The Silent Language of EFL speakers: Nonverbal Cues in TED Talk-Inspired Speeches

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Abstract

A well-prepared speech, thought-provoking content, and expressive body language that complement the speaker's message will make an unforgettable TED Talk-based speech. First-year students of the Department of English Language and Literature had the opportunity to observe many TED-Talks prior to delivering their speeches in front of their class. TED Talks, which students watched during two semesters of the English Language I and II courses, served as a means for acquiring the manner of the speech delivery and body language. This study aims to examine the use of nonverbal communication among EFL students during TED Talk-style speeches, focusing on how gestures, facial expressions, posture, and eye contact contribute to the clarity, effectiveness, and audience engagement of their oral presentations. Additionally, the study seeks to explore the extent to which EFL learners are aware of and able to control their nonverbal behaviors to enhance their overall communicative competence in public speaking.

The students have been recorded while delivering their speeches. The recorded material offered a great resource for gaining feedback on students' competence and performance, manner of delivery, and non-verbal language.

Key words: TED-Talks, public speech, language acquisition, nonverbal language

1. Introduction

Human beings are endowed with the ability to communicate with each other either by using verbal or non-verbal language. Besides words, facial expressions, gestures, hand movements, and body language play a role perfectly in performing the act of speech.

Speaking is one of the most important language skills that plays a huge role in communication and second language acquisition. Humans' ability to communicate using formalized systems of language makes us different from other living creatures. The most successful and most powerful people over the centuries have mastered the ability to communicate effectively. In fact, the skill of speaking is so important that it has been formally taught for thousands of years.

While there is extensive research conducted on speaking, mostly verbal communication, there is very little contribution addressed to such an important feature as body language.

Body language is a powerful form of nonverbal communication that shapes the way a message is received. When students deliver speeches, their gestures, posture, facial expressions, and eye contact can enhance or weaken the impact of their words. A speech is not just about verbal content, it is also about how that matter is expressed through movement and presence. Effective body language reinforces confidence, engagement, and clarity, while poor body language can create barriers to understanding (Mehrabian, 1972).

In public speaking, confidence is often perceived before it is heard. A student who stands tall, makes purposeful gestures, and maintains constant eye contact appears self-confident, even if they feel anxious inside. These behaviors create a sense of authority and encourage the audience to trust the speaker (Burgoon, Guerrero, & Floyd, 2016). In contrast, anxious habits such as fidgeting, looking down, or crossing one's arms can signal discomfort, making the speech less persuasive (Ekman, 2003). However, these behaviors are not always signs of insecurity; sometimes they stem from cultural norms or personal speaking styles. This highlights the need to analyze body language within context rather than relying on rigid interpretations.

For educators and speech evaluators, body language provides essential cues about a student's level of preparation and engagement. A well-structured speech can lose its impact if the speaker appears disconnected from their audience (Goman, 2011). On the other hand, a less polished speech can still resonate if delivered with enthusiasm and strong presence. A speaker's energy, conveyed through nonverbal cues, often determines audience engagement more than the speech itself. This means that teachers assessing student speeches should consider both verbal and nonverbal elements to provide accomplished feedback.

At the same time, students benefit from understanding their own body language. Many are unaware of how their posture or gestures affect their message. Small adjustments, such as using open hand movements instead of clasping hands, or maintaining eye contact instead of glancing at notes, can significantly improve speech delivery. Awareness of body language also enhances listening skills; by learning to read nonverbal cues, students can become more attentive to their peers, instructors, and audiences (Knapp, Hall, & Horgan, 2013).

This study explores how body language influences the effectiveness of student speeches. It examines common patterns, their meanings, and their impact on audience perception. Rather than viewing body language as a secondary aspect of public speaking, this research highlights its central role in communication. By developing both verbal and nonverbal skills, students can become more confident, engaging, and persuasive speakers not just in the classroom, but in real-world situations where strong communication is essential.

Hence, a well-prepared speech, captivating content, and vivid body language that harmonize with the message of the speaker will make an unforgettable TED Talk-based speech. These interesting speeches will be presented in front of the audience and will be the subject for analyzing body language.

For exploring the impact of TED Talks on students' body language, the following hypotheses have been proposed:

1. TED Talks serve as a sample for enhancing speaking performance
2. TED Talks are used as visual devices that will enable learners to acquire information about posture, body language and interaction with the audience during presentations.
3. Students demonstrate an original body language that facilitates speech delivery.

