
An Analysis of Anxiety and Self-Confidence in English for Presentation among EFL Students through TED Talks

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Abstract

This descriptive mixed-methods study examined EFL students' anxiety, self-confidence, and performance in English presentation skills through the use of TED Talks. The participants were 86 EFL students with English proficiency at CEFR level A2 or above. Data were collected over a 12-week period using TED Talk video clips, anxiety questionnaires, structured interviews, and English presentation assessments. The findings revealed a high level of anxiety during presentations ($\bar{x} = 3.58$, S.D. = 1.02), mainly due to concerns about inadequate English-speaking ability. Common anxiety symptoms included nervousness, physical trembling, and memory lapses. To enhance self-confidence, students most frequently engaged in additional practice (48.40%), followed by self-encouragement strategies (19.35%) and seeking support from teachers (12.90%). Overall, 43.02% of the participants demonstrated good performance in English presentation skills. The results suggest that TED Talks are an effective instructional tool for enhancing English presentation ability, as increased practice helps reduce anxiety and strengthen self-confidence. The findings also highlight the important role of teachers as facilitators who provide continuous support and encouragement.

Keywords: Anxiety, English as a Foreign Language, English Presentation Skills, Self-confidence, TED Talks

1. Introduction

English is a language of interest and learning for approximately 1.5 billion people worldwide. It is widely regarded as one of the most important languages for developing foreign language proficiency among today's youth, as it enhances opportunities for international study and access to high-paying careers (Techsauce, 2020). Over time, many countries—including China, Japan, South Korea, Indonesia, Taiwan, and Thailand—have adopted English as a foreign language (EFL). Learners choose to

study English for various purposes, such as education, tourism, communication, cultural exchange, and career advancement (Kachru, 1997).

In Thailand, national educational policies support English language learning from kindergarten through to the bachelor's degree level. These policies aim to equip students with language skills aligned with the demands of the digital age and to prepare the country to meet international standards (English Language Institute, Office of the Basic Education Commission, 2015). In contemporary English language teaching, teachers and students are encouraged to create collaborative learning environments that emphasize proactive teaching approaches. Such environments enable learners to practice all four language skills—listening, speaking, reading, and writing. Consequently, proactive teaching through online media plays a crucial role in stimulating students' engagement and maximizing learning outcomes (Verapreyagoon & Channarong, 2020).

Effective communication lies at the heart of language learning. Successful communication depends largely on the speaker's ability to select appropriate topics and present ideas clearly based on personal experience (Kapklon, Anantasant, & Phadungsoondarak, 2001). Therefore, English presentation skills are essential for learners who must continuously acquire knowledge and apply it both inside and outside the classroom. In this regard, social constructivism is particularly relevant in TED Talk-based instruction as learning is social and meaning making is shared. TED Talks are authentic, real-world videos that spark debate and promote critical thinking. Students build their own understanding of the material through interactive activities and peer interaction, while the teacher skillfully scaffolds learning similar to social constructivist principles.

Although English teachers increasingly integrate information and communication technology (ICT) resources—such as YouTube, TED Talks, Spotify, Voxy, and podcasts—to enhance students' speaking skills, many learners continue to face obstacles that hinder their oral performance. One major obstacle is anxiety, which arises from anticipating negative outcomes and coping with unfamiliar or evaluative situations (Abu Rmelah, Adeyanju, & Klaithong, 2025). Anxiety in foreign language learning can manifest cognitively, emotionally, and behaviorally, including difficulty concentrating, confusion, forgetfulness, reduced decision-making ability, speech disfluency, restlessness, and physical tension (Faculty of Psychology, 2022).

Previous studies have shown that language anxiety is closely related to learners' self-confidence and willingness to communicate (MacIntyre & Gregersen, 2012). Anxiety can significantly affect learners' ability to use a second or foreign language in communicative contexts. Yaorm (2019) further noted that, beyond linguistic limitations, the management of the English-speaking learning environment influences undergraduate students' speaking performance. Consistent with these findings, the present researchers observed that many students experience anxiety and low self-confidence when delivering English presentations. In some cases, students even requested to withdraw from the course or discontinue their studies due to fear of presenting in English.

In response to this issue, the researchers deemed it necessary to examine levels of anxiety and self-confidence in English for presentation among undergraduate EFL students. This study also incorporates TED Talks as a learning tool to support the development of English presentation skills. TED Talks are a modern, free, and easily accessible ICT resource that does not impose additional financial burdens on students or their families. The aim is to help students achieve the objectives of the English for Presentation course by enhancing their vocabulary, expressions, and understanding of appropriate language structures for effective presentations (Bachelor of Arts in English for International Communication Program, Rajamangala University of Technology Tawan-ok, 2023).

