An Instructional Framework for Learning the TED Talk ideas Adapting CLIL Approach

AKIE YASUNAGA, TOKYO DENKI UNIVERSITY

Educational reforms

► The MEXT (2017)

► Proclaimed three academic dispositions to be nurtured, 1) developing academic mindsets, envisioning one's own lifelong learning;

► 2) establishing solid subject knowledge;

► 3) developing cognitive, evaluative, and expressive skills.

Communicative competence

Four components
Canale and Swain
(1980)

Strategic

Sociolinguistic

Discourse

Linguistic
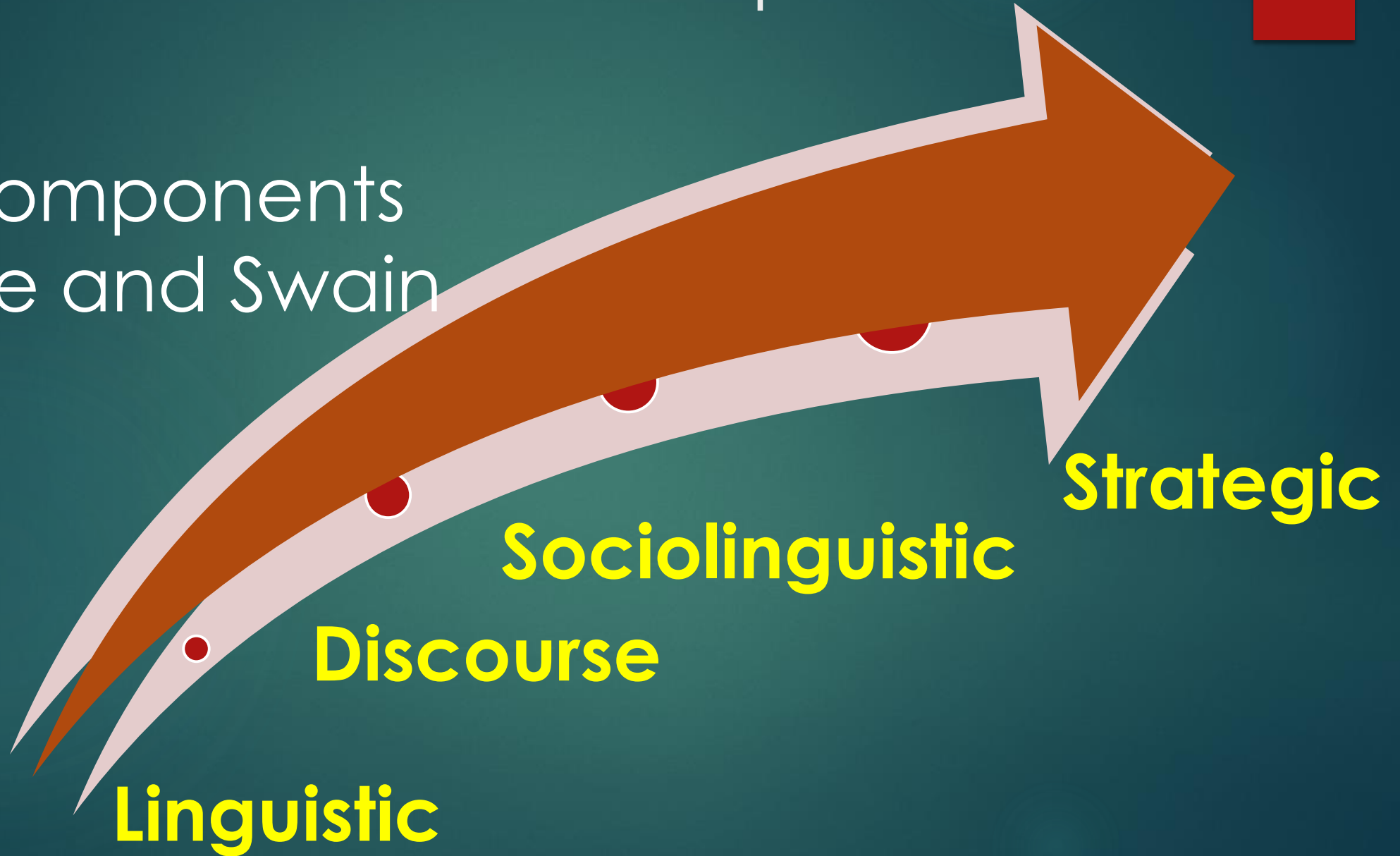
Other claims regarding communicative competency

► The competence is context-dependent and culturally sensitive.

► e.g., in a business meeting, job interview, exhibition.

► e.g., the way of language use is different across cultures and purposes (Connor, 1996 for *Contrastive rhetoric*; Martin & Rose, 2008 for *genre relations*; Swales, 1991 for *discourse community*)

So what do we know so far?

► These prove that there is no fixed sets of communicative competence universally applicable in every context.

► Linguistic knowledge alone does not guarantee one's communicative efficacy, and one cannot progress the skills independently from other social skills.

► Communicative efficacy does encompass other domains that should be developed through real social interactions.

From text-centered to practice-oriented

- Completeness and accuracy
- Texts over context
- Vocabulary, grammar, and conventions

- Sociolinguistic competence
- Context and culture
- Language & Communication skills

Placing oral presentation as situated learning practice

▶ "The concept of practice connotes doing, but not just doing in and of itself. It is doing in a historical and social context that gives structure and meaning to what we do. In this sense, practice is always *social practice*." (Wenger, 1998)

▶ Wenger for practice-based social learning theory;

Integration of TED Talks

► Oral presentation skills as one of the most beneficial skills.