The essential purpose of this paper is to present the findings on the interpretation of the presenters' non-verbal language to a broader audience.

2. Literature review

Non-verbal language preceded the verbal one just as speech preceded writing as a communication form. Regarding this issue, (Bull, 2011) claimed that over

80% of what ones understand in a conversation is read through the body, not the words.

Non-verbal language, which is studied through kinesics is exceedingly important for deaf and mute people as part of sign language. Nevertheless, it is also exceptionally significant for people without any hearing inabilities but suffering from dementia. According to (Bender et al., 2022) nonverbal strategies were supportive for communication with people living with dementia.

As non-verbal cues are essential for people who are hearing-impaired and for those who do not speak a foreign language, they are also important for everyone else. Anyone who has played pantomime or charades knows how important nonverbal language is in trying to get a message across. Pantomime is the art of acting without words, in which gestures, facial expressions, mime, hand movements, and different postures are used to convey a message, a song title, or a word the audience must guess. Silent movies' stars such as Charlie Chaplin, Buster Keaton, Rudolph Valentino, and Marcel Marceau were experts of the art of pantomime. Their expressive non-verbal language, gestures, facial expressions, posture, and walking made communication possible and acting impressive without using any words.

Furthermore, apart from the cases when nonverbal language such as in pantomime, mimes, and sign languages, is used without any accompanied speaking, speech can be followed by body language. To elaborate on this, (Kendon, 2013) declares that: either by itself or in collaboration with speaking, visible bodily actions can be used as a means of saying something. For example, one draws attention to something by pointing at it, one may employ one's hands to describe the appearance of something or to suggest the form of a process or the structure of an idea.

Body language, also known as nonverbal language, is incredibly essential in many fields of life, including applying for a job during an interview, politics, advertising and trade, education, and public speaking. Public speakers are focused on choosing appropriate utterances and using proper intonation when making a remarkable speech. These features will make the speech attractive and not monotonous. Moreover, using adequate hand movements, eye contact, correct posture, and facial expression will also help in triggering attentive listening from the audience.

During a job interview, the interviewer will be able to recognize the applicant's anxiety, inexperience, and incompetence by the way the interviewee sits, speaks, uses hand gestures, leans, and establishes eye contact. According to (Frauendorfer et al., 2015), an applicant who shows a high amount of smiling and uses extensive hand gestures might give the impression of being an extraverted person. This first impression can affect different outcomes, such as how favorably the applicant is evaluated.

Frequently in politics, the politicians and people of the state have counselors who advise them on how to speak and use nonverbal language. According to (Singh, 2022), In professional environments, the nuances of nonverbal communication play a pivotal role in various contexts, such as negotiations, team collaboration, and leadership. For instance, a leader's posture and eye contact can instill confidence and foster trust, while the use of appropriate gestures can enhance the clarity of a message.

Not only politicians and public speakers, but teachers and educators are known to have a highly developed and emphasized non-verbal language, particularly in conversational hand gestures. (Scrivener, 2012) (Harmer, 2001, 2008) argued that gestures and facial expressions are important techniques that are used as tools for supporting instruction and providing comprehensible input. According to (Patil et al., 2024) During lectures, professors who use engaging body language, such as animated

gestures and expressive facial expressions, can captivate their students and enhance the learning experience. Similarly, students who exhibit attentive, respectful body language, such as maintaining eye contact and nodding, signal their interest and engagement with the subject matter. Furthermore, a study conducted by (Maberah, 2025) reveals that skills related to appearance, posture, and proximity, as well as those related to head movement and facial expressions, rank first and second in importance, whereas voice-related skills rank last with a moderate degree of importance. In such cases, hand gestures are facilitators for a comprehensive input and are speech-related. However, (Pease, 2004) states the importance of interpreting the nonverbal gestures in the environment in which they occur. If, in any case, a person was waiting in the cold, with arms crossed, it would most likely mean he was cold, not defensive. Conversely, if the person used the same gestures while negotiating a transaction, it could be correctly interpreted as a speech-related gesture, suggesting that the person was feeling negative or rejecting the offer. Therefore, if a person uses hand gestures repetitively, it means that they are not speech-related since the person has the habit of overusing hand movements.