Furthermore, the findings of this study are expected to contribute to the improvement and development of the English-speaking curriculum. Such improvements will support students in becoming knowledgeable, competent, and confident graduates in their respective fields. Ultimately, the study also offers practical guidelines for English teachers to enhance students' self-confidence and reduce anxiety, thereby maximizing the effectiveness of English learning for future cohorts.

2. Research Objectives

This study aims to investigate the following objectives:

1. To analyze the level of anxiety in English for presentation among EFL students.
2. To analyze the self-confidence in English for presentation among EFL students.
3. To study the performance in English for presentation test scores among EFL students through TED Talks.

3. Review of Related Literature

Swiss developmental psychologist Jean Piaget developed the constructivist theory. In 1971, Piaget's theory introduces and significantly impacted the educational methods. It has been believed that learners build their own knowledge by utilizing the information they have observed through their five senses. Blend new information with existing knowledge, create experiences from new environments or technologies, and synthesize them into a cognitive structure, or schema—a set of knowledge and understanding of oneself. It is a mental framework or conceptual structure that an individual employs to comprehend and interpret objects—assimilation, accommodation, and equilibration. Constructivist approaches believe that learning is a process that emphasizes the creation of new knowledge with support, rather than its acquisition and transmission (Piaget, 1971). Cognitive constructivism is an exciting part of the theory of self-knowledge construction, which divides intellectual development for ages 11 and up (Formal operational stage): Children begin to develop intellectually from abstract thinking to

more complex explanations, such as understanding morality and ethics and analyzing the causes and consequences of various events that knowledge does not arise from personal experience. This idea puts the learner first, seeing themselves as the generator of knowledge through each individual's experiences. Teachers have a role in creating an atmosphere and setting in which students can learn, discover, and explore, motivating pupils to learn and enhancing their intelligence. Encourage a classroom schema to keep students always aware of new settings. Teachers should evaluate students' learning outcomes by concentrating on cognitive processes and how they generate knowledge rather than merely measuring their capacity to remember information (Piaget, 1971).

Lev Vygotsky's social constructivism emerged and became widely known around 1978. Vygotsky believed that the most critical factors in learning and intellectual development are social and cultural interactions, including communication using language, involve knowledgeable adults such as teachers, parents, elders, or even people of equal status and age. This concept represents a fusion between the individual and cultural tools, including history, moral beliefs, ethics, social context, and language. As well as searching for and accessing modern electronic information, his concept supports organizing children's society by using appropriate technology together without isolating children, with teachers acting as scaffolding that provides support, facilitation, and assistance when learners encounter problems in various ways (Vygotsky, 1978). There are three steps: mode, breakdown, and encouragement. Vygotsky's concept is the gap between what a learner can do alone and what they can do with help. (Somabut, 2013).

Theory of Anxiety Freud S. (1920) said, "The ego is the actual seat of anxiety." That is, anxiety is caused by the ego changing according to the situation, not by emotional changes from lust. When something or event triggers, disturbs, and makes you feel unsafe, it is a sign of anxiety. Desperate situations are a fundamental human emotional threat. Anxiety arises from the repression of one's own inner feelings and anxiety is the control center of the mind that must find ways to protect and avoid. Internal anxiety includes oneself and external anxiety consists of the environment or society that surrounds the person, which is divided into three types: objective anxiety, neurotic anxiety, and moral anxiety.

The Faculty of Psychology, Chulalongkorn University (2022), has classified people's anxiety levels into four levels: 1. Mild anxiety is the level of anxiety found in most people. Low-level anxiety can come from life stress, school stress, and work stress. Low-level anxiety helps to stimulate a person to be alert, active, focused, agile, and have the wit to confront problems or unpleasant situations. May have symptoms of hand tremors, a faster-than-normal heart rate, dilated pupils, and sweating on the hands or other parts of the body. Emotions and actions are not different from normal. Able to control one's own emotions and behavior to a reasonable extent. In some cases, assistance may be needed, such as sincere listening, providing additional information, or providing convenience. Emotions and actions are not different from normal. One should be able to control their emotions and behavior to a reasonable extent. In some cases, assistance may be needed, such as sincere listening, providing additional information, or providing convenience.

Moderate anxiety is a level in which a person's senses and perceptions are narrowed, there is less interest in something, and the intention and ability to learn are reduced. Headaches, dizziness, discomfort, and shortness of breath may occur. People with this level of anxiety can still help themselves, and their situation can return to normal.

Severe anxiety is a narrowing of perception and sensations, with excessive scrutiny and preoccupation with minute details and the inability to discern or grasp the main points. These conditions can lead to a range of symptoms such as irritability, anger, insomnia, severe defiance, headaches, and restlessness. This condition reduces the ability to study and perform daily activities, highlighting its potential impact. People who suffer from severe anxiety frequently need support from others.

