

# The Effect of TED Talk-Based Flipped Instruction on EFL Students' Discourse Management in Speaking Performance

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**Abstract**—This research examines the effect of the flipped learning approach with TED Talks support on discourse management, particularly thematic development, coherence, and cohesion in the EFL students' speaking performances at a Vietnamese university. Fifty-seven English-major participants who were divided into an experimental group (EG) and a control group (CG) completed pre- and post-speaking tests. The data were analyzed using independent and paired sample t-tests, as well as ANCOVA. The results showed significant improvements in the EG in all three dimensions of discourse management, with high effect sizes, confirming the pedagogical value of using authentic input in combination with active and learner-centered practices. The study additionally proposes practical implications for curriculum design and language teaching as well as limitations and recommendations for future studies.

**Index Terms**—coherence and cohesion, discourse management, speaking performance, TED Talk-based flipped instruction, thematic development

## I. INTRODUCTION

Speaking is an essential skill that English as a Foreign Language (EFL) learners need, particularly in academic and professional settings that require proficient control over discourse coherence and cohesion (Celce-Murcia, 2001; Richards, 2008; Zheng et al., 2025). Discourse management that involves rational organization of ideas, use of themes, and the maintenance of coherence and cohesion are essential for the presenter to package the ideas in such a manner that keeps the listener informed and this is very crucial for effective communication (Khameneh & Faruji, 2020; Nguyen, 2023). However, these features of spoken discourse are problematic for the majority of EFL learners, as they are not exposed to the target language in the actual context; they do not have enough meaningful opportunity for these practices (Amiryousefi, 2019; Safa & Zareian, 2022).

Flipped instruction is a new pedagogical paradigm that emerged within the last few years in which learning content is moved outside of the traditional classroom environment allowing for an abundance of in-class time to focus on in-class learning and interaction (Bergmann & Sams, 2012). The model has proven successful in enhancing language skills, particularly speaking, by providing learners with more opportunities to practice and receive feedback (Safa & Zareian, 2022). At the same time, TED Talks have established their reputation as a source of applicable, authentic materials that introduce learners to natural discourse in the form of rhetorical patterns, pragmatic cues, and speech acts, as elaborated by proficient speakers (Kraisriwattana & Poonpon, 2020; Naderifarjad & Niknia, 2024; Uicheng & Crabtree, 2018). Using the TED Talks in terms of flipped classrooms creates a unique opportunity to scaffold learners' discourse management abilities by giving them a complete high-quality input in combination with interactive training (Al-Siyabi & Al-Aliyani, 2024). However, despite these developments, a gap remains in studies that empirically investigate TED Talk-based flipped teaching, which is explicitly aimed at discourse management in the performance of speaking in EFL. Previous research has focused on the benefits of flipped learning and the pedagogical value of TED Talks separately; however, few research has attempted to research the synergies effect of flipped learning with TED Talks on thematic development, coherence and cohesion in speaking. Moreover, most existing studies on individual differences in speaking focus on general speaking competence rather than the multidimensional construct of discourse management, which results in a need to address these important components.

Therefore, this research sought to solve the above research gap by examining the effect of TED talk-based flipped instruction on the discourse management and speaking performance of EFL students. Specifically, it discussed the usefulness of this integrated approach in making significant contributions to the effectiveness of learners in developing themes and maintaining cohesion and the use of cohesive devices. This study examined university-level English major

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students, and its findings are expected to be significant for higher education settings where advanced spoken proficiency skills are crucial.

## II. LITERATURE REVIEW

### A. *Discourse Management in EFL Speaking Assessment*

Discourse management is of vital importance in speaking competence in EFL contexts which shows the competence in ability to organize and produce proper spoken language coherently and cohesively (Taylor, 2003). Contrary to the single isolated linguistic accuracy, the global structuring of speech is highlighted by such aspects as ensuring the relevance of topics, logical development of ideas, and the overall flow of communication (Luk, 2010). This dimension is critical in speaking assessment as it assesses linguistic competence and communication effectiveness, which is required in honest communication. Discourse management includes the strategic use of language to construct meaningful and well-organized responses to facilitate understanding of the listener (Amiri et al., 2025). Moreover, it includes interactional skills such as turn-taking and managing appropriate responses in conversation, which helps to give more naturalness and coherence in a speech (Luk, 2010). Therefore, discourse management links linguistic knowledge and pragmatic communication skills and thus is an important area of study, teaching, and speaking assessment. Discourse management includes the strategic use of language to construct meaningful and well-organized responses to facilitate understanding of the listener (Amiri et al., 2025). Moreover, it includes interactional skills such as turn-taking and managing appropriate responses in conversation, which helps to give more naturalness and coherence in a speech (Luk, 2010). Therefore, discourse management links linguistic knowledge and pragmatic communication skills. Thus, it is an important area of study, teaching, and speaking assessment.