Additionally, nonverbal language is deeply related to different personality types. According to (Arellano-Véliz et al., 2025)Extraversion was associated with increased speech coordination and nonverbal interactional dominance, especially during argumentative conversation. Similarly, emotions and states like anxiety, stage fright, stuttering, self-confidence, introversion and extraversion can impact body language as in (Tracy et al., 2015) early studies suggest that a small number of emotions are associated with distinct nonverbal expressions including facial and bodily displays, and vocal bursts which are reliably recognized and displayed across cultures.

Moreover, if speech, as the basic form of communication, is supplemented by body language, total comprehension will be guaranteed. (Mehrabian, 1971)declared that: 7% of message pertaining to feelings and attitudes is in the words that are spoken. 38% of message pertaining to feelings and attitudes is paralinguistic and 55% of message pertaining to feelings and attitudes is in facial expression. Non-verbal language complements verbal communication (Bobkina et al., 2023), and incorporating it can enhance the oral proficiency of ESP, EFL, and ESL undergraduates in both traditional and digital contexts.

In Kosovo, English has increasingly become an essential foreign language for education, media, and intercultural communication, particularly among Albanian-speaking students. Although Albanian remains the dominant native language, the growing presence of English in schools and public life has created a bilingual environment that influences how students use both languages in formal and creative contexts, such as TED Talk–style speeches. Research indicates that Kosovar students often transfer linguistic and cultural features from Albanian into English, which affects their grammar, pronunciation, and overall oral performance (Spahiu & Kryeziu, 2022). This linguistic interplay extends beyond verbal communication; Albanian-speaking EFL learners may also transfer culturally embedded nonverbal behaviors, such as gesture patterns, eye contact norms, and facial expressiveness, into their English-language presentations. Such a transfer can enrich their delivery but may also lead to misalignment with English-speaking audience expectations. As Iseni, Bajrami, and Aliti (2022) note, English in Kosovo functions not only as a tool for linguistic competence but also as a bridge between Albanian and global cultures, highlighting the need for intercultural and nonverbal awareness in EFL pedagogy. Therefore, analyzing students' nonverbal language in TED Talk–based speeches provides valuable insight into how Albanian linguistic and cultural backgrounds shape EFL oral performance and how teaching strategies can better integrate both verbal and nonverbal communication skills to enhance communicative competence.

The integration of TED Talk–style speeches into EFL classrooms in Kosovo offers a powerful pedagogical tool for developing both verbal and nonverbal communicative competence. Unlike traditional oral presentations, TED-style speeches encourage students to connect ideas with personal experience, emotion, and body language, key elements of authentic communication. However, many EFL learners in Kosovo still rely heavily on memorized speech patterns and exhibit limited awareness of how nonverbal cues affect message delivery and audience engagement (Çuka, 2024). For this reason, EFL instruction should not only focus on linguistic accuracy but also train students to consciously use gestures, eye contact, voice modulation, and facial expression as integral components of meaning-making. When teachers guide students to analyze model TED Talks and reflect on how speakers combine language and body movement, learners become more aware of how English expression may differ from Albanian norms of communication. As Kasumi and Xhemaili (2023) suggest, collaborative and performance-based learning environments foster higher motivation and confidence, which can, in turn, improve students' ability to adapt their verbal and nonverbal behaviors to English-speaking contexts. Thus, incorporating TED Talk–based speeches in EFL teaching in Kosovo not only enhances language proficiency but also nurtures intercultural awareness and expressive competence, bridging the gap between linguistic knowledge and authentic communication.

3. Methodology

This qualitative study is conducted while aiming at investigate the effects of TED Talks on the learners of English as a Foreign Language.

Classes were divided into experimental and control groups to measure the impact of video recordings as an aid for listening and speaking skills. The control group was required to write a speech as if they were addressing the audience. Furthermore, the experimental one has studied the TED Talks and delivered a speech according to the given samples.

The classes were closely observed and monitored to investigate students' reactions to various topics and presenters. Students have been exposed to numerous TED Talks that served as samples for delivering a notable speech. These samples functioned as a useful resource for language variety, richness in argumentative or persuasive texts, nonverbal cues and other visual aids.

Students have been recorded while delivering a speech to observe body language, gestures and facial expressions. TED Talks have been implemented as a sample for composing an argumentative text and presenting it. The genuine output has been thoroughly analyzed and interpreted.