Panic anxiety is a severe level of fear, making one unable to direct or control oneself and may have behavior that is dangerous to oneself and others, with symptoms of shock, screaming, aggression, or loss of consciousness, and must receive close care and assistance.

Academic stress arises from studying, examinations, planning, submitting assignments, and completing tasks as expected. Students experiencing academic anxiety can cope in two ways: confronting the problem helps reduce emotional issues such as anxiety and depression, whereas avoidance can lead to further difficulties later (Raveepatarakul, 2021). Language anxiety also significantly influences the efficacy of language acquisition. It concerns feelings of anxiety and negative emotions associated with learning or using a language that is not one's native language. (MacIntyre & Gregersen, 2012, p. 103). High levels of language anxiety negatively influence learning outcomes, while lower levels may enhance motivation and language practice. This anxiety commonly appears in speaking but can also affect reading and writing. High levels of language anxiety negatively influence learning outcomes, while lower levels may enhance motivation and language practice.

American psychologist Albert Bandura first used the concept of self-efficacy. It means a person believes they can plan and take the steps needed to reach specific goals. Bandura stressed that self-efficacy affects a person's emotions, behavior, and motivation. Bandura stated that "Self-belief does not necessarily ensure success, but self-disbelief assuredly spawns failure" (Bandura, 1977). Bandura claimed that the combination of personal variables, behavioral conditions, and environmental influences changes behavior. According to Bandura, self-efficacy can be explained through social cognitive theory, its impact on behavior, and its sources.

In conclusion, having confidence in one's abilities promotes a positive outlook and increases the chances of experiencing or seeing success, which in turn increases the chances of future success and ultimately leads to positive outcomes. (Gallagher, M.W., 2012)

4. Method

The Human Research Ethics Committee approved the research on February 22, 2024. The study's methodology includes the population and sample group, research instruments, data collection, and data analysis.

4.1. The Population

The research population included 110 EFL students who enrolled in the English for Presentation course (course code 0022003-1), which was open to 2nd- to 4th-year students during semester 1 of the academic year 2024.

4.2. The Sample Group

The researcher selected the sample group using the purposive sampling method, based on the Krejcie & Morgan (1970) table, comprising 86 EFL students as participants who consented and voluntarily took part did so by concealing their personal information and using numbers instead of their names to ensure privacy. Then, the sample group took an English proficiency test based on the CEFR (The Common European Framework of Reference for Languages) online standard framework at level A2 or above from the EF SET website, which used consistent, expert-validated scoring. (EF SET, 2022) to obtain a sample group with similar English proficiency levels.

4.3. The research instrument

The learning tool used English TED Talk video clips from the TED official website, selected by the researchers from the five most popular video clips in 2023. Students voted on TED Talk video clips in the Line Group on the Line application to choose the top two clips with the most votes, such as How to make learning as addictive as social media by Luis Von Ahn (TED2023, April 2023), length 12.55 minutes.

A-3 step guide to believing in yourself by Sheryl Lee Ralph (TED2023, April 2023), length 15.33 minutes.

The video clips were meant to inspire and foster a positive attitude toward learning. Students with English proficiency at A2 or above can listen to and understand the content. In addition to practicing listening and speaking, they can also learn about presentation structures and techniques, the outline of presentation strategies, and the use of body language by presenters. Moreover, students were given 12 weeks to practice with TED Talk clips outside of class, with no limit on how many times they can watch them.

Questionnaire on the level of anxiety in speaking English for presentation of EFL students. This questionnaire was adapted from Tongboonyoung, Thanyaphaisarn, and Thanyaphaisan (2020). This questionnaire is a Likert-type rating scale (Likert, 1967, as cited in Phothisan, 2004). The researchers created five levels: Part 1: general information about the respondents (3 items); Part 2: level of anxiety in speaking English for presentation by EFL students (20 items); and 1 item for the recommendation. This questionnaire was examined for quality by three experts. The analysis of the consistency between the questions and the objectives (IOC: Index of item objective congruence) found that 18 questions (excluding the recommendation) had an IOC value of 1.00, and 2 questions had an IOC value of 0.67. Then, the questionnaire was tested for data reliability using Cronbach's alpha on 30 data sets. The Cronbach coefficient was 0.623, which fell between 0.50 and 0.70, indicating moderate confidence (Hinton et al., 2004) and can be accepted.

The structured interview form was adapted from the concept of Brown (2004). This questionnaire was examined for quality by three experts using an analysis of the consistency between the questions and the objectives (IOC). This structured interview consisted of five questions with an IOC value of 1.00.