Thematic development refers to the speaker's ability to introduce and develop topics spoken. It means introducing suitable content and developing it in such a logical way that it can fulfill the communicative needs. According to Nguyen (2023) an effective thematic development is an ability of the speakers as they weave a story or an argument, to make some sense and keep the audience attentive. Without a clear topical structure, speech becomes fragmented or superficial which can have a detrimental effect on understanding and the quality of speech performance. Similarly, Luk (2010) stresses that thematic development is an inherent part of the development of oral proficiency because it indicates the ability of a speaker to deal with discourse genres and expectations in test or real-life situations. They also have a stronger tendency in oral presentations to achieve higher scores, since thematically developed oral presentations are considered deeper and exert a greater degree of organizational design.

Coherence is the logical and semantic relationships that occur in spoken discourse, making the discourse comprehensible. It ensures that ideas flow and that the listeners pick up the speaker's reasoning. Taylor (2003) identifies coherence as one of the basic criteria of standardized speaking tests; that is, coherent speech is characterized by the adequate continuity of focus throughout the discourse, and no abrupt topic changes occur. Indeed, Amiri et al. (2025) set an example of amicability which entails a macro-level organization (e.g., generally organization and depicted idea stream) yet micro-level consistency (e.g., referential coherence). Coherent speakers intelligently get listeners to follow them in utterance as suits listeners in terms of understanding and effectiveness in communication.

Cohesion refers to the linguistic devices that link sentences and ideas explicitly that speakers employ, e.g., conjunctions, pronouns, and repetitions of lexis. It plays the role of the "glue" that holds utterances together, related to a smooth transition from one thought to the next. Khameneh and Faruji (2020) concluded that teaching discourse markers has an important impact on the positive effects of cohesive devices on the learners, especially on fluency and speech clarity. Moreover, the coherence is provided by cohesion (Nguyen, 2023). For example, the cohesive tie "however" can cause the listener to expect the discourse's direction and anticipate the speaker's intent. Lack of cohesivity results in incoherent speech, which makes it difficult for the person's message to communicate the overall message.

### B. *Linking Discourse Management to Flipped Learning and TED Talks*

#### (a). *Flipped Learning and Discourse Management*

Flipped learning has been widely acknowledged as an effective pedagogical means to improve EFL learners' speaking performance with improved discourse management. This method, which reverses traditional classroom teaching by providing content delivery outside the classroom but interactive activities in class time, must support learners with the development of thematic development, coherence, and cohesion in their spoken discourse. Amiryousefi (2019) concluded that flipped learning environments lead learners to be more prepared and more into a deeper level of speaking tasks, enabling them to organize their ideas better and manage the discourse elements, such as the progression of the topics and joining the ideas coherently. The pre-class exposure to materials helps the learners internalize the vocabulary and markers of discourse, which are important in controlling the cohesion in the speech. This scaffolding effect helps the learners to produce more fluent and coherent oral output during class discussion or presentation. Safa and Zareian (2022) focused on using discourse markers in flipped classes. They noted that flipped learning significantly enhanced EFL learners' use of cohesive devices, which united ideas and kept the discourse flowing. The study highlighted that the interactive nature of flipped classrooms, coupled with their collaborative nature, offered learners authentic contexts to exercise and receive feedback on their discourse management skills, resulting in their oral performance.

*(b). TED Talks as a Resource to Enhance Discourse Management*

In terms of thematic development, a number of studies have shown that TED speakers use coherent strategies for introducing, developing, and polishing topics that bring about the foregrounding of the main point of the speaker's talk and guarantee intelligibility to a wide variety of audiences. Kraisiwattana and Poonpon (2020) showed this structurally, that their move and step analysis showed that TED talks usually foregrounded Topic Introduction in their opening, elaborated Topic Development in the body of their speeches (usually topical, though the body might also be a narrative or problem/ solution), and brought the talk together with Acknowledgment in the conclusion. This rhetorical macro-organization enabled the development of a framework for thematic movement, which the listeners could anticipate where a talk is going and how subtopics would be linked to the main point (Kraisiwattana & Poonpon, 2020; Nederifarjad & Niknia, 2024). Uicheng and Crabtree (2018) complemented this by identifying recurring macro-markers and idea-signaling devices (many of which explicitly contained "idea") that made new thematic units salient to listeners; such markers functioned like explicit thematic anchors, helping listeners to track shifts in concepts. Hamdi (2020) also introduced a micro-pragmatic observation that one-word topic shifters (i.e. 'so', 'now', 'ok') which were shown to have a limited presence in the pedagogic literature were extremely important in indicating a thematic shift. Together, these findings suggested that TED Talks employed both structural planning (rhetorical moves) and fine-grained discourse cues (macro- and micro-markers) to achieve deliberate thematic development.

