



Exploring the Impact of TED Talks Videos on EFL Learners' Speaking Accuracy and Fluency

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Article Info	Abstract
Received: 2026-04-07 Revised: 2026-05-19 Accepted: 2026-09-21 Keywords: Authentic Materials, EFL Learners, Speaking Accuracy, Speaking Fluency, TED Talks DOI: 10.24256/ideas.v14i1.11444 Corresponding Author: Mellysa Imaro Udur Sinaga 2210631060096@student.unsi ka.ac.id English Language Education, Universitas Singaperbangsa Karawang	<i>Speaking fluency and accuracy are essential components of English proficiency, yet many EFL learners struggle to balance both in real communication. While prior research has examined TED Talks' effects on speaking skills or motivation separately, few studies have qualitatively explored fluency and accuracy together, particularly among advanced pre-service EFL teachers who face professional demands for high oral proficiency. This study explores the impact of a curated TED Talk video on university EFL learners' speaking performance, focusing on their improvement and perceptions. Using a qualitative descriptive design with an in-depth multiple case study approach, four seventh-semester English education students at a private university in Indonesia recorded a baseline speech, underwent a structured three-day exposure to the video, and completed a post-exposure speaking task. Data were collected through speaking performance recordings and semi-structured interviews, analyzed descriptively and thematically. Comparisons between pre- and post-exposure recordings using an analytical speaking rubric revealed noticeable improvements in fluency, grammatical accuracy, pronunciation, and vocabulary. Participants also reported increased confidence, motivation, and positive attitudes, though they faced cognitive and lexical challenges, such as unfamiliar advanced vocabulary and complex topic comprehension. These findings suggest that a curated TED Talk video can be effectively integrated into EFL speaking instruction to promote fluency, accuracy, motivation, and communicative confidence, offering EFL teachers a practical, low-cost model for designing brief, authentic-material-based speaking activities that address both linguistic and affective dimensions of learners' oral performance.</i>

1. Introduction

English has been recognized as the global language of communication in technology, business, international collaboration, and education. Within this globalized landscape, speaking is considered one of the most important and challenging skills for learners of English as a Foreign Language (EFL). This difficulty arises because oral communication requires not only fluency but also grammatical accuracy in conveying ideas spontaneously (Choirunnisa & Sari, 2021). Fluency, which emphasizes natural speech, and accuracy, which refers to the use of appropriate linguistic forms, are two important components of oral proficiency (Naderifarjad & Niknia, 2024). However, in a context such as Indonesia, where opportunities to use English outside the classroom are limited, many EFL learners find it difficult to balance these two elements effectively.

To address these challenges, language educators have increasingly integrated multimedia resources, especially videos, into speaking instruction, as they combine audio and visual input to expose learners to real language use beyond the classroom (Farid, 2019). Among these resources, TED Talks have become one of the most widely used materials, as expert-delivered speeches across various fields offer a pedagogical bridge between real-world communication and conventional classroom activities.

Existing research on TED Talks in EFL instruction converges on three areas of impact: skill-specific gains, learner motivation, and the combined development of fluency and accuracy. At the skill level, studies consistently report improvement in discrete aspects of oral performance, such as public speaking delivery, pronunciation, gesture, and eye contact (Rohmah, 2022; Farid, 2019), with Patty's (2024) meta-analysis confirming this effect at the tertiary level while noting that its magnitude varies by classroom context. Beyond discrete skills, this material is also credited with enhancing learners' motivation and overall perception toward language learning (Choirunnisa & Sari, 2021; Tusino et al., 2023), suggesting that its value extends beyond linguistic gains alone. More directly relevant to the present study, Tilwani et al. (2022) and Naderifarjad and Niknia (2024) provide evidence that structured exposure develops fluency and accuracy together, indicating that this kind of media exposure can simultaneously enrich learners' structural command and oral flow, rather than improving one at the expense of the other.

Taken together, this body of research establishes TED Talks as an effective authentic alternative to conventional speaking instruction. However, it also reveals a methodological pattern: most of these studies rely on quantitative or experimental designs that measure outcomes at the group level, which tends to obscure the individual, moment-to-moment trajectories through which learners actually experience linguistic change. As a result, how learners internally process

and make sense of their own fluency and accuracy development remains comparatively underexplored, and existing qualitative accounts rarely examine both components within the same set of learners.