The English for presentation evaluation sheet with an IOC value of 1.00 as assessed by three experts which was adapted from the concepts of Harris (1990), Brown (2004), and Student Symposium (2018). It consists of five main assessment criteria: introduction/background, content/body, conclusion, presentation tools and style, and one suggestion. The full evaluation criteria are 25 points. Details are as follows:

21–25 = Excellent

16–20 = Very Good

11–15 = good

6–10 = fair

0–5 = Need Improvement

4.4. Data collection

The researchers spent a total of 12 weeks collecting data as follows:

Week 1: The teacher presented an overview of the course, including the course description, learning objectives, and evaluation criteria. Following this, they outlined the roles and responsibilities of both teachers and students to foster understanding and cooperation, thereby promoting a positive environment for teaching and learning. The teacher then introduced students to TED Talks in general, demonstrated how to use them as a tool for English presentation practice, and gave students time to try them out and become familiar with them.

Week 2: The students voted on two TED Talk topics from five TED Talk videos, with the teacher assigning students to listen and learn techniques outside of class as many times as they want.

Week 3: The students told and discussed their topics of interest with the teacher.

Week 4: The students discussed and submitted the introduction part and incorporated the instructor's suggestions for revision. An example of a student introduction is below.

"Good morning, ladies and gentlemen. Thank you all for being here today. Let me introduce myself. My name is _____. I'm a second-year student majoring in Logistics and Supply Chain Management at the Faculty of Humanities and Social Sciences at Rajamangala University of Technology Tawan-Ok. Today, I am here to present 'My Dream Chart in 2025.' I have divided my presentation into three parts: first, achieving a satisfying GPA; second, becoming more social; and finally, building strong friendships."

Weeks 5 and 6: The students discussed and submitted the body part and incorporated the teacher's suggestions for revision. An example of a student body part is below.

"First, I want to get a good GPA. My GPA from last year wasn't as good as I had imagined. As a first-year student, I had to get used to a whole new world. I was far away from my family, made new friends, and dealt with the problems that come with being in college. At first, it was too much, and I had a hard time keeping up with my studies. But now I feel more relaxed and want to get to study. I plan to study harder in all of my classes, keep things in order, and seek my teachers for help because I know they have good advises. I also want to get better at managing my time so that I can handle my studies and other parts of life without getting too stressed. Second, I want to make more friends. I like being alone more than being in the spotlight because I'm an introvert. But I've learned that talking to others matters for making friends. It's also important for personal growth. In 2025, I want to get out of my comfort zone by doing more things at university, meeting new people, and trying new things. Instead of playing computer games and reading comic books most of the time. Finally, my main goal is to find a close friend here. In high school, I had one, we did many things together, like studying and playing. But when we moved to Chonburi for university, we were busy and didn't talk as much as we used to. I felt a little lonely and missed having someone I could always count on. For me, life is so much better when you have a good buddy who will always be there for you and understand you. I can't wait to see how much I can grow and get better in 2025. I know I can make my time at university even better if I stay focused and keep pushing myself".

Week 7: The students discussed presentation tools such as PowerPoint slides, brochures, images, and graphs, which they were willing to use on the presentation day.

Week 8: The students discussed and submitted a conclusion part along with the teacher's suggestions for revision. An example of a conclusion part is below.

"Achieving a good GPA, becoming more social, and building strong friendships are all important steps toward becoming the best version of myself. What about you? Do you have any dreams you want to achieve in 2024? Sometimes, setting clear goals can make a big difference in our journey. I hope my beloved audience hasn't fallen asleep! I have a few minutes for questions if you have any. Thank you for listening"

Week 9: The students correctly organized their presentation according to the outline, steps and brought it to the teacher for final consultation and revision.

Weeks 10 and 11: The students practiced English for the presentation on their own.

Week 12: The students gave 10 – 12 minutes English presentation to the class. Mr. Adeyanju Adedamola, a teacher in the English for International Communication Department, served as the assessor and provided individual comments and recommendations. Next, the students completed a questionnaire about their anxiety levels when speaking English for presentation via Microsoft Forms. They were then guided into a personal interview conducted by Dr. Toboonruang, a specialist in counseling psychology and occupational therapy. This structured interview included conversation, questions, and note-taking to analyze all data collected, including responses from questionnaires and interviews, as well as evaluation scores from student presentations.

The researchers analyzed the data to explain the study results by employing statistics, which included frequency distribution, percentage, mean (\bar{x}), and standard deviation (S.D.), using a ready-made statistical program.