3.1 Participants and instruments

Primarily, first-year students of the Department of English Language and Literature of the University of Gjakova in Kosova were the focus of the research. They were chosen as a case study over two academic years after being exposed to TED Talk videos. Inevitably, these video materials have functioned as a base for improving their speaking performance.

Approximately 80 students, as non-native speakers of the English Language have been exposed to TED Talks weekly for two semesters. A vast selection of TED Talks topics rated as funny, inspirational, informative, persuasive, and jaw-dropping has been used as listening materials weekly for two semesters during English classes.

Only 16 students volunteered to deliver their TED Talks-based speeches. The others had their speeches drafted as essays.

The students' video recordings were a substantial resource for observing non-verbal language, posture, movements, and other non-verbal cues. Samples of materials have been utilized for analyzing the language introduced by the various presenters.

4. Results from the interpretation of the students' non-verbal language

4.1 Interpretation of body language in sensitive topics by speakers who have experienced anxiety, depression and other problems

Body language has evolved and changed in an attempt to adjust to the social environment in which human beings belong. Evidence that people's social and personality attributes are revealed in their faces is growing. People have learnt to express similar feelings and attitudes as they used to do as children. However, they have become accustomed to greater refinement and self-restraint, particularly in societies where it is not appropriate to manifest that mindset openly. This is the reason why defensive body language is a rather frequent dominant pattern in many speakers.

Very often, there was an occurrence of little children who, while feeling defenseless and shy, would most apparently hide behind the door, or under the chair, or even behind their mothers, trying to find protection and safety. As they grow older, it becomes impossible and inappropriate to practice these forms to mask this lack of self-assurance; therefore, they establish some barriers to make them feel more secure.

Identically, the subsequent speaker 'A' delivers a sensitive topic on depression, which until recently has been considered as a taboo issue. Not everyone would willingly admit that they plunged into depression and overcame it only to discuss their experiences with the audience. According to (Hall et al., 2019)senders often convey, nonconsciously or consciously, social and personality attributes about themselves across a number of nonverbal channels, including their faces and gestures.

The most dominant images extracted from the recording depict the speaker 'A' making constant movements at a steady pace. The presenter' A'paces in the left and right direction in front of the audience, attempting to avoid eye contact with the auditorium.

Throughout the speech, the presenter 'A' holds a paper with the speech notes as a way to find some refuge and protection while creating a barrier between the audience and the presenter. Women in general use many accessories like handbags of various shapes and sizes, which can be carried using shoulders, arms, or hands. Females play unconsciously with scarves or jewelry every time they feel uncomfortable or uncertain. One of the most ordinary patterns of establishing an obvious barrier is to hold something with one or two hands. Therefore, the speaker 'A' cleverly uses her notes as something secure to hold onto.

Furthermore, the speaker'A' kept avoiding eye contact with the professor and the audience. Regarding eye avoidance, (Goman, 2008) states that people decrease or avoid eye contact when discussing something intimate or difficult, when they are not interested in the other person's reactions, when they don't like the other person, or when they are insecure or shy.

Similarly, the speaker, 'B' delivers a topic about anxiety, stuttering, insomnia, and overthinking by confessing that she experienced anxiety and learnt how to overcome it. She had to embrace and fight against it. The speaker' B'displays sincerity and honesty while speaking by displaying her torso, stretching her arms, and opening her palms. Most frequently, adults, and especially children, when admitting something they did wrong, will be seen taking this posture as if they are asking for an apology.

Anytime an individual begins to open up or reveal a secret they will be seen exposing their body and especially hands like they do not have anything to hide. This gesture represents an unconscious non-verbal sign as an indication that the person is telling the truth.

Stuttering was another issue that the speaker 'B' dealt with. While speaking about stuttering, and how it affected her life, she took a deep breath and held her hand in her chest. This gesture is implemented every time someone displays a sincere and honest feeling. Traditionally, Albanians in general, and the male gender in particular, hold one hand over their heart when greeting someone or expressing their heartfelt condolences to families who have lost their loved ones. On the other hand, the Albanian females typically make this gesture when swearing about something. Even in other countries, oaths and pledges are manifested by placing the right hand over the heart and the left hand is held in the air. This gesture can be described as expressing openness and telling the truth. According to (Nierenberg, 2001) this gesture is used whenever a person is to be portrayed as sincere and honest.