Coherence in TED Talks resulted from an interaction between the macrostructure and localized, organized transitions. The analysis of the moves by Kraisiwattana and Poonpon (2020) showed that the predictable progression of rhetorical moves (introduction, development, acknowledgment) developed global coherence, which helps listeners maintain a mental model of the talk. At the same time, two studies that focused on topic changing by using inventories of idea-markers (Uicheng & Crabtree, 2018) and topic-shifting markers (Hamdi, 2020) indicated mechanisms that speakers used to maintain local coherence: explicit signaling to the audience when a new idea was being introduced or when the discourse was shifting focus. Interestingly, Hamdi (2020) observed that topic-change was often preceded by pauses; these prosodic pauses did provide multimodal cues with the lexical markers to indicate boundary points in the discourse. Therefore, coherence in TED Talks was not exclusively a function of macrostructure, but instead based on a constellation of linguistic and paralinguistic resources that worked in conjunction to manage the flow of information and meet the expectations of listeners.

Cohesive linking in TED Talks involved a complex use of lexical markers, anaphora, and formulaic connectors that either explicitly tagged relations among propositions (e.g., "the reason is...", "the idea is...") or did pragmatic work (e.g., "so", "okay") to mark inference, elaboration, or transition. Uicheng and Crabtree (2018) proved that TED speakers often used lexical patterns with the word "idea" to introduce a new proposition, to add more semantic relationships between each move. Hamdi (2020) claimed that types of discourse markers in textbooks (e.g., anyway, by the way) were poor when compared with the inventory of the discourse markers used in real spoken discourses, especially those high in frequency and shorter in length which acted as cohesive pivots. The use of explicit idea-marking devices and a pattern of repeating important lexical items across moves produced surface cohesion that is well served by the deeper thematic connections established through rhetorical organization.

*C. Research Questions and Conceptual Framework*

The framework operationalized discourse management in three key components: thematic development, coherence, and cohesion. Each aspect corresponded to important aspects of the organization of spoken discourse and communicative effectiveness. The primary research question investigated the overall impact of this instructional intervention on discourse management, with sub-questions focusing on the specific effects of this intervention on thematic development, coherence, and cohesion.

Research question: To what extent does TED Talks-based flipped instruction affect EFL students' discourse management in their speaking performance?

Sub research questions:

- To what extent does TED Talks-based flipped instruction affect EFL students' thematic development in their speaking performance?
- To what extent does TED Talks-based flipped instruction affect EFL students' coherence in their speaking performance?
- To what extent does TED Talks-based flipped instruction affect EFL students' cohesion in their speaking performance?

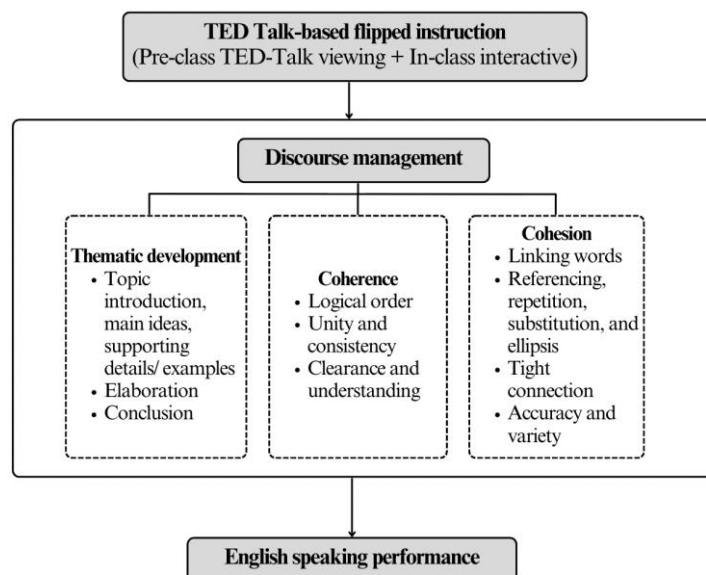


Figure 1. Proposed Conceptual Framework

The conceptual framework was based on examining the effect of TED Talk-based flipped instruction on the discourse management of EFL students in speaking performance (Figure 1). The central concept of the framework was the combination of real and exciting input from TED Talks and the pedagogical concept of the flipped classroom, which focused on pre-class time to engage in learning materials and in-class time to practice through interaction.

### III. METHODOLOGY

#### A. Participants

The recent study involved 57 English-major students. Using random sampling, 32 students were grouped into the experimental group (EG) and 25 into the control one (CG), with females comprising 72% and 78% in each group, respectively. Moreover, the EG demonstrated more empathy toward their younger peers, with 80% of students between 18 and 20 years of age, while in the CG, 61% were in the 21-23 age range. This age cohort of students tends to embrace digital learning resources and may even prefer digitally oriented pedagogical approaches, like the flipped classroom. This might explain the difference in attitudes toward the experimental conditions. In both groups, the students had a strong foundation in English; over 60% had studied the language for over 8 years. This shared linguistic background indicates that variations noted in the current study are less likely to result from disparities in basic English proficiency, making it possible to focus better on the effects of the instructional intervention. However, distinct differences existed in patterns of English use and digital engagement. Students in the EG reported more frequent use of English for daily communication, with 24% who reported speaking English daily as opposed to 6% in the CG. Moreover, no EG students selected "rarely speak English, while 11% of CG students chose that option. This implies that the EG students may have had a higher chance or incentive to actively practice English, which could increase their acceptance of the TED Talk-based flipped teaching.