5. Results

5.1. Results of the Study of the Questionnaire Measuring the Level of Anxiety in English Speaking for Presentation

The criteria for considering the level of anxiety range from 1 (least anxious) to 5 (most anxious) by using the evaluation criteria according to the Likert rating scale standard, using 5 levels of data measurement as follows:

Table 1. The Mean and Standard Deviation of the Respondents to the Questionnaire Measuring the Level of Anxiety among EFL Students of English for Presentation

Statements	(\bar{x})	(S.D.)	Interpretation
1. I feel anxious about giving a presentation in English.	3.95	0.906	High
2. I feel anxious about giving a presentation in English.	3.86	1.042	High
3. I feel anxious about not able to pass the English for Presentation test.	3.41	1.010	High
4. I feel anxious about studying English for Presentation.	3.05	1.051	Moderate

Statements	(\bar{x})	(S.D.)	Interpretation
5. I'm that the teacher and my classmates will not understand what I am presenting.	3.66	0.941	High
6. I'm worried about using English grammar when I write the script for my presentation.	3.91	0.941	High
7. When I feel anxious, my heart beats faster than usual, my hands shake, or my palms sweat when I have to speak in front of the class.	3.91	1.036	High
8. When I feel anxious, I tend to forget the script of what I have prepared for my presentation.	3.93	0.930	High
9. I feel anxious when being asked or answering questions in English.	3.97	0.939	High
10. I avoid speaking English as much as I can.	3.16	1.083	Moderate
11. I feel unconfident and dissatisfied with my ability to speak English.	3.74	0.948	High
12. I feel unconfident with my English accent.	3.63	1.052	High
13. I'm still anxious even though I'm ready for my presentation.	3.66	0.978	High
14. I feel anxious about presenting worse than my classmates.	3.22	1.131	Moderate
15. I feel like giving up on practicing English speaking for presentation.	3.05	1.207	Moderate
16. When I found out that I would have to use TED Talks to prepare my English for presentation, I felt anxious and nervous.	3.48	1.071	High
17. I feel anxious about using TED Talks because I have never heard of or used them before.	3.56	1.113	High
18. I feel anxious that it will take a long time to use TED Talks to practice speaking English for presentation.	3.53	1.081	Moderate
19. I feel anxious when listening to native speakers speak on TED Talks.	3.29	1.061	Moderate
20. I feel anxious that I won't be able to understand the content, techniques, and delivery methods of TED Talks presenters.	3.62	0.972	High
Total	3.58	1.02	High

Adopted and modified from Tongboonyoung, Thanyaphaisarn and Thanyaphisarn (2022).

Overall, the survey was conducted with 86 respondents, 65 of whom were female (75.6%) and 20 of whom were male (23.3%), followed by one person (1.2%) who did not specify their gender. The majority of respondents were aged between 18 and 22 years, totaling 85 people (98.8%), followed by those aged 23 years and older, with 1 person (1.2%). The number of students currently studying is 75 (87.2%) in their second year, 9 (10.5%) in their third year, and 2 (2.3%) in their fourth year, respectively.

According to table 1, It was found the respondents reported a high level of anxiety when speaking English for presentation (\bar{x} = 3.58, S.D. = 1.02). Among the top five sub-items, respondents expressed significant anxiety when being asked or answering questions in English, with a score of 3.97, S.D. = 0.939. With a score of 3.95, S.D. = 0.906, respondents most frequently reported feeling anxious about giving a presentation in English. Respondents rated feeling anxious and often forgetting prepared presentation content as the third most common symptom, with a score of 3.93, S.D. = 0.930. Fourthly, respondents felt anxious

about using English grammar in writing scripts ($\bar{x} = 3.91$, S.D. = 0.941), with the same score as respondents had a faster-than-usual heartbeat, hands shaking, or sweaty palms when speaking in front of a class ($\bar{x} = 3.91$, S.D. = 1.036). Fifthly, respondents reported feeling anxious about being unable to speak English for presentation ($\bar{x} = 3.86$, S.D. = 1.042). Furthermore, the analysis of the questionnaire's comments and suggestions revealed that the respondents had the following suggestions:

Student 1: "Please allow me more time to practice my presentation."

Student 2: "This course is more suitable for fourth-year students, while second-year students will need to have a basic language background before, so we can learn more comprehensively".

Student 3: "I would like a smaller class size to reduce anxiety."