► The practice is pervasive, and ubiquitously done in politics, businesses, or religious and cultural rituals.

The study

▶ The participants: 17 university students (15 sophomores and 2 seniors), learning in the humanities course at Japanese university.

▶ Varied English levels; 200 ~ 600 scores on the TOEIC.

▶ Two 30-week courses, held once a week throughout the academic year.

▶ *Keynote* 2 (Bohlke, 2016) and *21st Century Reading:*

▶ *Creative Thinking and Reading with TED Talks* (Longshaw & Blass, 2015).

Rationale of the study

▶ Intellectual content learning can provide students with feeling of a sense of progress in their own acquisition of both content and language (Cumming & Lyster, 2016)

▶ Through accessing the TED Talk videos, the local classroom was connected to the communicative practice in the global community.

▶ The students could take ideas and presentation skills from the TED Talk speakers, through which they use them in their presentations in local contexts.

Global-local connections

Practice of oral presentations

The global community
TED Talks conferences

The local classroom
in-class presentations
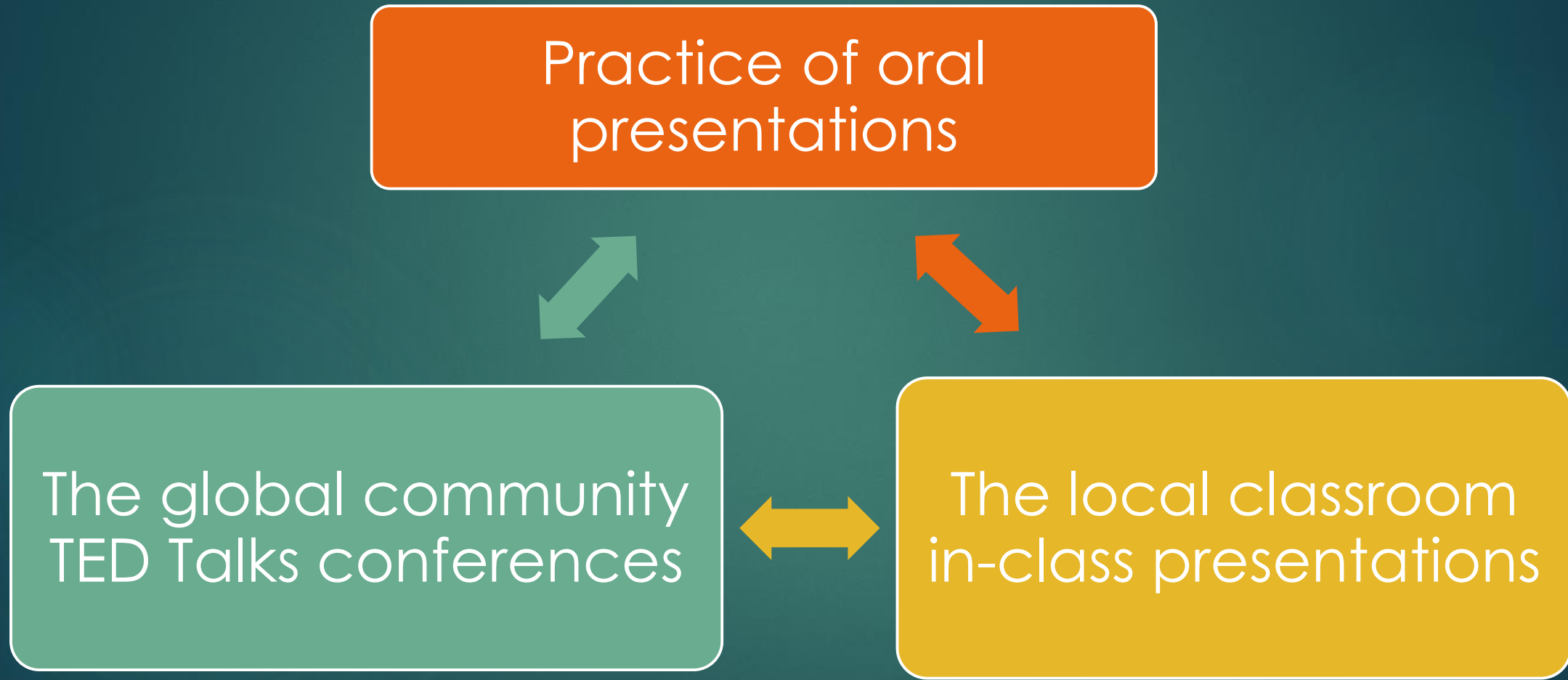
American Council on the Teaching of Foreign Languages

▶ Three communication areas are described:

▶ Interpersonal
▶ Interpretive
▶ Presentational

Motivational learning

▶ When EFL learners have high motivation to realize what they want to achieve (*their possible self*) and been offered a pathway to achieve their goals, they willingly put their efforts (Ushioda & Dörnyei, 2009).

▶ When they connected their interests to their learning, they increased their motivation.

▶ It was evidenced that most students did not link their motivation directly to learning *language itself*.

▶ Rather, it was intriguing content and essential skills that sparked motivation, which are other than language itself.

Concluding comments

► Giving oral presentations acted as a powerful motivational engine for learning, but to present in the class, linguistic knowledge was indispensable component in that it may have facilitated language learning as well.

► By connecting students' learning to actual communicative practice in the global community, TED Talks, this study provided a new way of applying CLIL approach.