#### B. Data Collection Instrument

The data collection in the present study was pre- and post-tests, which were employed exclusively to measure discourse management in speaking performance. These tests concentrated on three aspects, namely thematic development, coherence and cohesion - these being commonly accepted as fundamental elements of the practical oral discourse (Luoma, 2004). Pre-test and post-test have been widely used in the research of language assessment to assess the performance of the learners after instructional interventions (Skehan, 1998; Norris & Ortega, 2000).

The thematic development criterion evaluated the effectiveness of student development and organization of the central theme of their presentations. Meaningfully, students had to present the presence of a clear opening, well-articulated main ideas, supporting details or examples, and a conclusive ending. The content was expected to be logically developed, consistent with the central topic, balanced across the different sections, and supported by relevant evidence to reinforce the main message.

The coherence criterion assessed the coherence and clarity of ideas throughout the presentation. The ideas should be arranged logically for the listeners to follow easily without being disturbed or lacking unity and consistency. Smooth transitions between the introduction, the body, and the conclusion help to convey a clear and comprehensible message to the listeners.

The cohesion criterion quantified the correct use of cohesive devices such as linking words (e.g., however, moreover, therefore), referencing, repetition, substitution, and ellipsis to make effective connections between ideas/sentences.

Sentences and sections are to be closely knitted to avoid fragmentation, with cohesive devices used appropriately and with variety to ensure a flawless flow of discourse.

Each of the criteria was scored on a defined scale, which contributed to the total score for the discourse management, which was categorized into levels from poor to excellent. This detailed evaluation framework gave room for thorough evaluation of students' ability to control the structure of discourse, maintain logical flow, and establish good links between ideas in their spoken language. As such, it revealed important information about the effectiveness of instruction in enhancing oral communication skills.

By providing these tests, this study aimed to document the variations in the discourse management skills of the students after the exposure to the flipped class approach with the TED Talk. The emphasis on thematic development, coherence, and cohesion enabled a thorough assessment of students' organizational and linguistic competencies in spoken English, which are very important for their communication in the academic and real world (Luoma, 2004).

### C. Procedure

The intervention procedure was implemented in eleven weeks to enable systematic data collection and respect ethical codes. Initially, all participants were informed of the study's purpose, rights, confidentiality provisions, and the groundwork for trust and ethical adherence. The pre-test in Week 2 made it possible to determine a baseline of discourse management in terms of thematic development, cohesion, and coherence. This baseline was needed to compare the EG and CG before the intervention. The intervention occurred between Weeks 3 and 9, with the EG in a weekly flipped speaking class based on TED Talks and the CG in a traditional speaking class. This design allowed for a planned comparison of pedagogical approaches. Reliable data were obtained from the week 10 post-test, which was given under the same conditions as the pre-test, to evaluate the intervention's effect on learners' discourse management. Finally, the tests were evaluated and given (sub)scores in Week 11. This rigorous procedural design enabled the study of the efficacy of the flipped classroom in improving students' discourse management.

Figure 2 illustrates the steps of utilizing TED Talks in flipped speaking classes to promote students' discourse management in the EG.