Typical cases when speakers commit mistakes and laugh at their own expense in order to ease the tension are frequent. The third recorded image of the speaker displays a similar situation. The presenter 'B' mispronounced the word 'gym' as [gym], laughed at it, and apologized to the audience. As it follows, she stretched her palm towards them to neutralize the laughter and proceed with the speech.

Due to the fact that the speaker 'B' experienced some problems with pronunciation as a result of her stuttering, these mispronunciations are evident. Simultaneously, the presenter' B' rubs her nose or covers her mouth while gaining in time to repair her utterance. Rubbing the nose according to (Nierenberg, 2001) is a doubt sign and in many cases that doubt expresses negation.

Similar to the previous one, the presenter 'B' is holding a sheet a paper in front as a barrier or cover any time she feels uncomfortable or anxious. The notes serve well to maintain the speech flow and keep track of thoughts. Apart from functioning as a barrier between the audience and the speaker, the notes are used as a cover for any mispronounced word or syntactical problem.

Additionally, in the range of sensitive topics, the following speech was on domestic violence that was motivated by the fact that the speaker 'C' worked in the shelter for abused women. The presenter 'C' did not make many movements in front of the audience. She just positioned herself in front of the audience, near the laptop and changed the slides containing different images of abuse and domestic violence. Just by mere occurrence, the speaker's soft and low voice harmonized perfectly with the sensitive topic she was presenting.

Her essential gestures ranged from clenched hands, crossed arms, open palms, counting fingers, hand gripping, steepling hands, etc. One of the images represents the speaker 'C' making the crossed arms position, which is a widespread occurrence in everyday life. As described, this position represents the concept of defensiveness according to many non-verbal language analysts. Public speakers who make this kind of gesture are considered to be closed and unready to cooperate with the people they are talking to. The crossed-arms gesture is generally noticed in people across various environments, from teachers monitoring students during an examination to people waiting in queues at bus stations or metros. From this entire occurrence, this gesture might be interpreted as a sign of anxiety or insecurity as well as uneasiness and boredom.

In addition, this posture, according to (Pease,2004), is called Crossed-Arms-on-Chest and is universal, with the same defensive or negative meaning almost everywhere.

Additionally, in one of the images, the speaker opens her arms and shrugs her shoulders. She is surprised by the fact that mothers who were once assaulted are capable of molesting their children. The gesture of open hands correlates with sincerity and openness. By revealing her arms, exposing her body, and raising her shoulders, the speaker 'C' sincerely indicates that she is surprised by the abuse she witnessed in those women.

In one of the images, the speaker 'C' is seen as twisting her ring on her left hand, striving to fight nervousness and anxiety. Generally, people who are nervous or anxious, while attempting to display a composed and controlled appearance, create a barrier between themselves and the audience. In this case, instead of the arms crossing, the speaker 'C' plays with her ring on the other hand while struggling to reassure herself and reduce anxiety.

Another image represents the speaker 'C' using gestures when speaking about bruises on abused women that cannot be hidden. This gesture is speech-related since the speaker 'C' tries to demonstrate injuries on women's bodies and how that affects their children. One of the dominant hand gestures is clenched hands which are described in previous examples and is used frequently by the speaker 'C'.

Furthermore, the following speaker 'D', delivering a topic on stage fright, moves slowly, standing in the same spot, time after time, while making similar hand gestures. The main representative images from the speech have been extracted and interpreted. Additionally, the most dominant posture throughout the entire speech is maintained by alternating clenched fists, crossed fingers, and steeple hands. Moreover, one posture shows the speaker 'D' holding her chest, which represents the moment when the speaker starts speaking about one of her experiences. According to (Goman, 2008) hand-to-body touching can be calming.

The speaker 'D' has been observed while rubbing her hands together with fingers stretched out and interlaced (Teepee Hands). This behavior occurs mostly when things are really bad. It is also believed that when a person feels insecure, he or she may find himself/herself tucking thumbs under fingers when under a lot of stress. This posture corresponds to the description, since the speaker appeared tense after making a mistake and attempting to formulate the correct expression. Regarding this hand gesture, Goman (2008) describes how individuals place the fingers of one hand in the palm of the other and lightly massage the fingertips, thereby creating not only a pacifying action but also a physical barrier.

As an outcome, the majority of the speakers experiencing some anxiety and fear from public speaking made repetitive movements by holding papers in their hands and creating some barriers between them and the audience.