This gap is particularly pronounced for advanced university EFL learners who are also pre-service English teachers. Unlike general EFL learners, this group faces an additional professional demand: they must model high oral proficiency for their future students, which makes the simultaneous mastery of fluency and accuracy, rather than either skill in isolation, especially consequential. The novelty of this study therefore lies in two combined foci that prior TED Talks research has not addressed together: (1) examining fluency and accuracy development concurrently, and (2) situating this examination within the specific professional context of pre-service teachers, whose linguistic performance is intertwined with their emerging teacher identity and confidence. By capturing both the real-time qualitative shifts in core linguistic performance and the affective transformations of these future educators, this study aims to fill that gap. This study examines this impact through learners' structured engagement with a single curated TED Talk, selected as a representative model of expert public speaking discourse rather than as a survey across multiple videos or speakers. The research asks: (1) How does structured exposure to a TED Talk video influence the speaking fluency and accuracy of advanced university EFL learners? and (2) How do the learners perceive the linguistic and affective impacts of using a TED Talk video as a speech modeling medium?

2. Method

This research employed a qualitative descriptive design utilizing an in-depth multiple case study approach. A multiple case study design was selected because it allows the researcher to examine the phenomenon of language learning across several distinct individuals, thereby providing a more comprehensive and robust understanding than a single case analysis (Creswell, 2014; Yin, 2018). The subjects of this study were four seventh-semester English education students at a private university in Indonesia. Purposive sampling was used to select these participants based on specific criteria: they were advanced university EFL learners, pre-service English teachers, and had completed their speaking course blocks. This specific context was chosen because pre-service teachers face unique professional demands to model high levels of oral proficiency, balancing both communicative fluency and linguistic accuracy in their future professional careers.

The research procedure was conducted systematically in a non-classroom environment over six consecutive days. On Day 1, participants recorded a short baseline English monologue on a general topic ("What makes a good speaker?") to document their initial speaking ability. From Day 2 to Day 4, participants underwent a structured exposure period, during which they were instructed to watch a curated TED Talks video retrieved from YouTube entitled "How to Trust

Your Voice and Speak with Confidence Anywhere" by Mariama Whyte (2023) once per day, allowing for repeated exposure to this authentic, expert-level monologue model. Participants' viewing compliance during this period was based on self-report and was not independently verified through viewing logs or screen-time records, which is acknowledged as a limitation of this study. On Day 5, participants delivered a second individual speech based on topics related to the video prompts, allowing the researcher to compare their speaking performance before and after the exposure period. On Day 6, semi-structured interviews were conducted to capture participants' internal perceptions while their speaking experience remained recent enough to recall accurately. Each participant's pre- and post-exposure performances were digitally recorded to document these short-term qualitative shifts in speaking performance. Each speaking recording, both baseline and post-exposure, lasted approximately three to five minutes, providing a comparable sample of spontaneous speech across the two recording points for every participant.

Data collection involved two primary qualitative instruments: speaking performance recordings and semi-structured interviews. To ensure the quality of the instruments and the trustworthiness of the data, an analytical speaking rubric adapted from Harris (1974) was used to evaluate the recorded performances. Harris (1974) identifies five components of speaking ability: comprehension, grammar, vocabulary, pronunciation, and fluency. This study focused on four of these components, fluency, accuracy, pronunciation, and vocabulary, as they directly relate to the linguistic dimensions targeted by the TED Talks intervention, while comprehension was excluded since the study centered on learners' spoken production rather than listening comprehension. Each aspect was scored on a 1–5 scale.

Fluency was measured based on the smoothness of speech, the frequency of pauses, and the naturalness of speed and intonation. A score of 1 indicated very hesitant speech with many pauses, 2 indicated hesitant speech that frequently stopped for thinking, 3 indicated generally smooth speech with few pauses, 4 indicated mostly smooth and natural speech, and 5 indicated very fluent, natural, and continuous speech. Accuracy was measured based on the correctness of grammar and sentence structure. A score of 1 indicated many grammar errors that made the speech hard to understand, 2 indicated frequent grammar mistakes with meaning that remained clear, 3 indicated some errors with mostly accurate structure, 4 indicated few minor mistakes, and 5 indicated speech that was almost error-free.