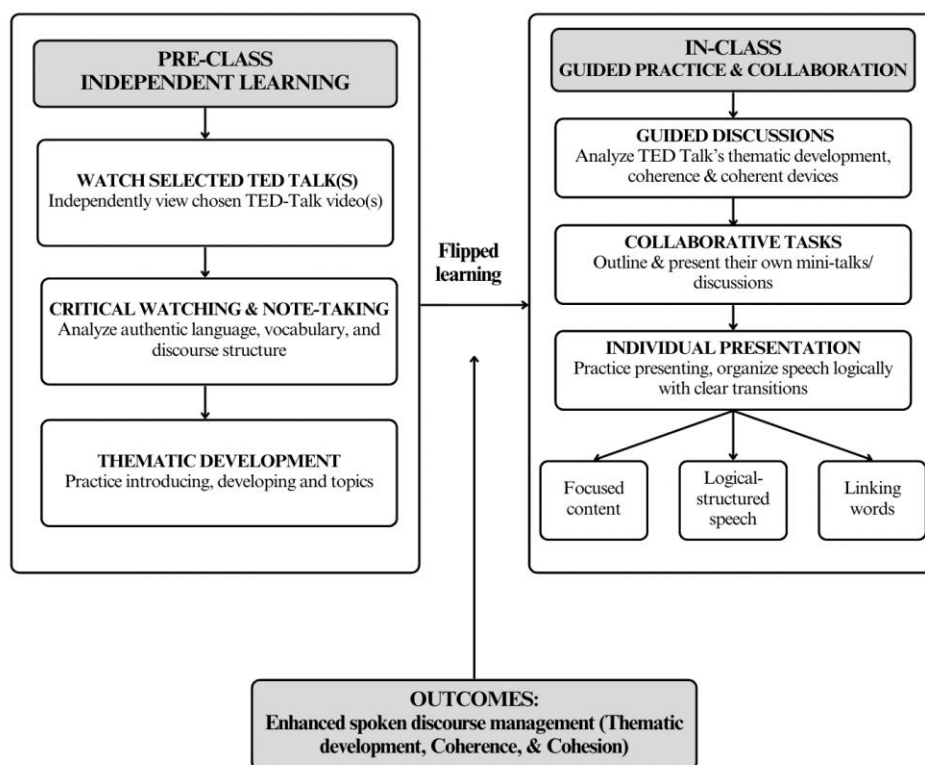


Figure 2. The Implementation of TED Talks in Flipped Speaking Classes Among the Experimental Students

In the intervention, before class, students watched chosen TED Talks in order for them to become familiar with the authentic use of language, different lexical resources, and effective discourse structures. This pre-class exposure helped facilitate active engagement and critical listening, equipping students for deeper in-class activities. During the face-to-face sessions, students engaged in guided discussion and cooperative activities that emphasized the analysis of the thematic unfolding of the talks, picking out how speakers introduce topics, flesh out ideas with supporting details, and effectively conclude, thereby, improving skills in thematic development. Activities also emphasized coherence by encouraging students to practice organizing their own speech logically, using clear transitions, and organizing the unity of their presentations. Furthermore, particular exercises focused on cohesion using the strategic use of linking devices,

referencing, and repetition, similar to what was seen in TED Talks using cohesive devices. By blending real, inspiring content with structured practice in a flipped model, this approach enriched lexical knowledge and systematically developed students' ability to control discourse well in spoken communicative situations.

#### D. Data Analysis

The evaluation of the discourse management of students in this study was carried out following a detailed scoring rubric, which evaluates three criteria: Thematic Development (4 points), Coherence (3 points), and Cohesion (3 points), for a total of 10 points possible. The scoring ranges of the rubric are well defined within the criteria, enabling precise discrimination of levels of students' performance. For example, Thematic Development scores on a scale from 0 (No thematic development is evident) to 4 (Fully-developed theme with clear organization and supporting evidence). Similarly, Coherence and Cohesion are rated from 0 to 3 concerning the logical flow of ideas and effective use of cohesive devices, respectively. To ensure reliability and validity in scoring, two evaluators with rigorous training and certification attained during the standardized speaking and writing evaluation course of Vietnamese Standardized Tests of English Proficiency (VSTEP) conducted at the University of Foreign Languages and International Studies (ULIS), Hanoi National University, were responsible for a separate, independent assessment of the presentations. This calibration process is consistent with best speaking assessment practices to reduce subjective bias (Luoma, 2004; Hughes, 2003).

For statistical analysis, the statistical package, Statistical Package for Social Sciences (SPSS) version 25.0, was used to conduct a one-way repeated measures analysis of covariance (ANCOVA), comparing the total scores of students in discourse management along with the sub-scores concerning the thematic development, the coherence, and the cohesion before and after the intervention. ANCOVA enabled the potential covariates to be controlled, which would help increase the precision of estimating the intervention effects. This approach aligns with previous research investigating the effect of instructional interventions on speaking proficiency. The repeated-measures design allowed for the detection of within-subject changes over time, allowing for high levels of evidence of the effectiveness of the flipped TED Talks intervention on the enhancement of discourse management. Findings from such analyses are generally very positive in all three sub-criteria, showing the pedagogical value of incorporating authentic materials with structured speaking tasks.

## IV. RESULTS

### A. The Effect of TED Talk-Based Flipped Instruction on EFL Students' Overall Discourse Management

The results in Table 1 show a statistically significant improvement in the overall discourtuous management of EFL students who participated in the TED Talk-based flipped instruction.

TABLE 1  
PAIRED SAMPLES T-TEST ABOUT THE DIFFERENCES IN THE PRE- AND POST-TEST OF DISCOURSE MANAGEMENT BY THE EG AND CG BEFORE AND AFTER THE INTERVENTION

		Paired differences				
		M	SD	t	p	Cohen's d
Pair 1	EG_Post_Average & EG_Pre_Average	0.765	1.379	3.140	.004	1.379
Pair 2	CG_Post_Average & CG_Pre_Average	0.360	0.995	1.809	.083	0.995

\*Note: EG\_Post\_Average = the overall score of discourse management in the post-test of experimental students; EG\_Pre\_Average = the overall score of discourse management in the pre-test of experimental students; CG\_Post\_Average = the overall score of discourse management in the post-test of control students; CG\_Pre\_Average = the overall score of discourse management in the pre-test of control students

Specifically, in this study, the EG showed a mean improvement of 0.765 points ( $t(31)=3.140$ ,  $p=.004$ ), which is well below the conventional threshold of 0.05 for statistical significance. This implies that the flipped approach to instruction with TED Talks was effective in facilitating an increase in students' ability to structure and control discourse in speaking performances. In addition, the large effect size (Cohen's  $d = 1.379$ ) further supported the practical significance of this improvement, indicating a significant educational impact of the intervention.

