

Impact of watching ideacity talks video lectures on students' confidence in speaking English

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Annotation. This article discusses the impact of watching IdeaCity Talks videos on students' confidence in speaking English based on the IMRAD model. The study analyzed the impact of short large-format public lectures with academic and journalistic content on the psychology of speech, vocabulary expansion, naturalness of pronunciation and the activity of oral response. The article focuses on the concepts of authentic video, public speaking model, speaking anxiety, self-efficacy and reflective practice. The results of the study show that systematic viewing of videos containing content, a clear structure and a strong speaking model reduces students' pre-speech nervousness and increases their inner confidence that they express their thoughts in English. In addition, such materials develop speech culture, intonational flexibility, and the ability to respond in a reasoned manner.

Keywords: IdeaCity Talks, speech trust, English, authentic video, speaking confidence, higher education.

Introduction. In the practice of teaching English at high school, although the student has sufficient grammatical knowledge and vocabulary, a psychological barrier is often observed in the verbal application of this knowledge. Especially when speaking in front of an audience, expressing an opinion, answering a surprise question, conveying the game with a logical

system, distrust is clearly felt. Therefore, in modern language education, it is not enough just to master language units, it is important to form an internal readiness of the student to speak, confidence in his voice and the ability to engage in language activity in public. From this point of view, video lectures, such as IdeaCity Talks, which have a deep content, compact structure and high Speaker culture, provide a model language environment for a foreign language learner. Such materials will not only give the student the text of the audition, but also teach the composition of the speech, the tone of voice, the way of establishing contact with the audience, the logic of the presentation of an argument and an example.

The purpose of the article is to scientifically analyze the impact of watching IdeaCity Talks video lectures on students' confidence in speaking English. Research objectives: to determine the place of the concept of speaking confidence in the educational process; to describe the mechanisms of influence of short-format public lectures on the language learner; to differentiate the influence of video materials on the quality and confidence of speech on the basis of modern research; to propose ways of practical application based on IdeaCity Talks. The object of the study is the oral speech activity of students mastering the English language in a higher educational institution. The subject of the study is the possibilities of introducing IdeaCity Talks video lectures into the educational process in the formation of speaking confidence. The relevance of the study is explained by the need for systematic use of authentic and intellectually rich video content in cases where students often shy away from speaking English. The theoretical significance is expressed in clarifying the relationship between the format of speaking confidence and authentic public talk, while the practical significance lies in the presentation of an applied model for integrating these video lectures into speaking, presentation, discussion lessons.

Methods. The study was carried out of a qualitative and analytical nature. The article provides a comparative and analytical review of six scientific papers published in 2024-2025. In the course of the analysis, the concepts of speech skills, public speaking, anxiety, self-efficacy, presentation skills and digital support were considered. At the same time, several methodological features characteristic of the IdeaCity Talks format were selected: social and intellectual attractiveness of the topic, compositional clarity of speech, concise and concise presentation of thoughts by the speaker, communication with the audience and naturalness of non-verbal actions. To explain the influence of these traits on the student's confidence in speech, data from the literature was collected using the method of content synthesis.

Studies on the influence of public lectures, such as TED Talks, on the formation of speech skills, clarify the methodological basis of this direction. K. A. Algmadi shows that when using TED Talks to students studying English as a foreign language, the post-test score of the experimental group reached 68.81 and was clearly superior to the control group; especially the significant difference in fluency proves that such videos promote oral speech [1, 166]. This conclusion suggests that even meaningful lectures, such as IdeaCity Talks, offer the student

not only a linguistic, but also a rhetorical model of speech.

A study conducted by P. A. Rmela, A. Adeyanju, P. Klaitong found that after using TED Talks, the rate of students making English presentations increased from 27.50 in the pre-test to 36.47 in the post-test, and the satisfaction rate was 3.69 [2, 266]. The authors indicate that such a video format teaches students how to organize content, observe elements of native-like pronunciation and consciously master the presentation structure. These results allow IdeaCity Talks videos to be seen as exemplary discourse that reinforces speaking confidence, not just listening material [2, 266].

Results. In the Kazakh context, it is especially important to understand the problem of speaking confidence. In a study conducted by M. Shorman at EMI University in Kazakhstan, it was found that students had a low level of confidence when speaking English in the classroom, according to the conclusion «I feel confident when I speak English in a classroom», the average value was 2.60, and some students compared themselves with others and tried not to speak [3, 52]. This fact shows that speaking confidence is weakened not only by language inadequacy, but also by social comparison, audience pressure and fear of making mistakes. In such a situation, meaningful, but concise and clear speaker patterns, such as IdeaCity Talks, help the student to see the model of «confident delivery of thoughts», and not «perfect speech» [3, 52].