Pronunciation was measured based on the clarity and understandability of speech sounds. A score of 1 indicated speech that was very unclear and hard to understand, 2 indicated speech that was often unclear with many mispronunciations, 3 indicated speech that was understandable despite some errors, 4 indicated clear speech with few mispronunciations, and 5 indicated speech that was clear, natural, and native-like. Vocabulary was measured based on

the use of suitable and varied words. A score of 1 indicated very limited vocabulary, 2 indicated basic and often repeated words, 3 indicated sufficient vocabulary for the topic, 4 indicated a wide range of vocabulary with some variety, and 5 indicated rich, precise, and varied vocabulary. Scoring was independently conducted by the researcher based on the descriptors outlined above. The scoring was conducted by the primary researcher, an English education student who had completed coursework in language assessment and speaking pedagogy, using the descriptor-based criteria above to minimize subjective judgment. As the study relied on a single rater, this scoring process is acknowledged as a limitation, discussed further in the Conclusion.

Meanwhile, the semi-structured interviews were designed to capture the participants' internal perceptions, attitudes, level of confidence, and learning challenges during the exposure process. These interviews were conducted online via virtual platforms (Zoom or Google Meet) and were digitally recorded with participants' full consent. The interview guide was peer-reviewed to guarantee that the questions accurately elicited depth regarding the learners' cognitive and lexical experiences.

The research data were processed and analyzed using distinct qualitative techniques. For the speaking performance recordings, the data were analyzed descriptively. The descriptive descriptors from the analytical rubric during the pre-recording and post-recording stages were evaluated to illustrate qualitative shifts in performance. The researcher transcribed relevant excerpts of the oral speech, compared the features of fluency and accuracy across the four cases, and identified linguistic indicators of change. For the semi-structured interview transcripts, data were analyzed using reflexive thematic analysis following the framework of Braun and Clarke (2022). This process involved generating initial codes, grouping codes into broader sub-themes, and defining overarching themes related to the participants' perceptions of change, emotional attitudes, and cognitive challenges.

To maintain consistency and reliability throughout the qualitative analysis, several trustworthiness strategies were applied. Data triangulation was achieved by cross-matching the descriptive speech patterns identified in the recordings with the learners' self-reported interview data, ensuring convergence between observed performance and self-perception. In addition, member checking was conducted by returning the interpreted themes to the four participants for verification, allowing them to confirm whether the researcher's interpretations accurately reflected their intended meanings and experiences. These combined strategies were intended to strengthen the credibility and dependability of the findings in accordance with qualitative research standards (Creswell, 2014).

To maintain academic integrity, ethical considerations were strictly applied throughout the study. Before data collection, all participants were fully informed about the research purpose and provided both verbal and written informed consent. Participation was entirely voluntary, and to protect the learners' privacy,

alphanumeric codes (P1–P4) were consistently used in all transcriptions and final reports.

3. Result

The results of this multiple case study demonstrate that structured exposure to an authentic expert monologue, specifically Mariama Whyte's (2023) TED Talk, produced measurable shifts in participants' speaking fluency and accuracy (RQ1), alongside distinct patterns in how they perceived these linguistic and affective changes (RQ2). Before presenting the thematic analysis of participants' internal experiences, a descriptive evaluation of the speaking performance recordings is presented to document the qualitative shift from baseline to post-exposure.

All four participants (P1, P2, P3, and P4) showed progress across the four measured criteria, fluency, accuracy, pronunciation, and vocabulary, but their starting points and the shape of that progress differed. P1 and P2 entered the study with a comparatively stronger baseline: P1 relied on unnatural pauses and filled hesitations while conceptualizing ideas, while P2 showed acceptable fluency but minor grammatical inconsistencies during spontaneous speech. Post-exposure, both showed a refinement of existing strengths, P1 through smoother pacing and clearer pronunciation, P2 through more continuous delivery marked by immediate self-correction. P3 and P4, by contrast, began with more limited and largely identical baseline profiles, both showing labored speech production and restricted vocabulary. Post-exposure, both showed a more visibly transformative shift than P1 or P2: P3 moved from choppy delivery to a more natural conversational flow with heightened grammatical alertness, while P4 showed the most pronounced lexical expansion of all four cases, though her gains in fluency and grammar were comparatively more modest. In short, participants with a stronger baseline profile (P1, P2) showed steadier, incremental refinement, while those with a more limited baseline profile (P3, P4) showed a more visibly transformative shift.