5.2. Results of the Structured Interview

For the study of the structured interviews, the researchers randomly selected 20 interviewees from a total of 86 EFL samples using TED Talks for interviews on "Anxiety and Self-Confidence in Speaking English for Presentation" It is measured by the five questions. The results of the study were described in detail as follows:

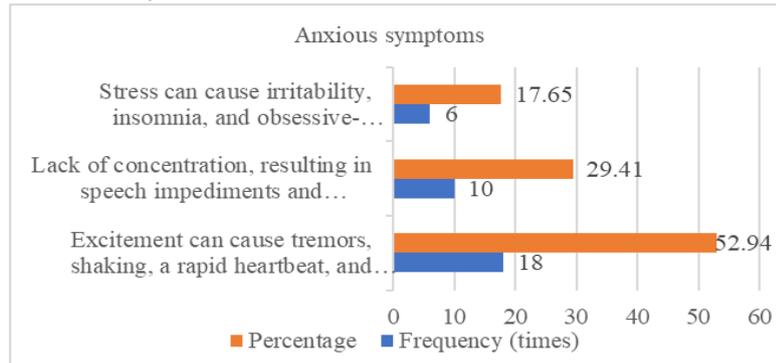


Figure 1. The results of the Structured Interview "When Feeling Anxious, What Symptoms Did Student Have?"

From Figure 1, it could be concluded that when anxiety occurred, most interviewees became excited, resulting in hand tremors, body tremors, rapid heartbeat, and chest tightness, with a frequency of 18 times, accounting for 52.94 percent. Followed by the inability to concentrate, which led to slurred speech and memory loss, occurring 10 times, or 29.41 percent, and stress causes, resulting in irritability, insomnia, and obsessive-compulsive behavior, happening 6 times, or 17.65 percent, respectively.

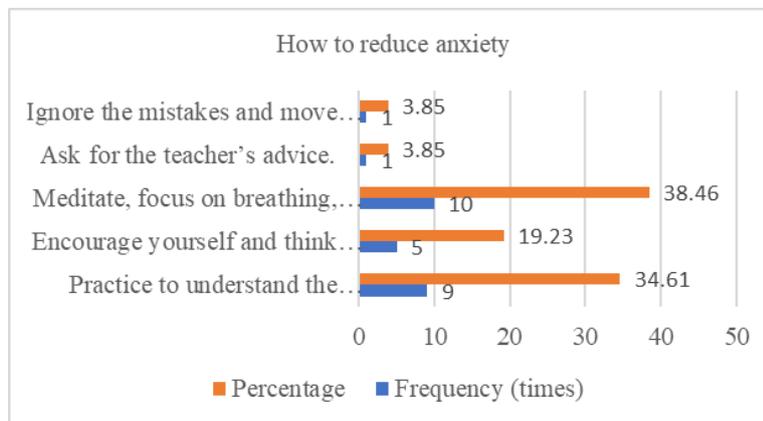


Figure 2. The Results of the Structured Interview, "When Feeling Anxious about Speaking English for Presentation, How Could Student Reduce Anxiety?"

From figure 2, it could be concluded that when anxiety occurred, most interviewees employed various methods to reduce anxiety, such as meditation, collecting their thoughts, controlling their breathing, and slowing down their presentation, with a frequency of 10 times, accounting for 38.46 percent. Followed by practicing to understand the content before the presentation, understanding the content, with a frequency of 9 times, accounting for 34.61 percent, and the method of encouraging oneself and thinking positively, with a frequency of 5 times, accounting for 19.23 percent, and asking the teacher's advice and ignoring mistakes, and moving on, with an equal frequency of 1 time each, accounting for 3.85 percent, respectively.

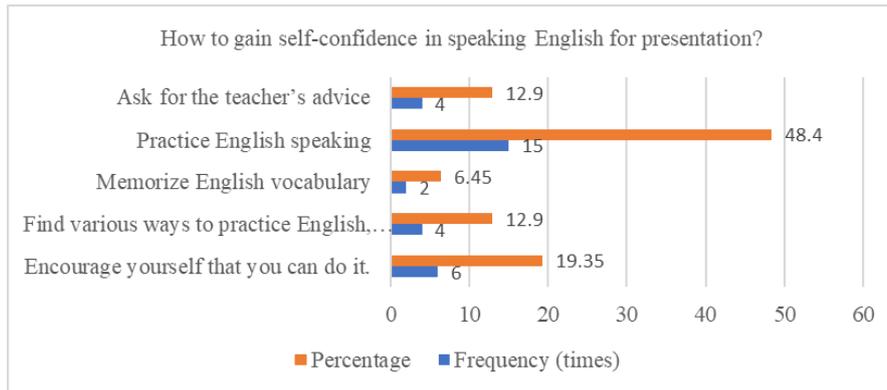


Figure 3. The Results of the Structured Interview, “How Did Student Gain Self-Confidence in Speaking English for Presentation?”