4.2. Interpretation of body language in topics of a personal nature by extrovert speakers

While the previous speakers paced constantly backward and forward, which can be very distracting to the audience, as if they were watching a tennis match, the succeeding speaker 'E' was very inhibited in front of the audience. Additionally, the basic non-verbal language used by the presenter was in the array of hand gestures.

The most frequent hand movement observed in the speaker 'E' was the clenched fist position, which, according to research by Nierenberg and Calero (Pease, 2004), signals that the person was holding back a negative attitude. Since the topic was about marriages of convenience, the speaker 'E' mostly rubbed and gripped her hands and

wrists while playing with her engagement ring. Even though these hand gestures may be totally accidental, they were compatible with the chosen topic.

Further on, according to (Pease, 2004), who claims that male members of the British Royal Family are noted for their habit of walking with their head up, chin out, and one hand gripping the other behind the back. Moreover, on the local scene, this gesture is used by policemen, headmasters, senior military personnel, and others in positions of authority.

In the same manner, the speaker 'E' takes a similar posture when addressing the audience, offering them advice in an authoritative way on how to address cases of marriages of convenience and changes in lifestyle in search of a better life.

Another posture that is more representative in female speakers is playing with hair and tossing it behind the ears or on the back. This gesture will give them time to pause and think. According to (Goman, 2008) stroking the face, rubbing the forehead, pulling or massaging the earlobe with the thumb and forefinger, or playing with the hair can serve as pacifying behaviors.

Additionally, the speaker 'E' makes the shoulder shrug, which is also a good example of a universal gesture that is used to indicate that a person does not know or understand an issue, or what the topic is about. It is a gesture that comprises of three main parts: exposed palms, hunched shoulders, and raised brows. This was the moment when the presenter 'E'was displaying surprise at how her family members speak about arranged marriages, and considered that as an important achievement. This posture can also be interpreted as a sign of honesty and openness, since, according to (Pease, 2004), when someone begins to open up or be truthful, he will expose all or part of his palms to another person. Like most body language, this is a completely unconscious gesture, one that gives a feeling or hunch that the other person is telling the truth.

The majority of gestures and body postures presented by the speaker 'E' were speech-related and served as an efficient supplement to the speech and attention-grabbing topic.

The extrovert people are easily identified since they are talkative, move frequently, and love to expose themselves. The following speaker 'F' can be recognized as an extrovert by her style, and the way she talks and moves. Introverts tend to be less exposed, as reflected in how they talk and act as well as in their appearance.

Apart from hand gestures and constant movements during the speech, the speaker 'F' makes grimaces with her face, especially opening her eyes and raising her eyebrows. Besides hand movements and facial expressions, the student 'F' moves a lot in front of the audience by repeatedly shifting her arms. In her speech, the presenter 'F' places her hands on her chest when referring to the concept: 'our health.' Holding her hand to her chest while referring to 'my' instead of 'our' indicates the speaker's use of non-verbal signals to specify.

The third extracted image represents the speaker 'F' while counting the good health factors using her index finger. In general, people use their fingers and thumbs when counting or listing some factors or characteristics. The methods of counting using fingers are absolutely different from person to person. People may start from the thumb, from the index finger, or the little finger. Not only this, but both hands can be used —the left or the right. The fingers have the same function in speaking as the bullet points in writing.

Arms behind the back position, according to (Mulvey, 2004) could mean ultra-confidence and superiority and can be seen used by policemen, senior politicians, royalty or other people in authority.

The most frequent gesture encountered in many female speakers is touching and playing with hair. Similarly, the speaker 'F' touches her hair, especially in cases when she makes a mispronunciation. Pease (1988) regarding the gesture of touching hair says that continual hair touching or twirling, in isolation from other gestures, is likely to mean the person is feeling uncertain or anxious.

The speaker's usage of hands is essentially dominant, varying from palms-up or palms-down, clenched hands, steeple, or various gestures. When the presenter 'F' used the palms-down position, she was mainly giving advice to the audience on healthy living. Accordingly, when the speaker 'F' was using a palms-down gesture, she may have appeared dominant and authoritative towards the audience.

Generally, extrovert speakers display a more composed posture and controlled movements, ranging from several hand and body positions.

4.3. Interpretation of body language in topics of a general nature by male speakers

Usually, the introvert students are not expected to volunteer for a speech unless they are being motivated for high scores in an assignment. Introvert students are identified for being inhibited in speaking activities. They definitely represent an interesting sample for analyzing their body language. The descriptions underneath convey the speaker's 'G' essential movements while delivering his speech.

