

Honing EAP Learners' Public Speaking Skills by Analyzing TED Talks

Lisa Leopold

Despite the importance of public speaking skills for English for Academic Purposes (EAP) students' academic and professional success, few EAP textbooks incorporate authentic, professional speech models. Thus, many EAP instructors have turned to TED talks for dynamic speech models. Yet a single TED talk may be too long for viewing in class and may limit students' exposure to various speech styles. In the classroom activity described in this article, students listen to short clips from several TED speeches to learn techniques for making supporting points memorable; they then apply these techniques to their own extemporaneous speeches. This article highlights the critical need for authentic speech models in EAP courses; fulfills the need for authenticity by describing a lesson that utilizes several short, dynamic clips from TED talks to teach students how to use compelling support in presentations; and highlights positive student learning outcomes from student presentations and reflections over six semesters of instruction.

Malgré l'important rôle que jouent les aptitudes à s'exprimer en public dans la réussite académique et professionnelle des étudiants d'anglais académique (EAP, English for Academic Purposes), peu de manuels d'EAP intègrent des modèles de discours authentiques et professionnels. Plusieurs instructeurs puisent donc dans les présentations TED pour trouver des modèles de parole dynamiques. Toutefois, une seule présentation TED peut durer trop longtemps pour montrer pendant un cours d'une part, et elle risque de limiter l'exposition des étudiants aux divers styles de discours d'autre part. Lors de l'activité en classe décrite dans cet article, les étudiants écoutent de courts extraits de plusieurs discours TED pour apprendre les techniques qui rendent mémorables les points de repère d'une présentation; par la suite, ils les appliquent dans leurs propres discours improvisés. Cet article souligne le besoin critique pour de modèles de parole authentiques dans les cours d'EAP; répond au besoin d'authenticité en décrivant une leçon basée sur plusieurs courts extraits dynamiques tirés de présentations TED et employés pour apprendre aux étudiants à développer des idées convaincantes qui appuient leurs présentations; et souligne les résultats d'apprentissage positifs découlant de présentations et de réflexions de la part d'étudiants au long de six semestres d'enseignement.

KEYWORDS: public speaking, English for Academic Purposes (EAP), support material

Academic presentations are important, yet challenging, tasks for English for Academic Purposes (EAP) students (Chou, 2011). Faculty frequently assign presentations in content courses (Furneaux, 2002) to acculturate students into their disciplinary community (Zappa-Hollman, 2007), and students believe their academic success depends significantly on their public speaking performance (Kim, 2006). Not only do faculty and students value public speaking skills (Zappa-Hollman, 2007), but North American employers and employees also perceive these skills as “extremely important” for career success (Gallo, 2014a; Robles, 2012).

Notwithstanding the importance of public speaking skills to EAP learners, their professors, and their prospective employers, EAP programs may not sufficiently prepare students with the skills and confidence needed to excel at presentations. In fact, Ferris’s (1998) survey of 768 ESL students from three Californian universities revealed that 70% claimed to have difficulty with formal presentations in content courses. Moreover, students identified formal speaking as the top skill among seven oral/aural skills on which they would like to receive additional training in their ESL courses. In their large-scale survey of Canadian students, Berman and Cheng (2001) found non-native-speaking undergraduate and graduate students ranked speaking tasks as more difficult than listening, reading, and writing assignments. Moreover, several researchers have attested to the anxiety non-native English-speaking students experience when delivering formal presentations in English (cf. Radzuan & Kuar, 2011; Woodrow, 2006).

Particularly relevant to the focus of this article, many native and non-native speaking students have difficulty finding supporting material for presentations and expressing their ideas with vivid images, metaphors, and details (Monaghan, 1986). Yet these forms of compelling support are important criteria distinguishing presenters’ success. In fact, Morton (2009) found successful presentations delivered by non-native-speaking architecture students incorporated narratives, metaphors, and visualization, whereas less successful presentations were primarily descriptive. Hong Kong EAP university students also ranked supporting statements as one of the most challenging presentation skills, and more than half failed to adequately support their main assertions in presentations their first semester (Bankowski, 2010). Yet after public speaking training, students showed remarkable improvement the following semester: all but one student adequately supported assertions (Bankowski, 2010), thereby suggesting that training students how to support assertions is worthwhile.