From figure 3, it could be concluded that the interviewees' method to gain self-confidence in speaking English for presentation was mostly practicing English speaking, such as speaking in front of a mirror, reading aloud, and making gestures, with a frequency of 15 times, accounting for 48.40 percent. Followed by encouraging yourself that you can do it, with a frequency of 6 times, accounting for 19.35 percent, finding various ways to practice English, such as watching English movies, listening to English songs, etc. asking for teachers' advices, with an equal frequency of 4 times each, accounting for 12.90 percent, and memorizing English vocabulary, with a frequency of 2 times, accounting for 6.45 percent, respectively.

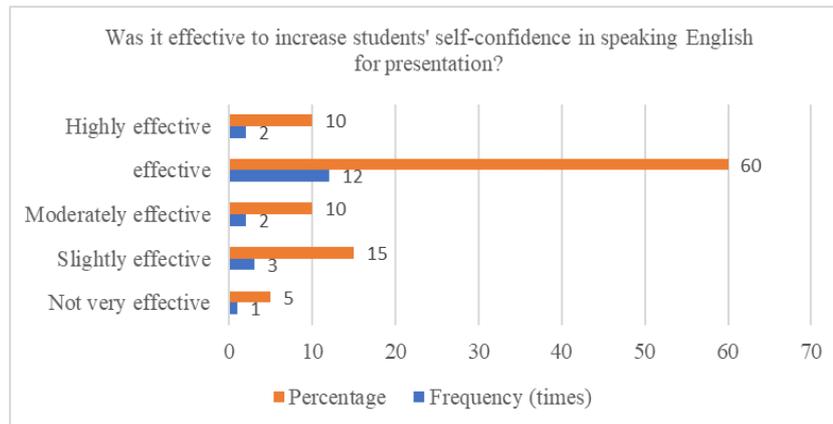


Figure 4. The Results of the Structured Interview, “Was It Effective to Increase Students' Self-Confidence in Speaking English for Presentation?”

From figure 4, it could be concluded that the majority said that it was effective, with a frequency of 12 times or 60 percent. Followed by slightly effective, with a frequency of 3 times or 15 percent, moderately effective, and highly effective, with the same frequency of 2 times or 10 percent, and not very effective, with a frequency of 1 time or 5 percent, respectively.

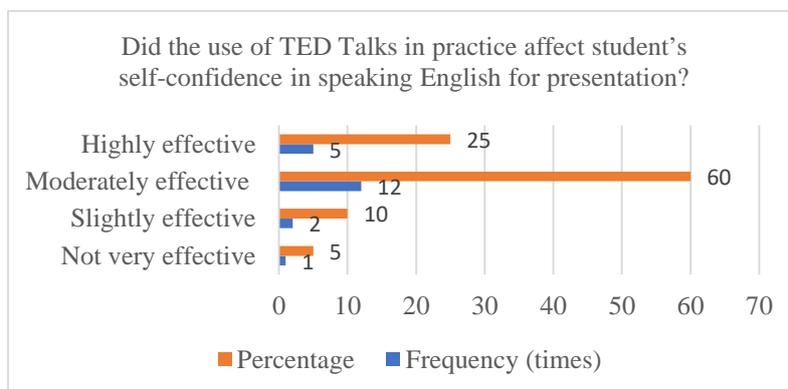


Figure 5. The Results of the In-Depth Interview, “Did The Use of TED Talks in Practice Affect Student's Self-Confidence in Speaking English for Presentation?”

From figure 5, it could be concluded that the interviewees agreed that using a learning tool TED Talks in practicing had a moderate effect on self-confidence in speaking English for presentation, with a frequency of 12 times or 60 percent. Followed by highly effective with a frequency of 5 times or 25 percent, slightly effective with a frequency of 2 times or 10 percent, and not very effective with a frequency of 1 time or 5 percent, respectively.

5.3. Results of the Study

The assessment was conducted as follows:

Table 2. The Performance in English for Presentation Test Scores Among EFL Students Through TED Talks

Achievement Level	Meaning	Total (people)	Percentage (%)
0-5	Need Improvement	0	0
6-10	Fair	24	27.91
11-15	Good	37	43.02
16-20	Very Good	21	24.42
21-25	Excellent	4	4.65
Total		86	100

Table 2 presented the performance in English for presentation test scores among EFL students through TED Talks. It was found that the majority of students achieved a score range of 11–15 points, indicating a good level, with 37 students (43.02 percent). This outcome was followed by a score range of 6–10 points, indicating a fair level, with 27.91 percent. 24.42 percent of the students received a score from 16 to 20 points, which corresponds to a very good level and for achieving a score between 21–25 points, that stands for Excellent level scored by 4.65 percent, respectively.

6. Discussion

This study investigated English-speaking anxiety, speaking confidence, and presentation performance among EFL learners who use TED Talks. The presentation of the study aligns with the research objectives.

