$) in students’ public speaking anxiety that can be attributed to the teaching technique (Shadowing Ted Talks)”, using the technique of ‘shadowing an online tool such as a TED talk’ the findings demonstrated that there were statistically significant differences between the Post-test PSCAS scores of the control group and the experimental group. This indicates that experimental group EFL students’ level of anxiety has lowered after shadowing TED talks. This result could be attributed to the fact that Shadowing exercise as a Public speaking learning technique proves effective as learners attempt to repeat--to “shadow” -- what they hear as quickly and accurately as they hear it, not only repeat, but also imitate the gestures, posture and other aspects of body language. This is not the case in with the EFL learners in the control group where they were theoretically taught how to deliver presentations. These students depended on and had to manage the cognitive aspects of the English language as well as the affective aspects such as nervousness and anxiety. So also using and practicing Public speaking with an online tool such as a TED talk with the EFL learners in the experimental group may been appealing and motivating to them. This could also be the reason their anxiety levels dropped post-test PSCAS. This echoes the findings in previous studies of (Ataiefar & Sadighi, 2017; Bashori et al., 2020; Grieve et al., 2021; Gruber & Kaplan-Rakowski, 2022) who found that using online tools in improving foreign language student’s speaking can lower the level of anxiety. That the normal feelings of apprehension and panic that EFL learners usually feel in Public speaking are minimised using online tools, are a reflection of the conclusions found in studies by (Ataiefar & Sadighi, 2017; Gruber & Kaplan-Rakowski, 2022; Horwitz et al., 2010; Liu & Huang, 2011).

CONCLUSION

It is clear that anxiety is a crucial point to consider in learning a foreign language especially due to its emotional, physical, and psychological impediments on learning and practicing the language. Anxious EFL learners try to avoid situations where they have to perform or speak in public. Therefore, EFL teachers can now support students in realising that anxiety is a psycho-physiological state which is normally experience and that this anxiety can be reduced by practicing speaking using Shadowing Ted Talk technique. As discussed by Verderber, Sellnow and Verderber (2011), “The verbal register, intonation, articulation, pronunciation, tone, rhythm, dialect define the character of the communicative impact as positive or negative depending on whether they facilitate or hinder the achievement of communicative purposes”. Adopting this pedagogy will assist in bringing about a change in confidence, speaking style, intonation pattern and result in a positive change in professionalism and personality.

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