By contrast, the comparison group involving traditional teaching showed a smaller mean difference in scores ( $M=0.360$ ;  $t(24)=1.809$ ;  $p=.083$ ). Although this suggests a positive trend, this change was not statistically significant. The effect size for the CG (Cohen's  $d = 0.995$ ) was moderate, indicating to some extent the improvement as compared to the experimental group; however, it was not substantial. This difference serves to emphasize the added value of the flipped classroom approach, especially when authentic materials, such as publicly available TED Talks, are integrated, as opposed to conventional teaching methods.

### B. The Differences in the Pre- and Post-Test of Discourse Management Compared Within the EG and CG Before and After the Intervention

In the analyzed pre-test illustrated in Table 2, there was no significant difference between the groups ( $t(55)=1.231$ ,  $p=.223$ ), with an intermediate effect size (Cohen's  $d = 1.137$ ). It implies that the two groups had a similar level of competency in speaking prior to the intervention. Levene's test showed there was no significant difference in the variance of both the pre-test results ( $F=2.181$ ,  $p=.223$ ) and post-test results ( $F=0.024$ ,  $p=.041$ ). Assuming homogeneity, the t-tests for comparison of groups were appropriate.

TABLE 2  
INDEPENDENT SAMPLES T-TEST ABOUT THE DIFFERENCES IN THE PRE- AND POST-TEST OF DISCOURSE MANAGEMENT COMPARED WITHIN THE EG AND CG BEFORE AND AFTER THE INTERVENTION  
Levene's Test for Equality of Variances

	F	t	p	M	Cohen's d	Sig.
Pre-test	2.181	1.231	.223	0.951	1.137	1.659
Post-test	0.024	2.087	.041	0.545	1.249	1.707

Note: Pre-test = the overall score of speaking test before the intervention; Post-test = the overall score of speaking test after the intervention

Contrastively, the difference between the two groups was significantly different as per post-test results ( $t(55)=2.087$ ,  $p=.041$ ) with EG scoring higher than CG in the skills of general discourse management. The above-mentioned mean difference ( $M=0.545$ ) and large effect size (Cohen's  $d = 1.249$ ) indicate that the TED Talk-based flipped instruction significantly influences the improvement of management of student's discourse.

The combination of results showed the flipped instructional model had a positive contribution to improving the discourse management and was higher compared to the traditional method of teaching. The large positive effect on the scores in the post-test phase of the EG is attributed to the pedagogical impact of using authentic video resources in TED Talks and the use of active learning techniques in favor of the improvement in better thematic development and cohesion and coherence in the EFL speaking performance.

### C. The Differences in Specific Dimensions of Discourse Management of the Pre- and Post-Test Between the EG and CG Before and After the Intervention

#### (a). Thematic Development

Differences in the development of thematic management between the EG and CG before and after implementing TED Talk-based flipped instruction were analyzed in Table 3, using a one-way ANCOVA, controlling for possible covariates.

TABLE 3  
DIFFERENCES IN THEMATIC DEVELOPMENT BETWEEN THE EG AND CG BEFORE AND AFTER THE INTERVENTION

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3.883 <sup>a</sup>	2	1.942	5.952	.009
Intercept	1.197	1	1.197	3.670	.068
V1	3.130	1	3.130	9.596	.005
V9	0.275	1	0.275	0.843	.368
V19	0.000	0			
Error	7.177	22	0.326		
Total	276.750	25			
Corrected Total	11.060	24			

a.  $R^2 = .351$  (Adjusted  $R^2 = .292$ )

The results showed a statistically significant difference in the thematic development between groups ( $F(2, 22)=5.952$ ,  $p=.009$ ), which shows that the intervention had a significant effect on the students' ability to produce the themes in spoken discourse. Specifically, the covariate V1 presumably representing EG's thematic development score had a significant effect ( $F(1, 22)=9.596$ ,  $p=.005$ ), but V9 about CG's one did not come close to significance ( $p=.368$ ). The model explained approximately 35.1% of the variance in thematic development ( $R^2 = 0.351$ , Adjusted  $R^2 = 0.292$ ), indicating moderate explanatory power. These results indicated that the TED Talk-based flipped teaching had a substantial positive impact on thematic development in the EG, compared with the CG, and supported the intervention effect by improving important aspects of discourse management.