1. I. Kudaibergen and Sh. M. Torebayeva, analyzing the influence of the digital storytelling format in the speaking class, show that in the experimental group the quality of speech, voice clarity, content logic, multimedia accompaniment improved, and in qualitative feedback confidence, creativity, pronunciation and fluency improved [4, 66]. The authors even write that combining TED Talk formats with digital storytelling strengthens the ability to persuasive communication and public speaking [4, 63]. From here it can be seen that it is possible to increase the student's speech confidence by not just watching IdeaCity Talks videos, but then creating a short response-video, summary talk or imitation speech [4, 66].

In the work of H. T. K. Dyong, L. M. Wang, H. T. K. Ngan, it is reported that through video self-assessment, confidence and motivation increase as the student revises his speech, notices shortcomings and improves delivery skills. The study showed that students began to pay attention to components such as body language, intonation, pause, accent, voice quality, and video-based reflection made them «more confident, motivated, and autonomous» [5, 1322-1323]. This idea is directly compatible with IdeaCity Talks: the student first sees a strong speaker, then compares his speech and finds a specific direction for self-improvement. Therefore, faith is not formed from one-time praise, but from the cyclical experience of Model vision and self-control [5, 1323].

24. H. Shin writes that the use of metacognitive strategies in the speaking course

resulted in an increase in the overall speaking score from 24.79 to 27.17 as a result of post-assessment, and a significant improvement in attitude [6, 114]. The important point here is that when a student consciously plans his goal, structure, weakness and communication strategy before speaking, his confidence in speech is strengthened [6, 114]. Watching IdeaCity Talks videos serves precisely this metacognitive stage: the student can see how a good speaker started a speech, how he elaborated an argument, how he inserted an example, how he summarized the conclusion, and then plan the same pattern in his speech. Therefore, the video increases confidence not only at the emotional level, but also at the level of cognitive organization [6, 114].

Discussion. When analyzing the collected data, it can be seen that the impact of IdeaCity Talks videos on student confidence is realized through four channels. The first is the language channel. The student hears natural pronunciation, live syntax, crossing words characteristic of oral discourse, and an argument-building structure. The second is the psychological channel. Listening to a short, compact, idea-based word can weaken the fear of «you need to speak long and complex» and create the perception that «it is enough to clearly convey the idea.» The third is the rhetorical channel. The student notices that the speaker looks at the audience, uses pauses, and uses intonation to serve meaning. The fourth is the reflexive channel. When comparing the pattern seen with one's own speech, speech weakness becomes not an abstract problem, but a real task that can be corrected.

From a practical point of view, it is effective to use IdeaCity Talks in speaking classes in three stages. First, in the pre-watching phase, the student is given two or three guess questions on the topic and keywords are identified. This reduces fear and creates a foothold in understanding the word ahead. Later in the while-watching phase, the student sets out the speaker's main thesis, argument, and audience engagement approach. Finally, during the post-watching phase, tasks such as 1-minute response, pair discussion, mini-presentation, counter-idea speech are performed. This structure transforms the student from a passive listener to an active speaker. Especially the task of not «repeating the speaker's thoughts», but «articulating the speaker's idea in relation to his own experience » strengthens speaking confidence, since the student does not memorize the finished text, but offers his own position.

Another important point is not to give IdeaCity Talks to all students in the same form. A student with a low level of speaking confidence needs a short passage, keywords, a ready-made opening phrase, sentence frame, and a pair discussion. And a more confident student is offered more complex formats, such as impromptu response, discussion leader, rebuttal speech. Then, although the video material is common to all, the output path to speech takes on a differentiated character. This approach will allow you to gradually grow a confident weak student without pressure.

Conclusion. The study showed that systematic viewing of intellectual video lectures, such

as IdeaCity Talks, significantly contributes to increasing students' confidence in speaking English. The main reason is that such materials simultaneously serve as a language model, rhetorical structure, psychological support and reflexive base. An analysis of the literature proves that the authentic public talk format is able to improve the indicators of fluency, pronunciation, presentation quality, self-confidence and speaking attitude. Taking into account the fact that in the Kazakh context there is a weakness of faith in English speech in the audience, it is relevant to purposefully include IdeaCity Talks videos in speaking, presentation, discussion lessons. The most effective result is observed when the sequence of watching a video, analyzing, saying a short answer, videotaping oneself and revaluing is observed. In this way, the student transfers speech from the area of fear to the area of experience, and from the area of experience to the area of trust.

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