

A large audience is seated in a dark auditorium, illuminated by blue stage lights. A speaker stands on a small red stage in the distance. The TED logo is prominently displayed in red, followed by the tagline "Ideas worth spreading" in white. The background features a large screen displaying a portrait of a person.

**TED** Ideas worth spreading

Accessing TED Talks Content through structured student discussions  
7th Annual International CLIL Conference, Narva College

<http://bit.ly/TEDTalksPetreeNC2019>



## Rhonda Petree

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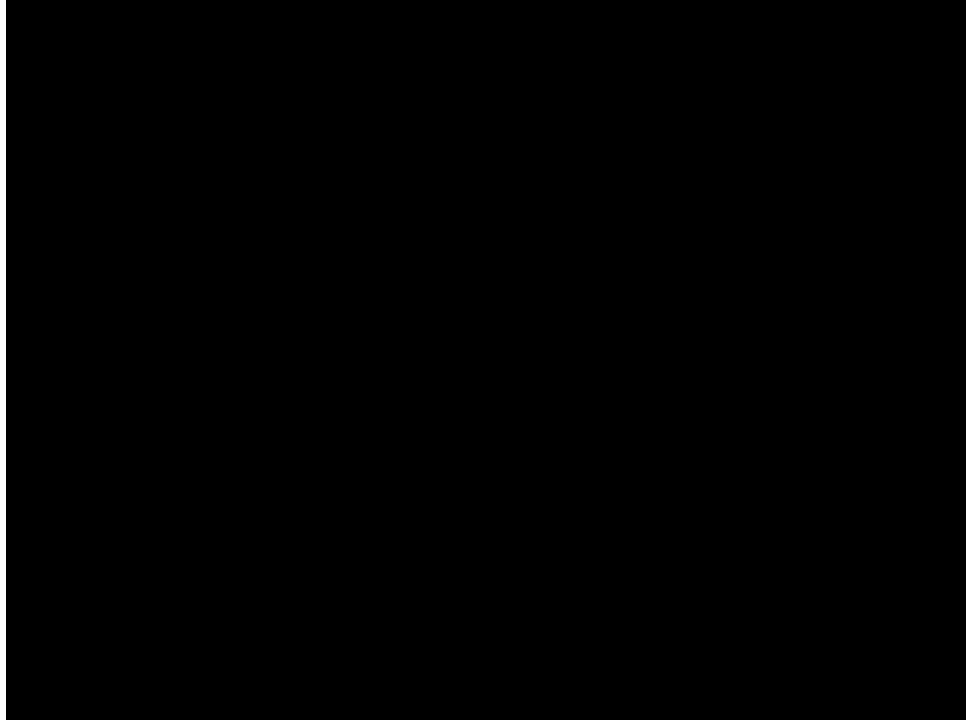
Teacher, EFL, 1999-2001  
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BA, Political Science and History  
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# AGENDA

- Project description
- Schedule
- Benefits
- Adaptation ideas



**Describe the interactions in the video.**

# TED Talk Discussions: A Listening and Speaking Group Project



Oral Communications II  
December 2018

# TED Talk Discussions: A Listening and Speaking Group Project

For this project, you will **meet with your discussion group for three weeks** to discuss a TED Talk that your group has chosen. You will each have a specific role to guide your contributions to the discussion.

The project is designed to help you **improve your oral fluency skills** and to **assist** you as you **learn new words/phrases, connect ideas to other concepts, and increase your awareness of pronunciation features.**

The discussion group roles are: Discussion Leader (DL), Word Wizard (WW), Creative Connector (CC), and Pronunciation Prowess (PP)

To prepare for the discussion, you must **watch the TED Talk, analyze the transcript, and complete your role sheet**. Your roles will change each week. You must complete your form BEFORE the class meeting. This task will take at least one hour (each TED Talk is about 18-20 minutes, plus work time). During the class meeting, your group will go through your role sheets, beginning with the Discussion Leader, and have a discussion. You will use the conversation cards to further add to your conversation. After the discussion, you need to complete a discussion debriefing sheet.

*Are schools  
killing creativity?*

*What makes a  
great leader?*

*How can I find  
happiness?*



These questions and others are explored, discussed, and analyzed in TED Talks. Now it's time for you to engage in meaningful discussions, in English, about "ideas worth spreading."