Although previous studies suggest EAP students desire and would benefit from additional public speaking instruction, there is scant research in the TESOL field to inform public speaking pedagogy as compared to reading and writing pedagogy (Bankowski, 2010; Kim, 2006; Skryme, 2010). However, the existing, albeit relatively limited, research does suggest the importance of models (Yang, 2010), especially audiovisual examples (Hou, 2008).

In general, authentic (as compared to instructor-created) materials provide a much richer source of lexical and syntactic input for students to “notice” (Gilmore, 2007), are more conducive to developing students’ communicative competence (Gilmore, 2007), and increase student motivation (Clavel-Arroitia & Fuster-Márquez, 2014; Peacock, 1997). Surprisingly, few EAP texts about public speaking incorporate authentic, professional speech examples (cf. Reinhart, 2002) and are based largely upon the authors’ intuitions. One study found that even public speaking textbooks for native English speakers incorporate many claims unsubstantiated by research (Hugenberg & Moyer, 1997). The lack of authenticity and research-based claims in textbooks may lessen students’ motivation and the likelihood they would develop the communicative competence and public speaking skills needed to become successful presenters.

Because of the dearth of authentic speech examples in textbooks, many EAP instructors have successfully turned to TED talks for dynamic speech models. TED talks seem to have become new pillars of public speaking excellence: in fact, several books have been published to help laypeople emulate TED speakers, such as *Talk like TED: The 9 Public-Speaking Secrets of the World’s Top Minds* (Gallo, 2014b) and *How to Deliver a TED Talk: Secrets of the World’s Most Inspiring Presentations* (Donovan, 2014). Yet a TED talk may last up to 21 minutes: too long for viewing in a single class session. Moreover, viewing a single speech may limit students’ exposure to various speech styles, an approach inconsistent with that advocated by scholars that no “sole” model be presented to students (Kankaanranta & Louhiala-Salminen, 2010).

In sum, the literature suggests that showing multiple authentic speech models to train students how to use supporting material in a presentation may be valuable, yet the time constraints of class may make showing speeches in their entirety difficult. Thus, to expose students to a variety of speech models, the next section of this paper presents an activity which uses short excerpts from several TED speeches to enhance students’ ability to use compelling support in presentations.

By teaching students how to use supporting material effectively, this lesson aims to advance students’ academic sociolinguistic competence, one of five areas of Scarcella’s (2003) communicative competence model encompassing phonological, lexical, grammatical, sociolinguistic, and discourse competence. Specifically, academic sociolinguistic competence includes “signaling cause and effect, ... comparing, contrasting, explaining, describing, defining, justifying, giving examples” (Scarcella, 2003, p. 22), all of which relate to the lesson’s objective of helping students use supporting material in presentations. In the following section, I will first describe the students who have tried this activity, the course this activity was integrated into, and the lesson objectives, followed by detailed instructions for the activity and the student learning outcomes.

The Students

Among the 58 EAP students enrolled in the Professional Presentation Skills course from Fall 2013 to Spring 2016 when the activity was implemented, 41 were female and 17 were male. They ranged from 22 to more than 50 years old, with most between 22 and 32 years old. All were matriculated international students, primarily from East Asian countries, who had attained at least an 80 on the Internet-based TOEFL exam in order to be admitted to their master's degree program in international policy, business, or education management; most had TOEFL scores exceeding that.

Course Description and Learning Objectives

The Professional Presentation Skills course is the most advanced credit-bearing oral skills course in the EAP program at this small, private graduate school in the United States, and students are placed into it after taking an in-house placement exam. The course aims to equip students with the skills and confidence to deliver professional and articulate speeches in English. One of the specific learning objectives is for students to learn how to present stories, statistics, and other types of support meaningfully; the present lesson aims to meet that objective and ideally comes after students have learned how to organize a speech effectively. It fits well within a single 100-minute class in an informative speaking unit.

