

speaker levels of English

# Based on TED Taks

### Why use learner generated teaching materials?

Developing learning materials encourages students to shape their own learning. It requires careful consideration of language and also critical-thinking skills. It promotes learner autonomy, collaborative learning and active engagement (Moiseenko, 2015).



### References

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Moss, P. (2013). 3 Reasons to Encourage Student-GeneratedContent. https://elearningindustry.com/3-reasons-to-encourage-stu dentgenerated-content

Patel, S. (n.d.). Student Generated Content. http://studentgeneratedcontent.weebly.com/

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## Learners Create TED Talk Worksheets

Sample Student Worksheets

Authentic material

| <ul> <li>How long do you use your smartphone each day?</li> <li>What apps do you usually use ?</li> <li>What apps do you usually use ?</li> <li>Vocabulary / Phrases:</li> <li>Extraordinary Staggered Exec (executive) Sacred<br/>驚くべき ショックを受けた 幹部 神聖な</li> <li>Miraculous Enrich Interrupt Cue<br/>素晴らしい 豊かにする 邪魔をする きっかけ</li> <li>Temptation FOMO (fear of missing out)</li> <li>Temptation FOMO (fear of missing out)</li> </ul>   |  | Th<br>or             |
|--|--|----------------------|
| Extraordinary Staggered Exec (executive) Sacred<br>驚くべき ショックを受けた 幹部 神聖な       1. [1]         驚くべき ショックを受けた 幹部 神聖な       2. [2]         Miraculous Enrich Interrupt Cue<br>素晴らしい 豊かにする 邪魔をする きっかけ       3. [4]         Temptation FOMO (fear of missing out)<br>誘惑 SNSのチェックを怠ると落ち着かず不安になること       3. [5]         Omprehension Ouestions:       1. [1]         1. What is the "dogfooding" strategy?       5. [7]         The strategy where business people will use their products to show confidence<br>in them.       5. [7]         2. Why was the journalist who interviewed Steve Jobs staggered?<br>Because his kids haven't used the iPad and that he limited how much<br>technology his kids use at home.       5. [7]         3. 75 percent of the kids who go the Waldorf School have parents who are ordinary<br>company employees T/E       6.         4. What are survival activities?<br>Things like eating and bathing and looking after kids.       5.         5. What kind apps enrich us?<br>Relaxation exercise, weather, reading, education, and health       6.         6. What kind of apps don't make us happ?<br>Dating, social networking, gaming, entertainment, news, and web browsing       7.         7. What are "stopping cues"?<br>A signal that tells us the time to move on, to do something new, and to do       6. | <ul> <li>Why our screens make us less happy</li> <li>How long do you use your smartphone each day?</li> <li>What apps do you usually use ?</li> </ul>  | 9. Wi<br>Se<br>10. H |
| <ul> <li>驚くべき ショックを受けた 幹部 神聖な 1. E 2. E</li></ul>  |  | Conve                |
| Miraculous       Enrich       Interrupt       Cue       3. F         素晴らしい       豊かにする       邪魔をする       きっかけ       4. E         Temptation       FOMO (fear of missing out)       5. N       5. N         感激       SNSのチェックを怠ると落ち着かず不安になること       5. N         Comprehension Questions:       1. What is the "dogfooding" strategy?       5. N         The strategy where business people will use their products to show confidence in them.       2.         Why was the journalist who interviewed Steve Jobs staggered?       Because his kids haven't used the iPad and that he limited how much technology his kids use at home.         3. 75 percent of the kids who go the Waldorf School have parents who are ordinary company employees       T/E         4. What are survival activities?       Things like cating and bathing and looking after kids.         5. What kind apps enrich us?       Relaxation exercise, weather, reading, education, and health         6. What kind of apps don't make us happy?       Dating, social networking, gaming, entertainment, news, and web browsing         7. What are "stopping cues"?       A signal that tells us the time to move on, to do something new, and to do   |  | 1. Do                |
| Temptation       FOMO (fear of missing out)       4. L         誘惑       SNSのチェックを怠ると落ち着かず不安になること       5. N         Comprehension Ouestions:       1. What is the "dogfooding" strategy?       The strategy where business people will use their products to show confidence in them.       5. N         2. Why was the journalist who interviewed Steve Jobs staggered?       Because his kids haven't used the iPad and that he limited how much technology his kids use at home.       5.         3. 75 percent of the kids who go the Waldorf School have parents who are ordinary company employees       T/E         4. What are survival activities?       Things like eating and bathing and looking after kids.         5. What kind apps enrich us?       Relaxation exercise, weather, reading, education, and health         6. What kind of apps don't make us happy?       Dating, social networking, gaming, entertainment, news, and web browsing         7. What are "stopping cues"?       A signal that tells us the time to move on, to do something new, and to do  |  | + 3. Hc              |
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### Assessment

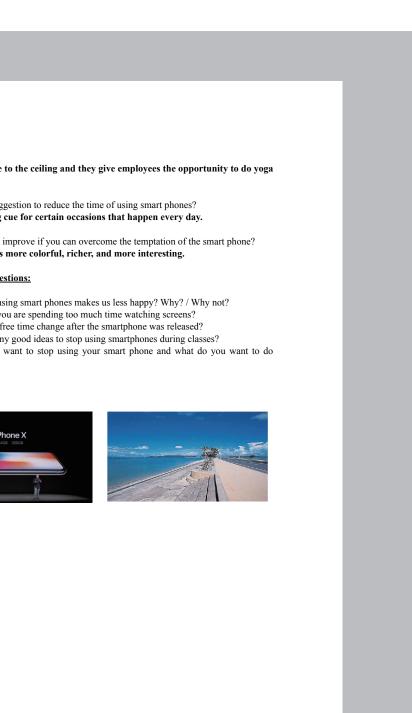
Learners are assessed on their choice of TED talk and preparation of worksheet (20%)

### **TED Talk Worksheet Assessment (20%) Student Name TED Talk Presentation**

| Gradable Items                                      | <u>Marks</u> | <u>Comments</u> |
|---|--------------|-----------------|
| Choice of TED Talk (3)                              |              |                 |
| Worksheet Formatting                                |              |                 |
| and appearance (2)                                  |              |                 |
| Grammar (3)   |              |                 |
| Spelling/Punctuation (2)                            |              |                 |
| Vocabulary - Choice and quantity (2)                |              |                 |
| Comprehension                                       |              |                 |
| questions – Quality (3)<br>Conversation questions – |              | -               |
| Quality (3)   |              |                 |
| Improvements (2)                                    |              |                 |
| Total (20)  |              |                 |



# **In-Class Activities**



Method

- 1. Presenters introduce the TED talk and
- 2. All members do the warm-up conversa as teams

3. Presenters check the vocabulary trans the comprehension questions to check

- 4. All members re-watch the TED talk inc
- 5. Presenters check the comprehension team members
- 6. All members do conversation question

7. Presenters feedback to the whole clas **TED talk they studied** 

\*Times are approximate but these activities usually take about 45-50 minutes of class time





### **How Learner Generated Materials** Fit into Course Design

### **Course Overview**

| Class Work  |   |
|---|---|
| Course Introduction/ Ice-breaking   | Week 1                                  |
| TED Talk Introduction/Teacher TED Talk Presentation   | Week 2                                  |
| Teacher TED Talk Presentation and Current Issues  | Week 3                                  |
| Teacher TED Talk Presentation and Current Issues  | Week 4                                  |
| Teacher TED Talk Presentation and Current Issues  | Week 5                                  |
| Teacher TED Talk Presentation and Current Issues  | Week 6                                  |
| Teacher TED Talk Presentation and Current Issues  | Week 7                                  |
| Ctudent TED Tall Drecontationand Current locus  |   |
| Student TED Talk Presentation and Current Issues  | Week 8                                  |
| Student TED Talk Presentation and Current Issues Student TED Talk Presentation and Current Issues   | Week 8<br>Week 9                        |
|   |   |
| Student TED Talk Presentation and Current Issues  | Week 9                                  |
| Student TED Talk Presentation and Current Issues<br>Student TED Talk Presentation/TED Talk Project Introduction   | Week 9<br>Week 10                       |
| Student TED Talk Presentation and Current IssuesStudent TED Talk Presentation/TED Talk Project IntroductionStudent TED Talk Presentation/ TED Talk Project Research   | Week 9<br>Week 10<br>Week 11            |
| Student TED Talk Presentation and Current IssuesStudent TED Talk Presentation/TED Talk Project IntroductionStudent TED Talk Presentation/ TED Talk Project ResearchStudent TED Talk Presentation/ TED Talk Project Research | Week 9<br>Week 10<br>Week 11<br>Week 12 |

|  | Time*  |
|--|--------|
| d explain why they chose it.               | 3 min  |
| sation questions in pairs or               | 5 min  |
| slations and read through<br>understanding | 7 min  |
| dividually                                 | 3 min  |
| question answers with                      |        |
|  | 10 min |
| ons<br>ss about the content of the         | 7 min  |
| SS UNDUL THE CONTENT OF THE                | 7 min  |