6.1. English-Speaking Anxiety for Presentation

As for the first research question, students had high anxiety issues toward presenting in English. This finding confirms the findings of recent EFL studies in that speaking anxiety has been a continued obstacle, particularly in evaluative and public-speaking situations (Oteir & Al-Otaibi, 2019; Teimouri et al., 2019). The listed psychological and physiological symptoms suggest that anxiety may disrupt attention, memory retrieval, and speech fluency in students, a finding that corresponds to modern cognitive-affective models of language anxiety (MacIntyre, 2017). Anxiety was high—but more like "in the moment" rather than overwhelming. New evidence has shown that moderate levels of anxiety may develop together with learning engagement when there is adequate instructional support (Shao et al., 2020). In an experimental context in which students were aware of the criteria against which their work would be assessed, however, fear of negative evaluation and self-doubt persisted. The results are in line with studies indicating that performance-based speaking tasks exacerbate anxiety as a result of an increase in self-monitoring and worrying about negative culture issue, linguistic accuracy and pronunciation (Prucksaseat, 2023). Therefore, the effective management of blended teaching and learning through the use of TED Talks can serve as a pedagogical tool that encourages students to engage more actively in speaking practice. Improved learning approaches may help reduce negative situations that contribute to anxiety, which in turn hinders the development of students' speaking skills.

6.2. English-Speaking Confidence for Presentation

As regards the second research objective, results reveal that students engaged in confidence-building strategies to a high extent (rehearsal and repeated practice were the first used). This result is in line with learner-centered studies showing the importance of self-regulation practice and reflection to improve speaking confidence (Chen & Chinokul, 2025). With extensive exposure to speaking performance tasks, students gained a better sense of their weaknesses and strengths, leading to an increase in self-efficacy. In addition, the majority of participants found their confidence-building tactics helpful, and indicated they are less nervous as a result, felt more fluent. Recent researches support this by showing that confidence and anxiety relate to each other dynamically and a high level of confidence protects against speaking anxiety (Dewaele et al., 2019). These results not only suggest the significance of supportive feedback, non-threatening evaluation and progress-oriented instruction in developing speaking confidence in EFL presentation situations. Hence, teachers need to create a positive environment for learning by creating friendly or cooperative classroom context where students feel encouraged in participating actively in class and constructive feedback is given to learners with reduced anxiety especially during speaking and presentation activities.

6.3. English-Speaking Performance for Presentation through TED Talks

In relation to the third objective of research, it became apparent that there was good or very good level of speaking performance in the majority of the students, and none ranged at poor level. This result is in line with recent investigations (Salem, 2019) which indicated significant beneficial effects of TED Talks on EFL learners' speaking performance in terms of speech organization, vocabulary and pronunciation accuracy. Consistent with Abu Rmelah et al. (2025), it has been shown that in TED Talks, EFL students scored higher on post-test mean scores on English presentations than their pretest scores at the 05 level of statistical significance. Further, the research indicates that teachers should seek out readily available student-friendly ICT tools and use them as teaching aids in current language education. From a multimedia learning standpoint, authentic videos enhance deeper processing through the contextualized input to language and speaking models from the real world (Mayer, 2020). Prior to watching TED Talks, learners are not familiar with the various speaking styles, discourse arrangement and pragmatic features in them; and consistent with this finding is that there has been development in terms of presentation

performance due proper watching. (Choirunnisa & Sari, 2021). Recent EFL research provides strong evidence that TED Talks enhance students' engagement and develop transferable speaking skills, since students are exposed to authentic language use, diverse perspectives, and effective presentation strategies. The topics and issues deal with authentic learning and motivate students both inside and outside the classroom. The use of interactive tasks enables students to consider their own ideas on these authentic issues, making the learning process more engaging and enjoyable. The consequence is an increase of learners' self-esteem, the reader interest and communicative capability in life situations.

7. Conclusion

This study argues that speaking English anxiety, confidence and achievement are linked. Too much anxiety can have a detrimental effect on student presentation performance. Still, if students manage their anxiety to lower-moderate levels and engage in confidence-building strategies they tend to fair better at English speaking. The results of the study suggested that TED Talks can be beneficial in reducing speaking anxiety, increasing confidence and improving presentation performance in EFL classrooms. According to these results, teachers are recommended to establish a well-supported and low-anxious teaching atmosphere, reduce students' concern with success, and provide feedback. It is recommended that repeated systematic integration of TED Talks and structured speaking exercises will enhance students' speaking confidence. For future research, conduct experiments or longitudinal studies with more varied groups of subjects to investigate the impact of TED Talks and other digital tools on their long-term development as English speakers.

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