The Activity: Part One

(60 minutes)

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

TED Speech Excerpts and Instructor Notes

The Dangers of “Willful Blindness” by Margaret Heffernan

http://www.ted.com/talks/margaret_heffernan_the_dangers_of_willful_blindness.html

Time: 5:54 to 7:08

- a) *Type of support: Definition*
- b) *What makes the definition memorable:* The speaker provides a concise legal definition of “willful blindness” before previewing examples of its manifestation in various contexts (e.g., banks, the Catholic Church, politics) so the audience understands how it applies to their lives and communities. She defines an abstract legal concept using concrete, easily relatable examples.
- c) *Tips for making definitions memorable:* Speakers might incorporate comparison and contrast to their definitions by contrasting what they once thought a term meant or what most people believe it means and its actual definition (Arnold, 2010), or defining what a concept is and is not. Speakers should define concepts using understandable terms for a lay audience (Aruffo, 2015).
- d) *The speaking purpose for which definitions are suited:* Speakers usually define important, yet unfamiliar, terms or jargon (Hamilton, 2012), particularly in informative presentations.

Where Is Home? by Pico Iyer

http://www.ted.com/talks/pico_iyer_where_is_home

Time: 12:29 to 13:03

- a) *Type of support: Quotation*
- b) *What makes the quotation memorable:* The speaker delivers a poignant quote from Seneca, followed by his own interpretation. Antithesis makes the quotation eloquent; alliteration makes his interpretation eloquent. Using the pronoun “you,” the speaker connects the message to the audience.
- c) *Tips for making quotations memorable:* Speakers should select novel quotations, both from subject-matter experts (Dlugan, 2012) and from people they know (Arnold, 2010).
- d) *The speaking purpose for which quotations are suited:* Speakers may incorporate quotations when the words are eloquent or inspiring (Arnold, 2010), making them well suited for commemorative presentations. Speakers may also quote an individual whose exact words they plan to refute later, especially in persuasive presentations.

***Where Is Home?* by Pico Iyer**

http://www.ted.com/talks/pico_iyer_where_is_home.html

Time: 9:47 to 11:37

- a) *Type of support:* Vivid imagery
- b) *What makes the vivid imagery memorable:* The speaker uses descriptive language (e.g., not just “grass” but “pampas grass”) and metaphorical language (e.g., “the still blue plate of the Pacific Ocean”) and appeals not only to the sense of sight, but also to hearing and touch.
- c) *Tips for making vivid imagery memorable:* When creating a vivid image, speakers should use specific details (Hamilton, 2012) that appeal to all senses (Donovan, 2014).
- d) *The speaking purpose for which vivid imagery is suited:* When speakers want the audience to imagine a scene, particularly in narratives, vivid imagery may be useful (Donovan, 2014). When vivid imagery supports a central argument, it makes that argument more persuasive; however, when vivid imagery supports tangential information, it makes the information less persuasive (Guadagno, Rhoads, & Sagarin, 2011).

***The Mystery of Chronic Pain* by Elliot Krane**

http://www.ted.com/talks/elliott_krane_the_mystery_of_chronic_pain

Time: 1:18 to 2:04

- a) *Type of support:* Visualization and demonstration
- b) *What makes the visualization and demonstration memorable:* The speaker evokes compassion by having the audience imagine painful sensations happening to themselves or their child. He uses a torch to show, rather than tell, the audience what pain would feel like.
- c) *Tips for making visualization and demonstration memorable:* Speakers may start a visualization with the word “Imagine.” When creating a visualization that draws audience members into their story, speakers should use words that appeal to all senses. When creating a visualization that prompts audience members to reflect on their past or future, speakers should use less detail to give them more freedom to reflect on their lives (Donovan, 2014). Speakers should use props for demonstrations.
- d) *The speaking purpose for which visualization and demonstration is suited:* Visualization and demonstration can elicit the audience’s empathy, making them suitable for persuasion. Moreover, visualization helps the audience imagine benefits of a proposed solution (Quagliata, 2014) and serves as the fourth (of five) steps in Monroe’s motivated sequence for persuasion: attention, need, satisfaction, visualization, and action. Thus, visualization could be a powerful way to conclude a speech by having the audience imagine their future if they adopt the speaker’s message (Donovan, 2014).