Taking into account that this speaker 'G' was experiencing his first public appearance, the overall speech may be considered as a successful breakthrough. Even though the speech was thoroughly prepared and delivered, there is plenty of room for improvement in nonverbal language. The movements were rather constrained and limited to some minor hand gestures, fists, and fingers. Typically, hands are the first visible body parts for any speech-related or unrelated gestures. Therefore, the dominant hand movements the speaker 'G' made were hands clenched in the lower area, and sometimes in front of the belly position.

(Pease, 2004) adds that scientists have noted that there are more nerve connections between the hands and the brain than between any other parts of the body, and so the gestures and positions. People take with their hands give powerful insights into their emotional state. He continues by stating that because hands are usually held in front of the body, these signals are easy to see and most people have several trademark hand positions they continually use.

Similarly, the speaker 'G' has his hands clenched in different body posture, in the lower position, center position and chest position by making small movements, occasionally making a steeple using thumbs. (Nierenberg, 2001) describes these movements as an indication of the need for reassurance.

Therefore, it should be added that when the speaker is constrained and inhibited, movements and gestures are also limited during the speech delivery.

While the previous speaker 'G' has displayed signs of being an introvert, the subsequent one, the speaker 'H' delivers an extremely interesting speech on public speaking. The most appealing fact about the speaker 'H' is that his previous speech as a group was not as attention-grabbing as this one. He managed to trigger the audience into listening by having a particularly useful topic and a pleasing presentation. The extracted images from the speech have been described as anxious, free and original.

In the first posture, the speaker 'H' has his palms completely open in the submissive position. His fingers are spread to demonstrate more impact to the gesture

and to signal non-aggressiveness. The speaker's entire body is disposed to convey that nothing is being concealed. The presenter 'H' is communicating a receptive and non-threatening attitude.

Superiority, confidence, and power in a speaker are frequently demonstrated by maintaining an erect posture, exposing his torso, and holding his hands behind his back. This also displays that people are unthreatened. Therefore, by revealing vulnerable parts, they typically demonstrate courage. By adopting this posture, the speaker 'H' patronizingly criticizes some of the previous speeches, which, according to him, were prepared carelessly. By using this posture and showing no signs of anxiety, the presenter' H' once more convinces the audience that he is self-confident and well-prepared.

(Pease, 2004) describes that the Duke of Edinburgh and several other male members of the British Royal Family are noted for their habit of walking with head up, chin out and one hand holding the other hand behind the back. Moreover, the emotions attached to this gesture are superiority, confidence and power. The speaker 'H' similarly takes the stand while using this posture and showing no signs of anxiety while speaking about the topic since he is well prepared and has a lot of self-confidence.

In the proceeding interpretation, the presenter 'H' is observed while adjusting his sleeve. This gesture belongs to the series of arm-crossing motions where one arm goes across the other, serving as a barrier. In this situation, while adjusting the sleeve at his wrist, the talker 'H'will gain time and secure a safe environment by avoiding the stares and exposure. Holding a pen in his hands sometimes serves as a practical tool for diverting attention from something else. In this situation, the speaker 'H'used his pen as a device to exemplify how speakers can hide or expose the main idea, sometimes by hiding or making the pen more visible for the audience.

The speaker 'H' has been observed while using the index finger of his left hand to scratch the side of the neck below the earlobe. This signal is considered to be a sign of doubt or uncertainty when listening to something or giving a statement that a person is not utterly convinced of. However, rubbing one's neck represents one of the most essential and appeasing reactions to stress and anxiety. Moreover, this gesture is more frequent in males rather than females since they typically play with their longer hair that covers their neck.

The last extracted image of his arm in a palm-up position represents the speaker 'H' as he addresses the audience. This gesture is considered to be a distal non-verbal signal that serves exceptionally in connecting the speaker with the audience. By using the presented hand gesture, the speaker 'H' manages to include even the members of the audience who are positioned at the back and may feel excluded. Two open palms facing one another are used to make a symbol of leading an issue towards a specific direction. The speaker was actually referring to the previous speaker and her interesting presentation.

Overall, the following speaker's body language was speech-related and in concordance with his chosen topic, which happened to be on public speaking.