To capture participants' internal perceptions of these changes, reflexive thematic analysis of the semi-structured interviews identified five interconnected themes.

1. Improvement in Speaking Fluency

Across all four cases, participants described a shift from labored speech in the baseline recording to more fluid delivery post-exposure. P2 and P3 framed this change primarily in terms of reduced hesitation: P2 explained, *"My speech became smoother, I don't pause too much anymore,"* while P3 stated, *"Now I can keep my speech flowing more naturally."* P1, by contrast, framed the change in organizational rather than purely delivery terms: *"I learned how to start, support, and conclude my ideas logically."* P4 did not offer a comparably specific account of her fluency change, instead describing a broader sense of comfort and articulateness during her post-exposure recording. This distinction between P1's organizational framing and P2/P3's delivery-focused framing is consistent with the descriptive performance pattern above, in which P2 and P3's speech showed the more visible shift toward

continuous, unhesitating delivery, while P1's improvement was more closely tied to logical coherence than to pausing and pacing alone.

2. Awareness of Language Accuracy

Participants also reported a heightened internal consciousness toward grammatical accuracy following exposure. P1 described a shift toward intentional syntactic planning: *"I pay more attention to sentence structure now."* P2 reported a concrete, self-correcting mechanism: *"Before, I often said things like 'she don't,' but now I automatically correct myself,"* and P3 similarly noted, *"I learned to be more careful with grammar, especially tenses."* P4's account stood apart in tone: rather than reporting confident self-correction, she stated, *"I still made small grammar mistakes."* This is notable because, based on the descriptive rubric evaluation, P4's grammatical accuracy improved to a degree comparable with P1 and P3's, indicating that her self-critical tone did not correspond to a smaller observed gain. Across the four cases, then, self-reported confidence in accuracy did not consistently track the rubric-measured size of improvement.

3. Increased Confidence and Positive Attitude

Structured exposure also produced an affective shift, though participants described this shift through different framings. P1 and P3 described a redirection of attention away from anxiety: P1 reflected, *"I learned to focus on the message instead of fear,"* while P3 noted, *"Seeing how confident the speakers are helped me feel more relaxed."* P2 instead described a change in personal standard for successful communication: *"Even imperfect English can be powerful."* P4's account differed further still, describing a more linear progression rather than a redirection: *"At first, I was nervous, but then I felt motivated to try."* Taken together, all four participants reported increased confidence, but through three distinguishable framings: redirected attention (P1, P3), redefined standards (P2), and gradual desensitization (P4).

4. Learning Challenges

Participants' reported challenges clustered into two distinct types that mirrored the baseline profile pattern identified earlier. P1 and P2, who began with a stronger baseline, described cognitive and attentional difficulty: P1 noted, *"Some topics were too complex,"* while P2 admitted, *"I forgot to take notes sometimes."* P3 and P4, who began with a more limited baseline, described difficulty specifically rooted in vocabulary: P3 stated, *"The vocabulary was too advanced,"* and P4 reported, *"I didn't understand the vocabulary or expressions."* This split, cognitive and attentional challenges for P1 and P2 versus lexical challenges for P3 and P4, directly parallels the baseline distinction observed in the descriptive performance data.

5. Enjoyment and Motivation in Learning

All four participants described the intervention as enjoyable and motivating, though they identified different sources of that enjoyment. P1 emphasized the

authenticity of the input: *"TED Talks expose us to authentic English."* P2 and P3 both emphasized its narrative quality, with P2 sharing, *"It was amazing; I didn't feel like studying,"* and P3 stating, *"It doesn't feel like studying, more like listening to stories."* P4 instead framed her enjoyment comparatively, contrasting the video with more conventional materials: *"It's more enjoyable than reading books."* While all four participants converged on a positive affective response, the source of that response varied across cases: authenticity (P1), narrative appeal (P2, P3), and comparative novelty relative to print-based learning (P4).