***The Happy Secret to Better Work* by Shawn Achor**

http://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work

Time: Beginning to 3:10

- a) *Type of support*: Narrative
- b) *What makes the narrative memorable*: The humour, climax, dialogue, detailed description, suspense, rhythmic delivery, and relatable protagonist make the narrative memorable. Though entertaining, the story is not simply for entertainment; there is a relevant lesson learned that connects with the speaker's topic (Hamilton, 2012).
- c) *Tips for making narratives memorable*: Speakers may generate narratives from personal successes, failures, or humorous or surprising life experiences. When delivering narratives, speakers may role-play characters and incorporate dialogue, detail, and suspense (Donovan, 2014). The narrative should tap into universal feelings and feature a protagonist who overcomes obstacles and learns a lesson, which becomes the moral of the story (Duarte, 2010).
- d) *The speaking purpose for which narratives are suited*: Narratives are well suited for eliciting the audience's emotion (Polichak & Gerrig, 2002) and affective response (Zebregs, van den Putte, Neijens, & de Graaf, 2015), which is important for persuasion (Nabi, 2002).

***Is the Obesity Crisis Hiding a Bigger Problem?* by Peter Attia**

http://www.ted.com/talks/peter_attia_what_if_we_re_wrong_about_diabetes

Time: 6:57 to 8:38

- a) *Type of support*: Analogy
- b) *What makes the analogy memorable*: The analogy helps the speaker clarify an unfamiliar concept and convince the audience about the cause of obesity. When the audience accepts the first step in the speaker's logic (i.e., the "familiar" part of the analogy about bruising one's shin against the coffee table), they are more apt to apply his logic to the "unfamiliar" scenario. His analogy is persuasive, because it reduces the audience's resistance to embracing his conclusion.
- c) *Tips for making analogies memorable*: Speakers should find a point of comparison between two unlike objects and relate something unfamiliar with something familiar to the audience.
- d) *The speaking purpose for which analogies are suited*: Analogies help clarify difficult concepts (Arnold, 2010). They are also powerful persuasive tools: if the audience accepts the analogy's logic, they are more likely to accept the speaker's conclusion.

Why 30 Is Not the New 20 by Meg Jay

http://www.ted.com/talks/meg_jay_why_30_is_not_the_new_20

Time: 3:35 to 4:44

- a) *Type of support*: Statistics
- b) *What makes the statistics memorable*: The facts are surprising, novel, and personalized to the audience, delivered with the pronoun “you.”
- c) *Tips for making statistics memorable*: Speakers may make statistics memorable using any of the following techniques: personalizing, demonstrating, contextualizing, visualizing, comparing, or associating them (Leopold, 2016).
 - Personalizing statistics: The speaker relates statistical trends to the audience, making abstract data relevant.
 - Demonstrating statistics: The speaker incorporates props to demonstrate statistical values.
 - Contextualizing statistics: The speaker conveys statistics as small ratios (e.g., per minute).
 - Visualizing statistics: The speaker displays statistics graphically or pictorially.
 - Comparing statistics: The speaker compares present trends to the past or projects them into the future.
 - Associating statistics: The speaker relates statistics to a familiar context for the audience (Leopold, 2016).
- d) *The speaking purpose for which statistics are used*: Because of their perceived verifiability (Ah Yun & Massi, 2000) and perceived credibility (Kopfman, Smith, Ah Yun, & Hodges, 1998), statistics are persuasive. Moreover, statistics elicit the audience’s cognitive response (Zebregs et al., 2015), making them suitable for achieving logos.

The Activity: Part Two

(40 minutes)

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

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

Discussion

This lesson enhances students' ability to use a variety of compelling support in a presentation to boost their credibility and attract the audience's attention (Dlugan, 2012; Hamilton, 2012). In fact, anecdotal evidence gathered from students' reflective assignments about presentations delivered after this lesson suggests that they learned how to make their supporting points memorable. One student wrote:

I learned that it captured the audience's attention easily by doing actual demonstration. I brought the organic products, which were related to my presentation. I could feel the audience were not only fascinated but also showed huge interest when I took out the actual products.

Several students commented on the value of critiquing TED speakers, with one writing that she "learned how to get audience's attention by watching TED talk," and several others pledging to watch TED talks at home to hone their public speaking skills.

After this lesson, students showed remarkable progress in their ability to use a variety of memorable supporting points. In fact, in her presentation about domestic violence, one student showed how associating and comparing statistics could be compelling:

The number of American troops killed in Afghanistan and Iraq between 2001 and 2012 was 6,488. The number of American women who were murdered by current or ex male partners during that time was 11,766. That's nearly double the amount of casualties lost during war.