*Are schools killing creativity?*

*What makes a great leader?*

*How can I find happiness?*

# Choose three TED Talks

PLAYLIST

## The most popular talks of all time

Are schools killing creativity? What makes a great leader? How can I find happiness? These 25 talks are the ones that you and your fellow TED fans just can't stop sharing.



Watch Now



Add to list



[https://www.ted.com/playlists/171/the\\_most\\_popular\\_talks\\_of\\_all](https://www.ted.com/playlists/171/the_most_popular_talks_of_all)

Today, as a group, choose three TED Talks from this list of 25. List the titles here.

Group Members	
Date	TED Talk Title
December 6 10:15-11:45	
December 13 10:15-11:45	
December 20 8:30-10:00	

# TED Talk Discussions: A Listening and Speaking Group Project

## Information Sheet



*Are schools killing creativity? What makes a great leader? How can I find happiness?*

Read through the instructions and role sheets [here](#).

### Author's viewpoint

- "The author believes/thinks/argues that \_\_\_\_\_."
- "The author believes/thinks/argues that \_\_\_\_\_ because \_\_\_\_\_."
- "To support his/her belief/argument/opinion that \_\_\_\_\_ the author says/states that \_\_\_\_\_."

### Support a point with evidence

- "For example, \_\_\_\_\_."
- "Based on \_\_\_\_\_, I think \_\_\_\_\_."
- "As you can see, \_\_\_\_\_."

### Contradict or disagree

- "That's a good point, but I think ..."
- "On the other hand,..."
- "That's a valid point, but in my opinion..."

### Refocus or clarify

- "I think it is more helpful to focus on \_\_\_\_\_."
- "\_\_\_\_\_, I think I heard you say \_\_\_\_\_ . Is that correct?"
- "Could you explain what you meant by...."

### Add to what a peer has said

- "My idea is related to \_\_\_\_\_'s idea."
- "Along those same lines, \_\_\_\_\_"
- "I agree with \_\_\_\_\_, and in addition \_\_\_\_\_."
- "It has two points that relate to what you said. For \_\_\_\_\_"

[Printable conversation cards](#)

Schedule

	<b>December 6</b>	<b>December 13</b>	<b>December 20</b>
<b>DL</b>	Nadezhda G	Sofja	Aleksandra
<b>WW</b>	Sofja	Jelena	Alina S
<b>CC</b>	Jelena	Aleksandra	Nadezhda G
<b>PP</b>	Aleksandra	Alina S	Sofja
<b>WW</b>	Alina S	Nadezhda G	Jelena

	<b>December 6</b>	<b>December 13</b>	<b>December 20</b>
<b>DL</b>	Indra	Kate	Nikolai
<b>WW</b>	Olga	Indra	Kate
<b>CC</b>	Nikolai	Olga	Indra
<b>PP</b>	Kate	Nikolai	Olga



	<b>December 6</b>	<b>December 13</b>	<b>December 20</b>
<b>DL</b>	Nadezda M	Alina K	Rita
<b>WW</b>	Alina K	Rita	Nadezda D
<b>CC</b>	Rita	Nadezda D	Nadezda M
<b>PP</b>	Nadezda D	Nadezda M	Alina K







Benefits

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- Ss centered technique, **increased Ss talking time**, decreased T talking time!
- Technique takes some **upfront time** to set up and **train the students**, but it's worth it! **It works!**
- Recommendation = Each student to have each role at least once

5. Which "roles" (Discussion Leader, Word Wizard, Pronunciation Prowess, Creative Connector) did you learn from or ~~enjoy~~ the most? Why?

The role of CC was the most exciting for me. I enjoyed it the most because it required making connections with everyday life or with knowledge from other fields and I'm pretty good at it.

good

The role of WW was also quite fascinating but not so creative as the CC one.

5. Do you have any other comments?

I believe this assignment was extremely useful for my speaking skills but I would like to mention something even more important – it's the **process** of discussion – how passionate and involved we became during the conversation. We asked each other questions and the topics were just flowing. I think that no matter what level the speakers are, if the topic is chosen correctly and is interesting for everyone, the discussion will be a success!