Table 1. Summary of Themes, Subthemes, and Representative Quotations

Theme	Subtheme	Representative Quotation
Improvement in Speaking Fluency	Reduced hesitation and pausing	P2: <i>"My speech became smoother, I don't pause too much anymore."</i>
	Improved structural organization of ideas	P1: <i>"I learned how to start, support, and conclude my ideas logically."</i>
Awareness of Language Accuracy	Self-correction during speech	P2: <i>"Before, I often said things like 'she don't,' but now I automatically correct myself."</i>
	Heightened self-critical reflection	P4: <i>"I still made small grammar mistakes."</i>
Increased Confidence and Positive Attitude	Redirection away from speaking anxiety	P1: <i>"I learned to focus on the message instead of fear."</i>
	Reframing imperfection as acceptable	P2: <i>"Even imperfect English can be powerful."</i>
Learning Challenges	Cognitive/attentional difficulty	P2: <i>"I forgot to take notes sometimes."</i>
	Lexical/vocabulary difficulty	P3: <i>"The vocabulary was too advanced."</i>
Enjoyment and Motivation in Learning	Value of authentic input	P1: <i>"TED Talks expose us to authentic English."</i>
	Narrative/storytelling appeal	P3: <i>"It doesn't feel like studying, more like listening to stories."</i>

4. Discussion

The discussion section interprets the qualitative results by contextualizing the empirical shifts within broader language acquisition theories, examining the mechanisms through which TED Talks exposure appeared to produce these shifts, and comparing the findings against recent empirical literature.

The qualitative shifts in speaking fluency validate fundamental pedagogical principles of fluency acquisition in advanced language learning. A plausible explanation lies in the specific demands the video placed on learners as an unscripted, expert-level model: unlike scripted classroom drills, an authentic TED Talk requires the speaker to manage idea generation, phrasing, and delivery simultaneously, in real time. By repeatedly observing this integrated performance over three exposure sessions, participants appear to have internalized not just vocabulary but a template for how spontaneous speech is organized moment to moment, a plausible mechanism for why P1 described learning to *"start, support, and conclude"* ideas logically, while P2 and P3 described a reduction in hesitation. In other words, the video likely functioned less as a source of new linguistic content and more as a model of real-time speech planning.

This finding strongly aligns with qualitative insights presented by Patty et al. (2023), which underscore that regular engagement with expert TED Talks monologues helps advanced EFL learners move past robotic speech patterns toward organized, communicative flow. This overall advancement is also consistent with Feng and Said (2023), who found that systematic exposure to authentic video materials enhances students' verbal fluency in a Southeast Asian EFL context, though among secondary school students; the present study extends this evidence to pre-service English teachers, while showing that this population's response was not homogeneous.

Participants with a comparatively stronger baseline profile (P1, P2) showed steadier, incremental refinement, whereas participants with a more limited baseline profile (P3, P4) showed a more pronounced transformation, plausibly because P1 and P2 had less structurally "broken" speech to begin with, leaving less raw material for the same input to visibly reorganize. As demonstrated by Menggo et al. (2022), video-assisted resources provide learners with real-world frameworks that enhance independent self-evaluation and speech pacing, allowing strategic pauses to become rhetorical tools for logical organization rather than markers of hesitation.

Regarding language accuracy, the qualitative developments reinforce the premise that authentic materials support grammar acquisition through contextualized exposure rather than rigid, formal instruction. Because participants were already advanced learners with a working command of English grammar, what the video plausibly supplied was not new grammatical rules but a live

demonstration of a fluent speaker applying those rules under real-time pressure, prompting participants to notice the gap between their own spontaneous production and the model's. This would explain why P2 described an immediate, almost automatic self-correction (*"Before, I often said things like 'she don't,' but now I automatically correct myself"*) rather than describing having learned a new structure.

This finding aligns in direction with Naderifarjad and Niknia (2024), who observed that exposure to expert TED Talks monologues refines learners' grammatical accuracy and structural alertness, and is further supported by Bouhamed (2025), who showed that TED Talks integration sharpens speaking accuracy by minimizing structural errors. It is worth noting, however, that Naderifarjad and Niknia's intervention extended over ten weeks, considerably longer than the present study's six-day design; that a comparable direction of change emerged after only three sessions suggests that noticing one's own errors may require less cumulative exposure than developing new grammatical competence would, a distinction the present study cannot fully resolve given its short duration.