Students not only learned how to support assertions, but also learned why doing this was valuable. One student in her reflective assignment commented:

The assigned readings and in-class presentations showed that people are moved and persuaded by different kinds of strategies—some of them prefer statistics that relates to their lives, others are prone to

personal stories and pictures, while others believe in plausible words and resolute posture. It is pivotal not to cater to only one kind of people but apply various strategies at different times of the speech to better attract a maximum amount of people.

This student's observation echoes some scholars' findings that combining memorable statistics and narratives, rather than using a single form of support, may be most persuasive (Allen et al., 2000). Because the class activities were scaffolded from awareness-raising to performance-based tasks, students could apply the techniques learned from analyzing professional models to make the supporting points in their own presentations memorable.

Although this lesson succeeds in honing students' ability to make supporting points memorable, it is also challenging: specifically, it might be difficult for less proficient students to understand TED talks when listening to them only once. Thus, instructors may wish to assign students to watch the speeches at home for comprehension before watching them in class for discussion. Moreover, the second part of the lesson requires students to think creatively to develop an extemporaneous speech using a particular form of support, which might be difficult in limited class time. Thus, it might be helpful to assign the speech as homework for the following class, allow students to choose any topic using that form of support or collaborate in teams to deliver it. To increase students' motivation, instructors could design the extemporaneous activity as a competition with a prize awarded for the most memorable presentation.

On the other hand, some students may find the challenge of the extemporaneous speech motivating rather than daunting: through this lesson, students may realize their potential in public speaking, an area in which many lacked confidence. After this lesson, one student expressed in a reflective assignment, "I felt so thrilled that I could finally adopt some new skills introduced in the class, emulating all those great speakers whom I have admired."

Conclusion

If the lesson helps even one student develop the confidence to conquer the fear of public speaking, a fear more prevalent than the fear of death itself (Dwyer & Davidson, 2012), then it is valuable. It is hoped that this activity may shed some light on "what makes a presentation effective in school and how explicit instruction can help prepare students for the kinds of presentation activities they will need in academic and professional settings," an area that Bankowski (2010, p. 187) highlighted as a critical gap to fill in the existing research on public speaking pedagogy in EAP. This article provides one example of a successful public speaking lesson for EAP learners, and, with additional research on public speaking methodology in EAP, learners will be better equipped to attain the academic sociolinguistic competence and public

speaking skills needed to excel at presentations that are critical for their academic and professional success.

Acknowledgements

I wish to thank the EAP students enrolled in my public speaking course for their constant dedication, enthusiasm, and inspiration. I would also like to extend my gratitude to the editor and anonymous reviewers of *TESL Canada Journal* for their insightful feedback.

The Author

Lisa Leopold is Associate Professor of English for Academic and Professional Purposes at the Middlebury Institute of International Studies at Monterey, where she teaches business correspondence, editing, and public speaking to international graduate students. Her research interests include business English, content-based instruction, and public speaking pedagogy.