15 / 15 points

well

# Evaluation

# Evaluation

- Points for completing role sheets / doing the work
- Practicing speaking
- Formative assessment via written teacher comments, observation, daily discussion debriefing, and conversation cards
- Summative assessment: Final reflection

Adaptation  
ideas



# Adaptation ideas

- Watch a video on literature circles to demonstrate the process
- Adapt the roles to meet your students' needs and skill levels
- Two students work together to complete one role sheet
- Other ideas?

Comments? Questions? Ideas?

Rhonda Petree

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<http://bit.ly/TEDTalksPetreeNC2019>

# References

Furr, M, (n.d). "Why and How to Use Literature Circles in the EFL Classroom,"  
Yokohama City University <http://www.eflliteraturecircles.com/howandwhyilit.pdf>

Literature Circle Overview <http://www.litcircles.org/Overview/overview.html>

Parrot, H. M., & Cherry, E. (2011). |Using structured reading groups to promote deep reading.| *Teaching Sociology* 36(2): 125-40.

ReadWriteThink

<http://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-getting-started-19.html?tab=3#tabs>



A video player interface showing a TED talk by Derek Sivers. The main video frame shows a man with a microphone speaking. A large white play button is centered over the video. In the bottom left, the text 'Derek Sivers | TEDGlobal 2010' is displayed above the title 'Keep your goals to yourself'. The bottom of the player features a progress bar, a play button, a volume icon, a chat icon, a settings icon, and a full-screen icon. On the right side, there is a vertical menu with icons for 'Share', 'Add to list', 'Like', and 'Recommend'.

Derek Sivers | TEDGlobal 2010

# Keep your goals to yourself

3:09

Share  
Add to list  
Like  
Recommend

[https://www.ted.com/talks/derek\\_sivers\\_keep\\_your\\_goals\\_to\\_yourself?rid=cNsDBmfYWnww](https://www.ted.com/talks/derek_sivers_keep_your_goals_to_yourself?rid=cNsDBmfYWnww)



Joachim de Posada | TED2009

# Don't eat the marshmallow!

[https://www.ted.com/talks/joachim\\_de\\_posada\\_says\\_don\\_t\\_eat\\_the\\_marshmallow\\_yet](https://www.ted.com/talks/joachim_de_posada_says_don_t_eat_the_marshmallow_yet)

Camille Seaman | TED2013

## Photos from a storm chaser



Share



Add to list



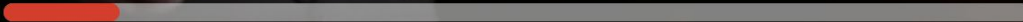
Like



Recommend

situated on the southeastern tip of Long Island

RECORDED AT TED



3:00



[https://www.ted.com/talks/camille\\_seaman\\_photos\\_from\\_a\\_storm\\_chaser?referrer=playlist-ted\\_in\\_3\\_minutes&language=en](https://www.ted.com/talks/camille_seaman_photos_from_a_storm_chaser?referrer=playlist-ted_in_3_minutes&language=en)

Matt Cutts | TED2011

## Try something new for 30 days



Share



Add to list



Like



Recommend

FEB2011

LONG BEACH CALIFORNIA

so I decided to follow in the footsteps

[https://www.ted.com/talks/matt\\_cutts\\_try\\_something\\_new\\_for\\_30\\_days?referrer=playlist-ted\\_in\\_3\\_minutes](https://www.ted.com/talks/matt_cutts_try_something_new_for_30_days?referrer=playlist-ted_in_3_minutes)

Terry Moore | TED2005

## How to tie your shoes



Share



Add to list



Like



Recommend

[https://www.ted.com/talks/terry\\_moore\\_how\\_to\\_tie\\_your\\_shoes?referrer=playlist-ted\\_in\\_3\\_minutes&language=en](https://www.ted.com/talks/terry_moore_how_to_tie_your_shoes?referrer=playlist-ted_in_3_minutes&language=en)



Rives | TED2008

## A story of mixed emoticons



[https://www.ted.com/talks/rives\\_tells\\_a\\_story\\_of\\_mixed\\_emoticons?utm\\_campaign=tedsread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/rives_tells_a_story_of_mixed_emoticons?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare)