Research Article

The Views of Iranian and Indian University Students about the Effects of Technology, Entertainment, Design (TED) Talks on Communication Apprehension and Foreign Language Classroom Anxiety

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ABSTRACT

Among available motivational tools in the field of language learning, Technology, Entertainment, Design (TED) Talks can be mentioned. Moreover, both communication apprehension (CA) and foreign language classroom anxiety (FLCA) have negative and debilitating effects on English as a Foreign Language (EFL) learning. These feelings can be due to some factors, among which are linguistic difficulties, negative evaluation, and learners' self-perception. Due to research scarcity on the effect of TED Talks on CA and FLCA, this research investigated learners' views about the impact of Technology, Entertainment, Design (TED) Talks on reducing CA and FLCA among 400 male and female Iranian and Indian university students who were purposefully selected from Iran and India. This study used a quantitative descriptive design. The study utilized the adapted versions of the PRCA-24 and FLCA questionnaires for the purpose of data collection. Data analysis was conducted using descriptive statistics and a Chi-square test. According to the results, according to the participants' views, TED Talks had a significant effect on reducing their CA and FLCA regardless of their nationality. The results have some implications for English teachers, learners, and curriculum planners.

Introduction

In the contemporary age of globalization, the significance of proficient communication abilities, particularly in a non-native language, has witnessed a notable surge. Nevertheless, a significant number of university students encounter Communication Apprehension (CA) and Foreign Language Classroom Anxiety (FLCA), impeding their advancement in language acquisition. CA and FLCA are closely linked since they both entail the fear or anxiety associated with interacting with others, particularly in a foreign language. CA is a fear or anxiety experienced during real or anticipated communication with others. It can manifest in various contexts, such as public speaking or group discussions. The cause of CA can be influenced by personality traits, past negative experiences, and situational context (McCroskey, 1977). FLCA is defined as "a distinct complex of self-perceptions, emotions, and behaviors linked to classroom language learning resulting from the heterogeneity of language learning process" (Horwitz et al., 1986, p. 127). FLCA can interrupt actions and interfere with cognition, interpersonal relationships, and learning (Jin et al., 2020). FLCA is the subjective feeling of tension, apprehension, nervousness, and worry associated with learning a foreign language in a classroom setting. It arises from the uniqueness of language learning and is distinct from general classroom anxiety (Horwitz et al., 1986).

There are many causes or factors that lead to second language learning anxiety. The first is fear of negative evaluation. Students' fears are brought on by the environment of the foreign language classroom, where they are constantly being evaluated. The evaluation from the only fluent speaker in the room, a teacher, is crucial to a second language student (Horwitz et al., 1986). However, the evaluation or criticisms from peers is also a major cause of anxiety. Young (1991) found

that anxious learners thought their skills in language were weaker than their peers' and they looked down on them. They are afraid to speak out loud in front of the class during speaking practice. Kitano (2001) uses information from Young's (1991) survey study in which students learning Spanish said that they would speak out loud and answer more questions if they were not afraid to give the wrong answer. Another cause of foreign or second language learning anxiety is learners' self-perception of speaking ability in the target language. Horwitz et al. (1986) claim that most of the learners' anxiety comes from their self-concept of ability. Another source of anxiety can also come from the fear of testing. There is a great number of students who experience test anxiety. When many grammar items must be remembered, Horwitz et al. (1986) state that many students report that they knew the grammar but forgot it while taking the test. Anxiety is also produced when students remember, after the test, that they made a mistake and put down a wrong answer because of their nervousness during the test. Test anxiety can also be brought on by the question types that are on the test. Young (1991) states that, "In language testing, the greater degree of student evaluation and the more unfamiliar and ambiguous the test tasks and formats, the more the learner anxiety is produced" (p.429).

Studying can also cause test anxiety. Some students may study a lot if they receive a poor grade on a previous test or are anxious about making mistakes on an upcoming test. If the material that the student studied is not what is on the test, fear and anxiety could be produced. This may lead to studying avoidance. Horwitz et al. (1986) state that, "Anxious students may avoid studying and, in some cases, skip class entirely in an effort to alleviate their anxiety" (p. 127).

Anxious second or foreign language learners have trouble distinguishing between the target

language's sounds and structure (Horwitz et al., 1986). As reported by Horwitz et al. (1986), many students who experience foreign language learning anxiety claim to understand little to none of the teacher's output. Not being able to comprehend the target language is a major cause of anxiety.

Finally, the instructor can serve as a source of anxiety. Contrary to research, some instructors think that intimidating their students will cause them to become motivated to learn the foreign language. Young (1991) describes it best by stating that:

> Instructors who believe their role is to correct students constantly when they make any error, who feel that they cannot have students working in pairs because the class may get out of control, who believe that the teacher should be doing most of the talking and teaching, and who think their role is more like a drill sergeant's than a facilitator's may be contributing to learner language anxiety (p. 428).

Both CA and FLCA have negative and debilitating effects on English as a Foreign Language (EFL) learning. These feelings can be due to some factors, among which linguistic difficulties, negative evaluation, learners' self-perception, fear of testing, studying and instructors have been mentioned in the previous research (Hashemi & Abbasi, 2013). More importantly, it is empirically documented that both CA and FLCA are inversely associated with motivation (e.g., Balla, 2017; Kruk, 2015; Talebi Rezaabadi, 2016). Therefore, motivation-enhancing tools, strategies and techniques may reduce levels of CA and FLCA experienced by learners.

Among available motivational tools in the field of language learning, Technology, Entertainment, Design (TED) Talks can be mentioned. TED Talks, known for their motivational and intellectually stimulating material, are believed to offer a captivating and less daunting platform for language learning. TED Talks, which are motivational and enlightening material, have been extensively employed as teaching resources across diverse domains. TED Talks, which are concise and informative presentations on various subjects, can be a valuable tool for enhancing conversational skills. TED Talks provide authentic language use, high-quality audio and video, subtitles, and interactive elements that engage learners. They cover a wide range of topics that can spark learners' interest and motivation while providing valuable information and cultural insights (Windingl, 2014). TED Talks have become a popular resource for language learners globally. They are presented by scholars, public figures, advocates, and everyday individuals who possess a compelling narrative or a valuable concept to impart. Their purpose is to motivate, instruct, and amuse global audiences. Hence, they can serve as a potent instrument for improving conversational abilities, as they expose learners to genuine, captivating spoken English in many settings (Mallinder, 2016).

TED Talks, which originated in 1984 as a conference focusing on TED, has evolved into a worldwide phenomenon, including a wide range of topics, such as science, art, education, business, politics, and personal development. TED Talks are presented by individuals who are experts, celebrities, activists, or everyday people with valuable insights to share with a global audience. TED Talks typically last 18 minutes or less and aim to be instructive, entertaining, and inspiring. TED Talks are accessible online at no cost and have been watched by millions of individuals globally. TED Talks have been translated and subtitled into over 100 languages, ensuring accessibility to a wide and international audience. TED Talks are commonly utilized as an educational resource for language acquisition, particularly for improving

conversational abilities, by both educators and students.

Several studies (e.g., Aprilia, 2022; Karunakar, 2019; Yaqin & Athena, 2022) have investigated and documented the effect of TED Talks on EFL learners' motivation, engagement, speaking, and vocabulary. However, there is a prominent research gap concerning EFL learners' attitudes towards the effect of TED Talks on their CA and FLCA. This is while high levels of CA and FLCA can remarkably weaken learners in learning English language. To fill this gap, this study sought to investigate whether English language learners (ELLs) consider TED Talks as an effective instructional tool for reducing CA and FLCA. Accordingly, the following research questions were formulated:

1. Do English language learners consider TED Talks as an effective instructional tool for reducing CA?
2. Do English language learners consider TED Talks as an effective instructional tool for reducing FLCA?
3. Is there any difference between Iranian and Indian English language learners regarding their views about the effectiveness of TED Talks on reducing their CA and FLCA?

Literature Review

Definitions of TED Talks

According to Donovan (2012), TED Talk videos are described as a non-profit organization that focuses on promoting exciting ideas in the fields of technology, entertainment, and design. TED presentations have the objective of disseminating and motivating individuals with novel and impactful concepts of various disciplines. Similarly, Windingl (2014) stated that TED presentations, despite their usual duration of less than eighteen minutes, deliver a powerful impact by presenting distinctive ideas with fervor. TED presentations provide individuals with the opportunity to encounter valuable, intriguing, and extraordinary knowledge, which has the potential to stimulate dialogue and significantly influence people's lives.

Mallinder (2016) defined TED talks as a collection of public orations delivered by individuals of both renown and obscurity. Being widely acclaimed and having a large fan base is not a prerequisite for being selected as a speaker for TED lectures. Raut (2017) asserted that TED talks are impactful films with authoritative speakers discussing topics related to education, business, science, technology, and creativity. Essentially, speakers in TED presentations are required to possess expertise and firsthand experience in the subject matter they are delivering. In addition, he emphasized that TED actively seeks presenters who possess captivating and charismatic qualities and whose presentations demonstrate contemporary ideas supported by strong evidence, while also addressing a broad and global audience.

In essence, TED Talks serve as a digital medium where notable individuals, including public speakers, intellectuals, accomplished professionals, and influential figures, provide concise presentations on valuable subjects. These speeches aim to benefit the listeners by creating a strong impression in their minds and improving their conversational abilities, ultimately leading to a good transformation of the world (Karunakar, 2019.

History of TED Talks

As mentioned above, TED is an acronym that stands for Technology, Entertainment, and Design. The organization is a non-profit entity that arranges conferences globally, where speakers deliver concise and captivating speeches on diverse subjects. TED Conferences is an American-Canadian non-profit media organization that posts international talks online for free distribution under the slogan Ideas worth spreading. TED was

founded by Richard Saul Wurman and Harry Marks in February 1984 as a tech conference, in which Mickey Schulhof gave a demo of the compact disc that was invented in October 1982. It has been held annually since 1990. TED covers almost all topics from science to business to global issues in more than 100 languages. To date, more than 13,000 TEDx events have been held in at least 150 countries (Yaqin & Athena, 2022). TED also publishes these speeches on the internet for free dissemination, following the motto, ideas worth spreading. TED was established in 1984 by Richard Saul Wurman and Harry Marks as a singular occasion.

The inaugural TED conference showcased various groundbreaking breakthroughs, including demonstrations of compact discs, the e-book, and 3D graphics. Nevertheless, the conference incurred financial losses and was not held again until 1990, when it commenced as a yearly occurrence in Monterey, California.

Subsequently, TED has broadened its range to encompass scientific, cultural, political, humanitarian, and academic subjects, thereby captivating a worldwide audience of inquisitive and receptive individuals. TED has implemented many programs, including TEDGlobal, TED Prize, TEDx, TED-Ed, and TED Fellows, to foster and disseminate ideas across diverse platforms and communities.

As of March 2023, the total number of TED lectures available online is 4,225. This figure encompasses presentations from the primary TED conference, TEDGlobal, TEDWomen, TEDx, and additional TED gatherings. TED presentations encompass a diverse array of subjects and are accessible in 115 different languages. TED aims to initiate dialogue, establish relationships, and inspire proactive engagement globally by harnessing the influence of ideas. TED holds the belief that ideas possess the power to alter attitudes, lives, and eventually, the world (Raut, 2017).

Empirical Studies

Liu and Jackson (2011) examined how TED presentations affect the oral English skills, self-assurance, and speaking anxiety of Chinese postgraduate students. The study contrasted two student groups, one that routinely viewed and discussed TED lectures and another that adhered to a traditional curriculum. The study assessed the students' oral English proficiency and speaking anxiety levels before and after the 10-week intervention. The article said that the TED talk group showed notable enhancement in their utilization of rhetorical strategies and a decrease in anxiety, but the control group did not exhibit similar improvements. The paper proposed that TED presentations are a potent method to improve spoken English proficiency, self-efficacy, and reduce anxiety among Chinese postgraduate students.

Al-Seghayer (2014) investigated a qualitative research study that used interviews and observations to investigate the effects of TED Talks on the oral presentation skills and confidence of Saudi undergraduate students. The paper selected 12 students who watched and discussed TED Talks for 10 weeks and analyzed their oral presentations before and after the intervention. The paper found that the students improved their language use, voice quality, eye contact, gestures, and posture, as well as their self-confidence and self-evaluation abilities. The paper attributed these improvements to the motivational and authentic nature of TED Talks and the opportunities they provided for exposure, practice, and feedback. The paper recommended that TED Talks be integrated into EFL oral presentation courses to enhance students' communicative competence and confidence.

Marzec-Stawiarska (2015) explored the phenomenon of foreign language anxiety among Polish university students who were majoring in English and had advanced language skills. The paper used a questionnaire and interviews to measure the students' foreign language anxiety levels and identify the factors that triggered their anxiety while speaking English. The paper reported that the students experienced moderate to high levels of foreign language anxiety and that the most common sources of anxiety were peer pressure, fear of making mistakes, and lack of preparation for spontaneous speaking tasks. The paper also discussed the implications of foreign language anxiety for language learning and teaching and suggested some coping strategies for reducing anxiety.

In an exploratory study on FL anxiety, Bhatti et al. (2016) investigated the perceptions of English language learners on language learning Anxiety in the EFL classroom. The modified form of Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986) was employed to collect the data. Findings of this study led to the identification of the following sources of anxiety among the participants: communication apprehension, the learners' self-perceived proficiency, fear of being negatively evaluated, and nervousness.

Talebi Rezaabadi (2016) investigated the relationships between social anxiety, social class, and listening-test anxiety of students learning English as a foreign language. The aims of the study were to examine the relationship between listening-test anxiety and listening-test performance. The data were collected using an adapted Foreign Language Listening Anxiety Scale and a newly developed Foreign Language Social Anxiety Scale. The potential correlation between social anxiety and listening-test performance was investigated by the correlation coefficient. A moderate positive correlation was found between students' social class

and social anxiety. The results suggest that the pedagogical methods suggested to lessen this anxiety were effective. There was also a clear relationship between social anxiety, listening-test anxiety and listening performance.

In a study by Katirayifar and Rezvani (2017), the effect of locus of control (LOC) on language anxiety and test scores was investigated among Iranian EFL learners. Participants included 130 students studying in the field of English translation at Sobhe Sadegh Institute of Higher Education. Instruments used in the study included three TOFEL reading comprehension texts (used to homogenize participants at the outset of the study in terms of their English reading comprehension proficiency), Trice Academic Locus of Control Scale (1985) (to identify the participants' LOC) and Language Anxiety Scale (LAS) (Cassady & Jonson, 2002) (to measure the participants' level of language anxiety). Data analysis was conducted using correlation test and regression analysis. The results showed a significant negative effect of external LOC on the participants' language anxiety and test scores. In spite of this, a significant positive effect of internal LOC on the participants' language anxiety and test scores was proven.

In a study by Mohammed Sadiq (2017), the level of foreign language anxiety among English language learners was investigated. This study was carried out with a quantitative research design using a survey methodology to collect data about the participants' language anxiety. The sample of the study included 100 university students from the College of Education at Princess Nora University in the Kingdom of Saudi Arabia. The participants were randomly selected. For this research study, Foreign Language Classroom Anxiety Scale developed by Horwitz, Horwitz, and Cope (1986) was used to collect the research data. Communication apprehension, fear of negative evaluation, and self-perceptions of language

proficiency were identified as the main reasons for language anxiety from the participants' viewpoints.

Balla (2017) investigated the level of anxiety due to learning English as a foreign language. To achieve this aim, the Foreign Language Anxiety Classroom Scale (FLACS) was used as the instrument. The data was collected and statistically analyzed through SPSS. Results indicated that anxiety was one of the major factors that impeded English proficiency. Besides, anxiety also caused fear of communication among the students.

Han and Haider (2022) investigated the impact of foreign language anxiety on the academic performance of Turkish university students. The study assessed the foreign language anxiety levels, emotional intelligence, and academic success of 615 students enrolled in online language courses. The study utilized structural equation modeling to examine the data and revealed that fear of learning anxiety had a direct adverse effect on academic achievement, as well as an indirect negative effect by reducing emotional intelligence. The study found that foreign language anxiety significantly hinders language learners and proposed techniques to manage it.

Soriano and Co (2022) conducted a qualitative research study that used phenomenology as the method of inquiry to understand the lived experiences of Filipino university students who suffered from foreign language anxiety while learning English. The paper collected data from 24 students through focus group discussions and analyzed their narratives using thematic analysis. The paper revealed that the students encountered different sources of anxiety, such as teacher factors, inability to express ideas, fear of making mistakes, negative comments, family factors, fear of English classes, and lack of vocabulary ideas. The paper also proposed some ways to overcome foreign language anxiety, such as positive self-talk, relaxation techniques, peer support, and teacher

feedback. The paper aimed to raise awareness of the impact of foreign language anxiety on language learning and provide insights for teachers and learners to cope with it.

Tsui and Cheng (2022) investigated a paper that served as an introduction to a series of publications that center on the topic of foreign language anxiety in English medium instruction (EMI) classrooms. The paper offered a summary of the research on foreign language anxiety, a type of anxiety that impacts language learners in different situations. The research analyzes the characteristics and consequences of EMI, a type of bilingual education that uses English as the instructional language for academic topics. The study explored the impact of EMI on language acquisition, highlighting the obstacles and opportunities it presents, as well as the role of foreign language anxiety on EMI outcomes. The study attempted to emphasize the significance and intricacy of foreign language anxiety in EMI contexts and to introduce subsequent studies in the special issue.

In the Iranian context, few studies have addressed the utilization of TED talks as a teaching tool. Sadeghi and Ghorbani's (2017) study examined the impact of TED-Vodcast on Iranian intermediate learners' academic speaking proficiency, focusing on accuracy and fluency. The study involved 34 female first-year English language and literature students at Semnan University. The experimental group used TED-Vodcast as a pedagogical tool, while the control group followed conventional methods. The results showed that TED-Vodcast significantly improved oral proficiency and precision, but not fluency.

These studies suggest that TED Talks can be an effective tool in reducing CA and FLCA. However, there is research paucity on utilizing TED Talks to decrease FLCA and CA in language learners. This study intended to address this gap.

Method

Design of the Study

The research employed a descriptive survey methodology to gather and evaluate the data. This quantitative approach includes surveys and questionnaires to assess the participants' views (Ary et al., 2019).

Participants and Setting

The participants in this study consisted of 400 male and female university students hailing from Iran and India who have completed courses focused on enhancing their conversational abilities. They were selected through purposive sampling through online communicative networks and virtual groups. That is, this study was concerned with those ELLs who were already exposed to TED Talks when taking conversation courses. They were in the 20-40 age range. The reason for the inclusion of Indian and Iranian students in this study was to extend the contextual scope of the study. The participants were diverse in terms of education, holding various degrees, including B.A., M.A., Ph.D., B.Com, and B. Tech. To observe research ethics, the participants' consent was obtained through a consent form. Moreover, they were assured about the anonymity and confidentiality of their information. Demographic background of the participants is shown in Table 1.

Table 1

Demographic Background of the Participants

Nationality	N	%
Iranian	200	49.9
Indian	200	49.9
Gender		
Female	200	49.9
Male	200	49.9
Age		
20-30	272	67.8
30-40	128	31.9
Education		
B.A.	210	52.4
M.A.	68	17.0
Ph.D.	22	5.5
B. Com	50	12.5
B. Tech	50	12.5
Mother Tongue		
Farsi	200	49.9
Hindi	167	41.6
Tamil	11	2.7
Telugu	11	2.7
Urdu	11	2.7
Total	400	100

Instruments

This study utilized two closed-ended questionnaires as instruments: adapted versions of the PRCA-24 and FLCA questionnaires. All items of the two questionnaires were revised so that they could reflect the participants' views on the effect of TED Talks on reducing their CA and FLCA. The PRCA-24 questionnaire, developed by McCroskey (1982), is a widely used instrument that assesses an individual's feelings about communicating with others. It consists of 24 statements, and respondents indicate the degree to which each statement applies to them using a Likert scale: (1) strongly disagree, (2) disagree, (3), undecided, (4) agree, and (5) strongly agree. The PRCA-24 assesses CA in four contexts: group discussion, meetings, interpersonal communication, and public speaking. McCroskey (1982) validated the PRCA-24 questionnaire and calculated its reliability of .90.

The FLCA questionnaire, developed by Horwitz and Cope (1986), consists of 33 statements, and respondents indicate the degree to which each statement applies to them using a Likert scale: (1) strongly disagree, (2) disagree, (3), undecided, (4) agree, and (5) strongly agree. Horwitz and Cope (1986) confirmed the validity of the FLCA questionnaire through factor analysis and reported its reliability of .95.

Data Collection

The research started by purposefully choosing the participants as explained above. Then, they were informed of the objectives of this study and kindly invited to participate in the study. Afterwards, the Google form of the two questionnaires was distributed among them to be filled out and returned to the researchers. Finally, the collected data were exposed to appropriate statistical procedures.

Data Analysis

To analyze the data, descriptive statistics were run for CA and FLCA using SPSS 24. This involved calculating mean, median, variance, standard deviation, minimum, maximum, etc. Furthermore, a Chi-Square test was run to compare the frequency of Iranian and Indian learners who believed that TED Talks have reduced their CA and FLCA.