References

- Achor, S. (2011, May). The happy secret to better work. *TEDxBloomington*. Retrieved from http://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work
- Ah Yun, K., & Massi, L. L. (2000, February). *The differential impact of race on the effectiveness of narrative versus statistical appeals to persuade individuals to sign an organ donor card*. Paper presented at the meeting of the Western States Communication Association, Sacramento, CA.
- Allen, M., Bruflat, R., Fucilla, R., Kramer, M., McKellips, R. D., & Spiegelhoff, M. (2000). Testing the persuasiveness of evidence: Combining narrative and statistical forms. *Communication Research Reports*, 17(4), 331–336. <http://dx.doi.org/10.1080/08824090009388781>
- Arnold, K. (2010). *Boring to bravo: Proven presentation techniques to engage, involve, and inspire your audience to action*. Austin, TX: Greenleaf Book Group Press.
- Aruffo, C. (2015). Turning scientific presentations into stories. *Journal of College Science Teaching*, 45(1), 32–35. http://dx.doi.org/10.2505/4/jcst15_045_01_32
- Attia, P. (2013, April). Is the obesity crisis hiding a bigger problem? *TEDMED 2013*. Retrieved from http://www.ted.com/talks/peter_attia_what_if_we_re_wrong_about_diabetes
- Bankowski, E. (2010). Developing skills for effective academic presentations in EAP. *International Journal of Teaching and Learning in Higher Education*, 22(2), 187–196.
- Berman, R., & Cheng, L. (2001). English academic language skills: Perceived difficulties by undergraduate and graduate students, and their academic achievement. *Canadian Journal of Applied Linguistics*, 4(1–2), 25–40.
- Chou, M. (2011). The influence of learner strategies on oral presentations: A comparison between group and individual performance. *English for Specific Purposes*, 30(4), 272–285. <http://dx.doi.org/10.1016/j.esp.2011.04.003>
- Clavel-Arroitia, B., & Fuster-Márquez, M. (2014). The authenticity of real texts in advanced English language textbooks. *ELT Journal*, 68(2), 124–134. <http://dx.doi.org/10.1093/elt/cct060>
- Dlugan, A. (2012). How to use quotes in your speech: 8 benefits and 21 tips. *Six Minutes*. Retrieved from <http://sixminutes.dlugan.com/speech-quotes/>
- Donovan, J. (2014). How to deliver a TED talk: Secrets of the world's most inspiring presentations. New York, NY: McGraw Hill Education.
- Duarte, N. (2010). *Resonate: Present visual stories that transform audiences*. Hoboken, NJ: John Wiley & Sons.
- Dwyer, K. K., & Davidson, M. M. (2012). Is public speaking really more feared than death? *Communication Research Reports*, 29(2), 99–107. <http://dx.doi.org/10.1080/08824096.2012.667772>
- Ferris, D. (1998). Students' views of academic aural/oral skills: A comparative needs analysis. *TESOL Quarterly*, 32(2), 289–318. <http://dx.doi.org/10.2307/3587585>

- Furneau, C. (2002). Developing EAP speaking skills. *Revista Canaria de Estudios Ingleses*, 44, 173–186.
- Gallo, C. (2014a, September 25). New survey: 70% say presentation skills are critical for career success [Web log comment]. Retrieved from <http://www.forbes.com/sites/carminegallos/2014/09/25/new-survey-70-percent-say-presentation-skills-critical-for-career-success/#142038e010c9>
- Gallo, C. (2014b). *Talk like TED: The 9 public-speaking secrets of the world's top minds*. New York, NY: St. Martin's Press.
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40(2), 97–118. <http://dx.doi.org/10.1017/S0261444807004144>
- Guadagno, R. E., Rhoads, K. v. L., & Sagarin, B. J. (2011). Figural vividness and persuasion: Capturing the “elusive” vividness effect. *Personality and Social Psychology Bulletin*, 37(5), 626–638. <http://dx.doi.org/10.1177/0146167211399585>
- Hamilton, G. (2012). *Public speaking for college and career* (10th ed.). Burr Ridge, IL: McGraw Hill Higher Education.
- Heffernan, M. (2013, March). The dangers of “willful blindness.” *TEDxDanubia*. Retrieved from http://www.ted.com/talks/margaret_heffernan_the_dangers_of_willful_blindness.html
- Hou, M. (2008). A new approach to public speaking course in ESL classroom. *English Language Teaching*, 1(2), 67–70. <http://dx.doi.org/10.5539/elt.v1n2p67>
- Hugenberg, L. W. & Moyer, B. S. (1997, April). *The research foundation for instruction in the basic public speaking course*. Paper presented at the annual meeting of the Central States Communication Association, St. Louis, MO. Retrieved from <https://eric.ed.gov/>
- Iyer, P. (2013, June). Where is home? *TEDGlobal 2013*. Retrieved from http://www.ted.com/talks/pico_iyer_where_is_home.html
- Jay, M. (2013, February). Why 30 is not the new 20. *TED2013*. Retrieved from http://www.ted.com/talks/meg_jay_why_30_is_not_the_new_20
- Kankaanranta, A., & Louhiala-Salminen, L. (2010). “English?—Oh, it’s just work!”: A study of BELF users’ perceptions. *English for Specific Purposes*, 29(3), 204–209. <http://dx.doi.org/10.1016/j.esp.2009.06.004>
- Kim, S. (2006). Academic oral communication needs of East Asian international graduate students in non-science and non-engineering fields. *English for Specific Purposes*, 25(4), 479–489. <http://dx.doi.org/10.1016/j.esp.2005.10.001>
- Kopfman, J. E., Smith, S. E., Ah Yun, J. K., & Hodges, A. (1998). Affective and cognitive reactions to narrative versus statistical evidence organ donation messages. *Journal of Applied Communication Research*, 26(3), 279–300. <http://dx.doi.org/10.1080/00909889809365508>
- Krane, E. (2011, March). The mystery of chronic pain. *TED2011*. Retrieved from http://www.ted.com/talks/elliott_krane_the_mystery_of_chronic_pain
- Leopold, L. (2016). Stunning statistics for persuasive speaking. *Communication Teacher*, 31, 1–6. <http://dx.doi.org/10.1080/17404622.2016.1244346>
- Monaghan, T. (1986). Finding speech topics and supporting material. [Abstract]. Abstract retrieved from ERIC. (Accession No. ED270834)
- Morton, J. (2009). Genre and disciplinary competence: A case study of contextualization in an academic speech genre. *English for Specific Purposes*, 28(4), 217–229. <http://dx.doi.org/10.1016/j.esp.2009.04.005>
- Nabi, R. L. (2002). Discrete emotions and persuasion. In J. Dillard & M. Pfau (Eds.), *The persuasion handbook: Developments in theory and practice* (pp. 289–308). Thousand Oaks, CA: Sage. <http://dx.doi.org/10.4135/9781412976046.n15>
- Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners. *ELT Journal*, 51(2), 144–156. <http://dx.doi.org/10.1093/elt/51.2.144>
- Polichak, J. W., & Gerrig, R. J. (2002). “Get up and win!”: Participatory responses to narrative. In M. C. Green, J. J. Strange, & T. C. Brock (Eds.), *Narrative impact: Social and cognitive foundations* (pp. 71–95). Mahwah, NJ: Erlbaum.