#### (b). Coherence

A one-way ANCOVA was conducted and is demonstrated in Table 4 to compare the differences in coherence between the EG and CG before and after the flipped instruction with TED Talk. Homogeneity of variances was checked and met the requirements for ANCOVA.

TABLE 4  
DIFFERENCES IN COHERENCE BETWEEN THE EG AND CG BEFORE AND AFTER THE INTERVENTION

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1.560 <sup>a</sup>	2	0.780	4.354	.026
Intercept	1.414	1	1.414	7.898	.010
V2	1.444	1	1.444	8.064	.010
V10	0.016	1	0.016	0.087	.771
V19	0.000	0			
Error	3.940	22	0.179		
Total	115.750	25			
Corrected Total	5.500	24			

a.  $R^2 = .284$  (Adjusted  $R^2 = .218$ )

Analysis of variance between the treatment groups revealed a statistically significant difference in coherence scores ( $F(2, 22)=4.354, p=.026$ ). It indicated a positive effect of the intervention on improving students' coherence in spoken discourse. The only significant covariates were V10 for CG's coherence ( $p=.771$ ), and V2 for EG's one ( $F(1, 22)=8.064, p=.010$ ). The model accounted for approximately 28.4% of the variance in scores of coherence functioning ( $R^2 = .284$ , Adjusted  $R^2 = .218$ ), indicating a moderate effect. Therefore, it is suggested that the flipped instructional design, with the help of TED Talks, was able to make the EFL learners' discourse much more cohesive than traditional instruction would have been. Consequently, it can be concluded that such an intervention would have succeeded in improving discourse management.

(c). *Cohesion*

A one-way ANCOVA in Table 5 was performed to study the differences in the cohesion between the EG and CG before and after the TED Talk-based flipped instruction. The assumptions of ANCOVA were satisfied.

TABLE 5  
DIFFERENCES IN COHESION BETWEEN THE EG AND CG BEFORE AND AFTER THE INTERVENTION

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1.554 <sup>a</sup>	2	0.777	4.377	.025
Intercept	1.214	1	1.214	6.838	.016
V3	1.064	1	1.064	5.995	.023
V15	0.104	1	0.104	0.584	.453
V19	0.000	0			
Error	3.906	22	0.178		
Total	109.500	25			
Corrected Total	5.460	24			

a.  $R^2 = .285$  (Adjusted  $R^2 = .220$ )

The results of the statistical analysis showed a significant difference in the scores of cohesion between the groups ( $F(2, 22)=4.377, p=.025$ ), indicating that the intervention is effective in enhancing aspects of students' cohesion in spoken discourse. Both the covariate for the experimental cohesion, V3 of the EG's cohesion score, was significant ( $F(1, 22)=5.995, p=.023$ ), and the covariate for the control cohesion, V15 of the CG's one, was not significant ( $p=.453$ ). The model accounted for approximately 28.5% of the variance in cohesion scores ( $R^2 = .285$ , Adjusted  $R^2 = .220$ ), indicating a moderate impact of the intervention. These results suggested that the TED Talk-based flipped instructional approach improved cohesion in the EG compared to the CG, which played a role in enhancing this important aspect of discourse organization.

## V. DISCUSSION

The results of the present study revealed a statistically significant improvement in the management of discourse among EFL students as a result of implementing TED Talk-based flipped instruction. This improvement remained evident in all three core aspects of discourse management: thematic development, coherence, and cohesion. These findings supported the previous research which stated the pedagogical benefits of the flipped learning environments in terms of enhancing speaking performance and discourse skills (Amiryousefi, 2019; Safa & Zareian, 2022). However, the shift in thematic development alleviated Nguyen (2023) that the role of effective thematic development was to keep test-takers engaged by creating proper sequencing of the ideas in a logical way. The flipped classroom approach, by exposing students to real TED Talks beforehand, likely scaffolded students' ability to internalize the structures of the theme themselves, which in turn allowed for more coherent and well-developed oral presentations. Moreover, the substantial increases in coherence in this study supported the emphasis on the interaction between macrostructural organization and localized discourse cues in the conceptual framework, as found in TED Talks (Kraisriwattana & Poonpon, 2020; Uicheng & Crabtree, 2018). The flipped learning model allowed students to preview and manage shifts in topic and transitions better-in other words, students mimicked the rhetorical techniques or shifts. This finding, regarding the research gap in the practical use of TED Talk discourse strategies in EFL speaking pedagogy, suggested that such authentic materials can be used successfully to improve learners' global and local coherence in speaking discourse. In terms of cohesion, the findings confirmed the need to teach cohesion devices within communicative settings, as emphasized by Khameneh and Faruji (2020) and Nguyen (2023). The increased use of lexical markers, conjunctions, and referencing in the experimental group indicated that the activities developed in the flipped classroom succeeded in stimulating the strategic deployment of cohesion, which is fundamental for fluent and clear speech. This result supported the findings of Safa and Zareian (2022), which demonstrated that flipped learning can significantly enhance the use of discourse markers. Specifically, their combination with TED Talk materials yielded a measurable and pedagogically meaningful effect on cohesion. Importantly, the large effect sizes and statistically significant differences between the EG and CG provided empirical support for the proposition in the conceptual framework that incorporating authentic input from TED Talk, as well as the flipped instructional design, improved discourse management more effectively than using traditional teaching methods. This confirmed the hypothesized synergy between real-life exposure to authentic language and active in-class practice, which might lead to a greater depth of language and pragmatics competencies among EFL learners.