Results

The first research question examined whether ELLs consider TED Talks as an effective instructional tool for reducing CA. To answer this research question, descriptive statistics were run. According to the results of descriptive statistics in Table 1, the mean and standard deviation were 3.15 and .02, respectively. This shows that more than half of the participants believed that TED Talks have reduced their CA. More specifically, hypothetical mean in this study was assumed to be 2.5, and the obtained mean was higher than this value. Thus, more than half of the participants considered TED Talks effective for reducing their CA.

Table 1

Results of Descriptive Statistics for PRCA-24

			Statistic	Std. Error
PRCA-24	Mean		3.1583	.00125
	95% Confidence Interval for Mean	Lower Bound	3.1559	
		Upper Bound	3.1608	
	5% Trimmed Mean		3.1620	
	Median		3.1667	
	Variance		.001	
	Std. Deviation		.02503	
	Minimum		3.08	
	Maximum		3.17	
	Range		.08	
	Interquartile Range		.00	
	Skewness		-2.677	.122
	Kurtosis		5.191	.243

The second research question examined whether ELLs consider TED Talks as an effective instructional tool for reducing FLCA. To answer this question, descriptive statistics were run for FLCA. The results of descriptive statistics, as shown in Table 2, the mean and standard deviation were 3.59 and .06, respectively. This shows that more than half of the participants considered that TED Talks have reduced their FLCA. More particularly, hypothetical mean in this study was assumed to be 2.5, and the obtained mean was higher than this value. Thus, more than half of the participants considered TED Talks effective for reducing their FLCA.

Table 2

Results of Descriptive Statistics for FLCA

			Statistic	Std. Error
FLCA	Mean		3.59697	.003186
	95% Confidence Interval for Mean	Lower Bound	2.59071	
		Upper Bound	2.60323	
	5% Trimmed Mean		2.58754	
	Median		2.57576	
	Variance		.004	
	Std. Deviation		.063716	
	Minimum		2.576	
	Maximum		2.788	
	Range		.212	
	Interquartile Range		.000	
	Skewness		-2.677	.122
	Kurtosis		5.191	.243

To answer the third research question or to investigate whether there was any significant difference between the Iranian and Indian students regarding their views about the effect of TED Talks on reducing their CA, a Chi-Square test was run, whose results are shown in Table 3. According to the results, there was no significant difference between the Iranian and Indian students in terms of their views about the effect of TED Talks on reducing their CA.

Table 3

Chi-Square Test for CA

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.000[a]	1	1.000		
Continuity Correction[b]	.000	1	1.000		
Likelihood Ratio	.000	1	1.000		
Fisher's Exact Test				1.000	.566
Linear-by-Linear Association	.000	1	1.000		
N of Valid Cases	400				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 20.00.
b. Computed only for a 2x2 table

To investigate whether there was any significant difference between the Iranian and Indian students regarding their views about the effect of TED Talks on reducing their FLCA, A Chi-Square test was run, whose results are shown in Table 4. According to the results, there was no significant difference between the Iranian and Indian students in terms of their views about the effect of TED Talks on reducing their FLCA.

Table 4

Chi-Square Test for FLCA

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.000[a]	1	1.000		
Continuity Correction[b]	.000	1	1.000		
Likelihood Ratio	.000	1	1.000		
Fisher's Exact Test				1.000	.566
Linear-by-Linear Association	.000	1	1.000		
N of Valid Cases	400				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 20.00.
b. Computed only for a 2x2 table

Discussion

The study sought to examine the views of ELLs regarding the efficacy of TED Talks for mitigating their CA and FLCA. According to the results, ELLs considered TED Talks effective for reducing their CA. Also, it was shown that ELLs believed that TED Talks have reduced their FLCA.

To compare the results with the previous studies, the results are consistent with Liu and Jackson's (2011) study, which showed a significant reduction in speaking anxiety of learners as a result of being exposed to TED Talks. Further, the results resonate with the arguments put forth by Karunakar (2019) and Yaqin and Athena (2022), according to which learners experience less anxiety after acquaintance with TED Talks.