- Quagliata, A. B. (2014). Move your audience to action: Using YouTube to teach persuasion. *Communication Teacher*, 28(3), 183–187. <http://dx.doi.org/10.1080/17404622.2014.911336>
- Radzuan, N., & Kaur, S. (2011). Technical oral presentations in English: Qualitative analysis of Malaysian engineering undergraduates' sources of anxiety. *Procedia—Social and Behavioural Sciences*, 29, 1436–1445. <http://dx.doi.org/10.1016/j.sbspro.2011.11.383>
- Reinhart, S. M. (2002). *Giving academic presentations*. Ann Arbor, MI: University of Michigan Press.
- Robles, M. M. (2012). Executive perceptions of the top 10 soft skills needed in today's workplace. *Business Communication Quarterly*, 75(4), 453–465. <http://dx.doi.org/10.1177/1080569912460400>
- Scarcella, R. (2003). *Academic English: A conceptual framework* (Technical Report 2003-1). Berkeley, CA: University of California Linguistic Minority Research Institute.
- Skryme, G. (2010). Is this a stupid question? International undergraduate students seeking help from teachers during office hours. *Journal of English for Academic Purposes*, 9(3), 211–221. <http://dx.doi.org/10.1016/j.jeap.2010.02.012>
- Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC Journal*, 37(3), 308–328. <http://dx.doi.org/10.1177/0033688206071315>
- Yang, L. (2010). Doing a group presentation: Negotiations and challenges experienced by five Chinese ESL students of Commerce at a Canadian university. *Language Teaching Research* 14(2), 141–160. <http://dx.doi.org/10.1177/1362168809353872>
- Zappa-Hollman, S. (2007). Academic presentations across post-secondary contexts: The discourse socialization of non-native English speakers. *Canadian Modern Language Review*, 63(4), 455–485. <http://dx.doi.org/10.3138/cmlr.63.4.455>
- Zebregs, S., van den Putte, B., Neijens, P., & de Graaf, A. (2015). The differential impact of statistical and narrative evidence on beliefs, attitude, and intention: A meta-analysis. *Health Communication*, 30(3), 282–289. doi: 10.1080/10410236.2013.842528