

شبكة المعلومات الجامعية التوثيق الإلكتروني والميكروفيلو

# بسم الله الرحمن الرحيم





MONA MAGHRABY



شبكة المعلومات الجامعية التوثيق الإلكتروني والميكروفيلو



شبكة المعلومات الجامعية التوثيق الالكتروني والميكروفيلم



MONA MAGHRABY



شبكة المعلومات الجامعية التوثيق الإلكترونى والميكروفيلم

## جامعة عين شمس التوثيق الإلكتروني والميكروفيلم قسم

نقسم بالله العظيم أن المادة التي تم توثيقها وتسجيلها علي هذه الأقراص المدمجة قد أعدت دون أية تغيرات



يجب أن

تحفظ هذه الأقراص المدمجة بعيدا عن الغبار



MONA MAGHRABY



Ain-Shams University
Faculty of Education
Department of Curriculum and Instruction

### A program based on Technology, Entertainment and Design ''TED TALK'' on developing oral presentation performance for English department student teachers in faculties of Education.

A Thesis Submitted in Partial Fulfillments of the Requirements for the MA Degree in Education. (Department of Curriculum & Instruction: TEFL)

To

The Department of Curriculum and Instruction Faculty of Education, Ain Shams University.

Prepared by **By Pakinaz A. Fouad** 

Supervised by

**Dr.Magdy Mahdy Aly** 

Dr.Badr Abdel Fattah Abdel Kafy

Professor of Curriculum and EFL Instruction Faculty of Education Ain Shams University Lecturer of Curriculum and EFL Instruction Faculty of Education Ain Shams University **Research title**: A program based on Technology, Entertainment and Design "TED TALK" on developing oral presentation performance for English department student teachers in faculties of Education.

Author: Pakinaz Ahmed Fouad

#### **Advisors**

- 1- Dr. Magdy Mahdy Ali, professor of curricula department (TEFL), Faculty of Education, Ain Shams University.
- 2- Dr. Badr Abdel Fattah Abdel Kafy, lecturer of curricula department (TEFL), Faculty of Education, Ain Shams University

#### **Source**

Faculty of Education, Ain Shams University

#### **Abstract**

The study was directed to observe the effect of using TED TALK on developing Faculty of Education student teachers 'oral presentation performance. The study began with a review of literature and previous studies dealing with TED TALK and oral presentation performance. The researcher prepared a list of oral presentation performance components which are mentioned in the rubric as a guide for the design of the instruments. The researcher also designed a pre/post oral presentation performance test and a rubric. For the designed program, the researcher chosen the Faculty of Education Ain Shams University second year student teachers English section, who passed the listening and speaking Cambridge English placement test, and who intended to study the oral presentation performance course (n= 15) to participate in the study and get involved in its activities. Their ages ranged from (19 to 21) years old. The participants were admitted to a pre and posttest. Then, the scores were analyzed both quantitatively and qualitatively. The results showed that the TED TALK group was highly effective in developing EFL faculty of Education student teachers' oral presentation performance skills.

**Keywords**: TED TALK, oral presentation performance.

#### Acknowledgments

With the divine grace of Almighty Allah, I must be very thankful for giving me the strength to complete this thesis. At this juncture, there were numerous people to thank with open arms for their assistance and undoubtedly words would fall short.

A profound sense of gratitude shall be to my leader and path-finder Professor Magdy Mahdy Ali , Professor of Curriculum and EFL Instruction Faculty of Education Ain Shams University. He always supported and Encouraged me . I would like to thank him for his trust in my abilities and skills. At whatever time I felt discouraged, he was always there to push me toward accomplishment. I extremely show appreciation for his noble comments that facilitated my path a lot to develop myself and to improve my study. I really appreciate all his efforts.

No words of thanks can sum up my gratitude that I owe to Dr Badr Abdel Fattah Abdel Kafy, Lecturer of Curriculum and EFL Instruction Faculty of Education, Ain Shams University, who had been the backbone and the first who taught me methodology throughout my academic pathway. I shall be forever obliged for his guidance, patience and feedback to achieve better outcomes.

Special thanks to my committee members, Dr. Asmaa Ghanem Gheith, Professor of Curriculum and EFL Instruction Faculty of Education ,Ain Shams University, for coming today and lightening the thesis discussion with her remarkable observations and clarifications, and Dr. Mohamed Amin ,Associate Professor of Curriculum and EFL Instruction Faculty of Education ,Beni-Suif University, for having him today in order to pay attention to his brilliant comments and feedback. I also want to thank you for letting my defense be an enjoyable and pleasurable moment.

I affectionately thank all the participants who took part in the program. I express my thanks for their commitment and hard work. Besides, I thank them for all the fun and laughter we had throughout the program.