Interestingly, this internalization did not always register as confidence: P4 was the only participant to describe her own accuracy in self-critical terms, even though her descriptive gains were comparable to P1 and P3's. This gap may reflect heightened metalinguistic awareness rather than an accuracy deficit; having just observed a highly polished expert model, P4 may have evaluated her own speech against that model rather than her own baseline, making her more attuned to remaining errors even as those errors became less frequent. This suggests that grammatical awareness and grammatical confidence are related but distinguishable outcomes of exposure, and that using an unusually polished model as a point of comparison may carry a psychological cost alongside its linguistic benefit.

In terms of affective development, the qualitative data validate social cognitive principles of language acquisition, where observing expert presenters perform a task successfully enhances the observer's own self-efficacy. This finding aligns with Syafrizal (2023), who found that TED Talks enhance learners' self-esteem and help them manage speaking anxiety, and with Ginaidy et al. (2025), who reported that structured TED Talks integration empowers communicative competence and lowers speaking anxiety, in that case among ESP logistics students; the present study extends this evidence to pre-service English teachers, a population for whom communicative confidence carries added professional weight, since these learners will soon need to model that same confidence for their own students. However, the present findings indicate that this self-efficacy boost was not experienced through a single pathway: P1 and P3 described a redirection of attention away from fear, P2 described a shift in personal standards for what counts as successful communication (*"Even imperfect English can be powerful"*), and P4 described a more gradual, linear progression from nervousness to motivation.

These three pathways plausibly reflect different points of leverage within the same underlying mechanism, vicarious modeling of a confident speaker, operating through distraction from anxiety, redefinition of success, and gradual desensitization respectively. This is consistent with Nursafira (2020), who found that observing diverse global presenters helps learners see that people from any background can speak English confidently in public, boosting intrinsic motivation and reframing public speaking from a threatening test into an empowering platform for self-expression.

Despite these advantages, the pedagogical challenges identified in this study warrant closer critical examination than a straightforward confirmation of prior findings would suggest. The finding that P1 and P2 described cognitive-load challenges (difficulty with complex topics, divided attention between listening and note-taking) while P3 and P4 described vocabulary-specific challenges is not simply a replication of Andini et al.'s (2024) finding that advanced learners face complex academic vocabulary and cognitive demands; it suggests that these two categories of difficulty track proficiency differences within a single "advanced learner" population rather than being evenly distributed across it. A learner still building core vocabulary (P3, P4) may experience the video primarily as a lexical obstacle course, where unfamiliar terms interrupt comprehension before higher-order processing can occur, consistent with Jati et al.'s (2024) finding that TED Talks exposure can overwhelm comprehension capacity without adequate vocabulary scaffolding. A learner whose vocabulary is already relatively secure (P1, P2), by contrast, may experience the same video as a cognitive challenge, holding a complex argument in working memory while also monitoring attention and note-taking. This implies that "the difficulty of TED Talks" is not a fixed property of the material, but an interaction between the material and each learner's proficiency profile, meaning a single, undifferentiated intervention may under-serve at least one of these two groups: lower-vocabulary learners may need pre-teaching of key terms, while higher-vocabulary learners may benefit more from a structured note-taking framework that reduces processing load.

Finally, the findings on enjoyment and motivation demonstrate that language acquisition is most effective when learners feel relaxed and genuinely interested, consistent with Sukarno et al. (2024) and Esmiyanti (2024), who found that TED Talks' authentic and narrative qualities stimulate enthusiasm and make the learning process feel less like studying. Yet the present findings suggest this enjoyment was not anchored in a single quality of the material: P1's response centered on the authenticity of the language itself, P2 and P3's on its narrative and storytelling appeal, and P4's on a direct comparison with more conventional print-based learning. This variation implies that the motivational value of TED Talks may draw on several distinct, co-occurring qualities rather than any single feature acting in isolation, plausibly explaining why the material engaged all four participants despite their otherwise differing profiles: it offered more than one

route into engagement, allowing participants to connect with whichever quality resonated most with their own preferences.

Taken together, these findings carry several implications for teacher education programs and speaking instruction. First, because participants' responses to the same video varied by baseline proficiency, both in the type of gain shown and the type of challenge faced, programs incorporating authentic video modeling should consider differentiated support: vocabulary pre-teaching or glossaries for learners with more limited baseline proficiency, and structured reflection or note-taking scaffolds for those with stronger baseline proficiency. Second, since grammatical self-monitoring appeared to develop before grammatical confidence, speaking instructors should be cautious about interpreting a pre-service teacher's self-critical comments as evidence of poor progress, explicitly separating measured improvement from self-perceived confidence in feedback conversations.