To account for the results, TED Talks enhance learners' autonomy, enabling them to actively interact with genuine material while refining their conversational abilities (Al-Seghayer, 2014). This may contribute to significant reductions in their CA and FLCA. TED Talks serve as a source of inspiration and empowerment for learners (Rault, 2017), which can in turn reduce their CA and FLCA. In addition, TED Talks offer a sociocultural setting that closely resembles real-life situations, which has been proven to enhance English speaking skills and decrease anxiety over time (Mallinder, 2016).

Furthermore, learners' confidence is enhanced by TED Talks (Al-Seghayer, 2014) and this mitigates their anxiety and apprehension. More importantly, learners become motivated by TED Talks, and this helps them cope with their anxiety and apprehension. Additionally, TED Talks improve learners' speaking proficiency (Sadeghi & Ghorbani, 2017). Accordingly, their willingness to learn improves, and this helps them regulate their apprehension and anxiety.

Additionally, TED Talks influence learners' motivation, which is negatively correlated with CA and FLCA. Accordingly, it can be argued that exposure to TED Talks reduces CA and FLCA through motivating learners. The negative ties between motivation and apprehension and anxiety have been repeatedly documented in the literature.

Besides, learners' learning is enhanced by the provision of TED Talks. This higher learning level is powerful enough to make them experience lower levels of CA and FLCA. Therefore, it can be put forth that learning level can mediate the effect of TED Talks on CA and FLCA. This also implies that TED Talks can be used to enhance learners' English learning level.

What is more, those who benefit from TED Talks engage more in language learning so that they can achieve their goals. Thus, they use more language learning strategies. This activates and

energizes them and this in turn makes them less anxious.

Last but not least, this study examined whether Iranian and Indian ELLs are different regarding their views about the effectiveness of TED Talks on reducing their CA and FLCA. According to the results, no significant difference was found between Iranian and Indian ELLs in this regard. This shows that the nationality of learners played no role in the effect of TED Talks on reducing learners' CA and FLCA.

To account for this finding, it can be argued that TED Talks are so powerful in reducing CA and FLCA of learners that the nationality of learners could not exert any effect in this regard. That is, TED Talks can reduce CA and FLCA regardless of learners' nationality. It encourages different groups of stakeholders to resort to TED Talks as a strategy to reduce learners' CA and FLCA.

Conclusion and Implications

According to the results, it is concluded that as far as ELLs' views are concerned, TED Talks have the potential to decrease their CA. Moreover, it can be concluded that according to learners' attitudes, using TED Talks leads to significant mitigations in their FLCA. With a view to the negative effects of CA and FLCA on EFL/ESL learning, it is also concluded that TED Talks make English learning less stressful, anxiety-generating, and apprehension-free for ELLs.

Given that no significant difference was revealed by the results of Chi-Square test, it can be concluded that learners' nationality is not powerful enough to influence their views regarding the effect of TED Talks on their CA and FLCA. That is, apparently, TED Talks influence CA and FLCA regardless of learners' nationality. Therefore, it is concluded that TED Talks can be practiced in English classes in different countries beyond Iran to help learners cope with their CA and FLCA.

This means that the effectiveness of TED Talks on their CA and FLCA is transnational.

However, it should not be neglected that utilizing TED Talks is not without its challenges and obstacles and effective strategies are required by different groups of stakeholders to pave the way for the incorporation of TED Talks in educational settings. For instance, obstacles like lack of feedback and language proficiency challenges need to be addressed. In addition, teachers should tailor instruction to specific domains and tailor TED Talks to students' unique needs. Last but not least, it is concluded that regardless of their nationality, language learners believe that TED Talks reduce their CA and FLCA. This shows that TED Talks have a transnational effect on CA and FLCA.

With regard to implications, the study highlights the potential of TED Talks in English language training. Students' positive attitudes towards TED Talks suggest they can enhance conversational skills. English teachers can benefit from TED Talks in English classes to help students cope with their CA and FLCA. They can incorporate TED Talks in conversation courses in the form of in-class or out-of-class activities. English learners can resort to TED Talks as a strategy to mitigate their CA and FLCA. Curriculum planners can plan future curricula in a way that TED Talks are injected into conversation courses.

This study was just concerned with Iranian and Indian learners. Future research can delve into the issue with learners from other contexts. This study used a quantitative descriptive design. Future researchers can explore the same topic using qualitative designs. The data was collected through two questionnaires. To broaden the scope of this study, future studies can use interviews, observations, etc., to gather the data.

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