Besides being the most extensive one (30 minutes), the following speech conveyed an exceptionally interesting topic. The speaker 'I' verbal and non-verbal language was extremely expressive and vivid. The speaker 'I' shows an open, positive attitude as they move around the audience and make eye contact. Another significant characteristic is that he displays a welcoming and cheerful attitude while moving around the audience and making eye contact with them.

The second image has been analyzed as speech-related. The narrator 'I' talks about his daughter while gesticulating about her size and age. Additionally, the third image presents the speaker 'I' with open arms, expressing openness as well as the speaker's astonishment. The surprise is adequately expressed with words as well as body language. The extended arms, raised shoulders and head up demonstrate perfectly the speaker's surprise.

In the fourth picture, the speaker 'I' has been observed with his thumbs up. The general opinion for this gesture refers to approving or agreeing with something. The thumbs-up sign can be used as an emoticon to indicate approval. On the other hand, the thumbs-down emoticon is usually implemented when one dislikes an issue or opinion on social networks. A political party in Kosovo uses this gesture as its representative symbol. The speaker 'I' has employed the thumbs-up gesture to refer to what his wife claimed. It also refers to his attempt in trying to find the way to their apartment.

The raised arms at the shoulder level are used in Albanian culture by someone who swears for the truth. On the other hand, Albanian women implement this gesture when they threaten someone, especially their children for being disobedient. The speaker 'I' uses this gesture while making his point and discussion more persuasive. Additionally, the successive image displays the speaker 'I' with one hand pointing to one side. This is a speech-related gesture since the narrator 'I' is addressing to various roles of a man in society by pointing to different sides and assigning unique functions to each standpoint.

The hand-to-chest sign falls into the category of gestures that support spoken language. Traditionally, people put their hands to their chest to communicate reliability, sincerity, and affection. On the other side, women use this gesture rarely. They mainly place their hands on their breasts when shocked or afraid as to defend themselves. The speaker 'I' therein implements this gesture to express his point of view on a specific issue.

The following image descriptions are speech-related since the speaker 'I' talks about the differences between males and females. When referring to men, he clenches fists to illustrate muscles and strength, whereas when referring to women, he molds his hands to indicate the curvy shapes of a woman.

Similarly, one of the images was captured when the speaker was speaking about how women are planning continually. On this occasion, the speaker makes a speech-related gesture with an oscillating index finger pointing to the brain where the activity takes place.

In comparison to other speakers, this presenter's language is filled with numerous speech-related gestures.

5. Conclusion

The students have been recorded while delivering their TED based speeches for research purpose. The recorded material offered an extensive resource for gaining feedback on students' performance and speech delivery.

Regarding body language, each student has his own method of standing in front of the class, posture and stance, movement and movement around the class, facial expressions, and tone of voice. One can discover so much while observing students' behavior while delivering speeches, whether they are nervous, shy, anxious, happy, confident, or pretentious.

The majority of female speakers, especially the younger ones, have been surveyed while tidying hair behind the ears and tossing it back. In several students, hands behind the back are interpreted as ultra-confidence and superiority. This posture is

typically contemplated when professors, assistants, or teachers monitor their students during the test or exam.

Male speakers, on the other hand, make limited and constrained movements. They never touch their hair. Instead, they rub the angle of the eye, eyebrow, or neck. They avoid making barriers with the audience by holding notes or index papers.

When speakers delivered sensitive or taboo topics, they generated some constant movements at the same pace. Moreover, they walked in the left and right directions in front of the audience, attempting to avoid eye contact with the auditorium. Conventionally, the speakers would hold a paper with the speech notes to find some refuge and protection while establishing a barrier with the audience.

Occurrences of speech-related gestures were also observed in a number of presentations. The most dominant ones were when listing and counting using fingers. Showing direction and size was accompanied by hand movements. Possessive adjectives were supplemented via hands to the chest when conveying mine and ours. Deixis has been conveyed using palms and fingers.

Introvert speakers maintained the same posture throughout the speech. They made only a few paces in front of the audience and showed limited sets of hand positions. Typically, the basic hand movements were clenched hands and fists or crossed arms in the chest position. Generally, nervous and anxious people create a barrier between themselves and the audience. Moreover, this established barrier helps them display a composed and controlled appearance.

In conclusion, TED Talks serve as a great resource for enhancing speaking performance and are used as visual devices that enable learners to acquire information about posture, body language, and interaction with the audience during presentations. Moreover, students demonstrated an original body language that facilitated speech delivery.

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