While the present study provides valuable insights into the effect of TED Talk-based flipped teaching in addressing the discourse management, several limitations are worth noting. First, despite being large enough to detect significant effects the small sample class of fifty-seven students makes it difficult to generalize the results to other EFL populations. The participants were English majors with relatively strong English backgrounds and were highly proficient in English, which may have influenced their receptiveness to the flipped instructional model and authentic materials. Future research needs to address larger and more diverse samples (with different proficiency levels and educational backgrounds) in order to increase external validity. Second, the intervention spanned eleven weeks, a reasonable timeframe for observing short-term improvements, but does not reflect long-term retention or transfer of discourse management skills. Longitudinal studies cannot be avoided in order to examine whether the achievements made in the terms of thematic development, coherence and cohesion are retained in the post-test and to evaluate the consequences for the real-world communicative ability outside the classroom. Third, the current study included a pre-test and post-test speaking evaluation, based mainly on scores of trained assessors, in accordance with an elaborate rubric. While this approach has ensured reliability and validity, the type of analysis that can be made of honest communication may not fully reflect the dynamic and interactive nature of spoken communication in a real communication environment. The addition of qualitative data, such as learners' reflections, classroom observations, or discourse analysis of spontaneous interactions, could lead to a deeper understanding of how flipped instruction impacts discourse management in a real-life context.

Despite the shortcomings, though, the study has important pedagogic implications. The important gains discovered showed that the use of authentic materials from the TED Talk website in promoting a flipped classroom model presents as a viable approach to help in improving key elements of spoken discourse in EFL learners. Teachers are encouraged to use multimodal and learner-centered approaches in order to promote active engagement, critical listening and structured speaking practice. Moreover, the study also emphasizes the importance of an emphasis on explicit teaching and feedback on the development of theme, coherence and cohesion which are often lacking in conventional speaking curricula. Additionally, the results suggest that curriculum designers include authentic, real-world materials that expose learners to discourse and pragmatic cues found in the natural context. In this way, EFL programs can be better equipped to meet the academic and professional demands for students' communication skills. Future instructional designs would also consider incorporating other authentic video resources and digital tools to shape discourse management teaching further.

## VI. CONCLUSION

In this study, the impact of a flipped classroom practice using a TED Talk on the management of discourse in the speaking performance of EFL learners, in terms of thematic development, coherence, and cohesion, was compared. The findings indicated that students showed significant improvement in running discourse organization and delivery through the flipped instruction model, using authentic materials from TED Talks, compared to traditional teaching, in terms of lessons learned. The improvements in all three macro-discursive domains support the pedagogical value of integrating authentic input with learner-centered and communicatively active classroom practice. Findings support the gap between theoretical aspects of discourse control and language training, as well as their practical application, by providing empirical evidence for the use of new instructional ideas to develop higher-order speaking skills in EFL learners.

Based on the study's findings and limitations, some recommendations are offered to enhance EFL speaking teaching and provide teachers with a direction for further investigation in this field. Firstly, it is suggested that educators use authentic video content in the models of a flipped classroom. This criterion ensures that learners are exposed to meaningful input of natural discourse structures and pragmatic strategies outside the classroom, and that classroom time is focused on interactive exercises explicitly designed to prompt learners to engage in thematic mapping, coherence, and cohesion. Such guided practice can be of enormous value in raising students' speaking performance. Secondly, curriculum designers should consider promoting flipped learning methodologies and incorporating authentic resources into the speaking curriculum in a more systematic manner. As a consequence of this integration, learners receive proper preparation before class and have rich classroom sessions, where they can experience more involvement in discourse management than in traditional EFL classrooms. Thirdly, future research would benefit from replicating this study by using longitudinal designs and with larger and more diverse samples of learners. This would provide insight into the long-term effects and generalizability of a TED Talk-based flipped instruction. Furthermore, qualitative methods such as discourse analysis and learner self-reflection could be employed in the study to gather more detailed information on how learners internalize and apply discourse management strategies in communicative discourse. Finally, the use of information technologies and software is proposed as a way to provide access to the real resources and virtual practice for speaking. Furthermore, it would allow for more learner autonomy and make the flipped learning experience richer still, making discourse management training even more effective, engaging, and enjoyable.

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