Special gratefulness goes to my family. Specially my late father, Dr Ahmed Fouad, Professor of Turkish Language and Literature, Faculty of Arts, Ain Shams University, who held many academic and patriotic positions like being the Head of the Department of Oriental Languages and Literature in Faculty of Arts, Ain Shams University, Vice Dean for Education and Student Affairs in Faculty of Arts, Ain Shams University and Director of the Turkish translation department in the Egyptian General Intelligence Authority. In addition to many certificates of

appreciation from Egypt and Turkey, like Certificate of appreciation from the Egyptian Foreign Ministry given by the Egyptian president Mohamed Hosney Mubarak for translating Taba land liberation document. Beside, being a writer of political essays in Al-Akhbar journal and a historian writer of many books and researches. In consequences, he was my first ideal model in life and through the academic journey. So, I dedicated my thesis to his soul wishing to be one day like him. Furthermore, I must express my deep sense of gratitude for my everything I had in life, my mother, Dr Howayda Allam, Professor of Turkish Language and Literature, Faculty of Arts, Ain Shams University and Director of the Consulting and Training Center in Faculty of Arts, Ain Shams University. Who had been always by my side, taught me virtues not vice and made me able to face the world. She had great faith in me, and in my abilities and whose urging had helped me a lot to be who I am now.

Finally, I would like to deeply thank my friend, Khaled Abd elRahman, for his intelligent remarks, and for keeping me on the right track by providing insight and support during my study. I would also like to thank my dear friend, Marwa Abd elGelil, for her assistance and insightful feedback.

### **Table of Contents**

Content	Page
Abstract	i
Acknowledgments	ii
Table of Contents	iv
List of tables	ix
List of figures	X
Chapter One	
Background and Problem	
Introduction	1
Context of the Problem	7
Statement of the Problem	11
Study Questions	11
Hypotheses of the Study	11
Significance of the Study	12
Delimitations of the study	13
Definition of terms	13
Technology, Entertainment and Design 'TED TALK'	13
Oral presentation performance	14
Chapter Two	
Review of Literature and related Studies	
Oral presentation performance	16

The four main rules for a successful presentation that lasts long in the audiences' memory
Levels of oral presentation performance
Teaching oral presentation performance
Factors affecting student teacher oral presentation performance
Oral presentation performance components
Activities for developing oral presentation performance
Oral presentation assessment
Technology and Entertainment
The benefits of using technology in education
Educational institutions and technology
Problems that face student teachers in using technology
Video based learning
Factors affecting effective video based learning
Benefits of video based learning
Components of video based learning
The main principles of video based learning and TED TALK oral presentation performance.
TED TALK
TED TALK is presented in multilingual transcripts

	Factors affecting TEDTALK in oral presentation performance	
	TED TALK and academic purposes	
	The main principles of TEDTALK and teaching	
	TEDTALK and the online data base technique	
	TED TALK techniques	
	TED TALK and technology	
	TED TALK and Cengage mobile application through the MindTap	
	Steps of presenting the presentation	
	Problems that presenters and students face while giving oral	
	presentations	
	Body language and TED TALK	
	TEDTALKS and oral presentation performance	
	Commentary	
Cha	apter Three	
Met	chodology	
	Research Design	
	Participants	
	The List of Oral presentation performance Components	
	Instruments	
	The pre/post oral presentation performance test	

Piloting the test	73
The oral presentation performance rubric	75
The TED TALK Program	76
The statistical methods used in the research	<b>79</b>
Chapter Four	
Analysis and Discussion of Results	
Analysis of the Results	81
Testing the validity of the first null hypothesis	81
Testing the validity of the second hypothesis	84
Testing the validity of the third hypothesis	89
Discussion of the results	93
Satisfaction questionnaire of the study	93
Conclusion	94
Chapter Five	
Summary, Conclusions, and Recommendations	
Summary	96
Pedagogical Implications	98
Limitations	100
Results of the Study	101

Conclusions	102
Recommendations	103
Suggestions for Further Research	104
References	105
Appendices	121
Appendix (A): List of Oral presentation performance Components	122
Appendix (B): Pilot Oral presentation performance Test	126
Appendix (C): Pre/Post Oral presentation performance Test	128
Appendix (D): Oral presentation performance Rubric	131
Appendix (E): Satisfaction questionnaire	137
Appendix (F): Names of jury members	139
Appendix (G): Outline of the TED TALK Program	142
Appendix (H): Oral presentation performance program	147
Appendix (I): Student teachers Consent to Participate in the Study	190
Appendix (J): Photos of the Participants and the teacher working on	
the Program Activities	192
Summery in Arabic	

## List of tables

Table 1: Correlation coefficients between the degree of each component and the total test score
Table 2: The differences of the hypothesis rank scores of the study participants before and after the application of the proposed program and on test of oral presentation performance
Table 3: The letters and their indications of Wilcoxon Test
Table 4: The significance of differences between the average rank scores of the study group in each oral presentation performance as a sub skill before and after the administration of the test
Table 5: The letters and what they represent of Black modified Gain Ratio
Table 6: The values of Black modified Gain Ratio
Table 7: The mean scores of the research group on the pre and post administration of the oral presentation performance skills test and Black Modified Gain Ration.
Table 8: Descriptive statistical analysis of the data, including the averages, standard deviations, frequencies, and percentages of all the questionnaire items.
Table 9: The frequencies, percentages, averages, the materiality index, standard deviation, the general goals and objectives of the questionnaire that were reached

## List of figures

Figure 1 :The five levels of communication	19
Figure 2 :Factors influencing students' speaking difficulties in giving oral presentation	23
Figure 3 :Components of effective educational video	36
Figure 4 :Steps of cognitive load theory	37
Figure 5 :Components of cognitive load theory	38
Figure 6 :Statics of student engagement with streaming videos	39

## **Chapter One**

**Background and Problem**