Third, given that participants responded to the video through several different affective pathways, redirected attention, reframed standards, and gradual desensitization, teacher education programs may benefit from exposing trainees to multiple expert models over time rather than a single video, since different pre-service teachers may build confidence through different kinds of modeling. Finally, because the short duration of this intervention was nonetheless associated with visible shifts, particularly in fluency and self-monitoring, speaking curricula for pre-service teachers might reasonably incorporate brief, repeated video-modeling activities as a low-cost supplement to existing coursework, while recognizing that a short intervention of this kind is better suited to prompting initial awareness than to producing durable competence on its own.

4. Conclusion

This study aimed to address the empirical challenge where advanced EFL learners often struggle to balance speaking fluency and grammatical accuracy due to limited language exposure outside the classroom. The qualitative insights derived from the four cases indicate that structured exposure to an expert TED Talks monologue offers a viable pedagogical approach to this issue. The tension that participants experienced between maintaining oral flow and ensuring structural accuracy was noticeably minimized through this video-modeling approach.

Crucially, the findings reveal that utilizing an authentic expert video extends beyond refining technical linguistic skills, such as fluency pacing, syntactic correctness, clear pronunciation, and vocabulary richness. More importantly, it fosters a transformative psychological shift, enabling pre-service teachers to redirect their cognitive energy away from the fear of making grammatical errors toward achieving clear, meaningful public communication. This dual advancement demonstrates that language competence and affective growth are deeply interconnected, and that this connection can begin to surface within a remarkably

short period of structured exposure. Theoretically, this study suggests that communicative confidence and structural awareness can develop synergistically when learners engage with real-world materials, even in the earliest stages of that engagement. Practically, it confirms that pairing a brief, repeated video-modeling activity with a single targeted speaking task can serve as an effective, low-cost strategy for advanced students to begin building reflective, professional communication readiness.

Despite its insightful findings, several limitations of this research must be acknowledged to avoid over-generalization. First, this study was confined to a small, specific sample size involving four advanced pre-service English teachers at a single private university in Indonesia, which limits the immediate generalizability of the outcomes to broader or different EFL populations. Second, the intervention was conducted over a short six-day period, comprising a single baseline recording, three days of repeated video exposure, one post-exposure recording, and a follow-up interview; this brief timeframe means the findings reflect an immediate, short-term qualitative shift rather than sustained or long-term development, and future replication over a longer period would be needed to determine whether these shifts persist. Third, participants' compliance with the daily viewing schedule during the exposure period was based on self-report and was not independently verified through viewing logs or screen-time records, which may have introduced variability in the actual frequency of exposure across participants. Finally, the speaking performance recordings were scored by a single researcher without inter-rater verification, which may introduce an element of subjective bias into the descriptive rubric evaluation, even though this was partially offset by triangulating the rubric-based observations with participants' self-reported interview data and by member-checking the interpreted themes with participants themselves.

Based on these limitations and the study's pedagogical implications, several recommendations are proposed for future research. First, subsequent studies should consider employing larger sample sizes, longer intervention periods with independently verified exposure, and mixed-methods designs to triangulate qualitative depth with statistical generalizability across diverse institutional contexts. Second, future researchers are encouraged to expand the investigative scope toward other essential dimensions of professional communication. This includes analyzing how structured video modeling influences learners' rhetorical organization, pragmatic competence, and the deployment of non-verbal communication cues, such as body language and gestures, within future professional EFL settings. Third, given that the present findings suggest learners' responses to video modeling may vary systematically with baseline proficiency, future research could more directly investigate whether differentiated support, such as vocabulary pre-teaching for lower-proficiency learners or structured note-taking scaffolds for higher-proficiency learners, improves outcomes relative to a single, undifferentiated intervention. Fourth, since the present study relied on a

single curated TED Talk, future research could compare learners' responses across multiple videos that vary in speaker, topic, and delivery style, in order to determine whether the qualitative shifts observed here reflect a broader effect of TED Talks as a genre or are specific to the characteristics of the video used in this study.

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