BEYOND MERE LISTENING COMPREHENSION: USING TED TALKS AND METACOGNITIVE ACTIVITIES TO ENCOURAGE AWARENESS OF ERRORS

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ABSTRACT

This article describes a weekly listening task using TED Talks designed for low-intermediate proficiency English for Academic Purposes students that utilizes a metacognitive pedagogical sequence. Students were instructed to listen to a TED Talk, make notes about what they heard, check their comprehension using the English and translated transcripts, and to write reflections on five mis-hearings or misunderstandings and why they occurred. I designed it with the intention of encouraging greater learner autonomy in their deliberate listening practice, and to make them aware of the errors they were making in both bottom-up and top-down processing while listening to authentic, lecture-style English.

Keywords: Authentic texts, EAP, L2 learner autonomy, listening journals, metacognition, TED Talks

INTRODUCTION

The purpose of this paper is to describe a supplemental listening task using TED Talks that I created to address the deficiencies my students and I encountered in the textbook-centered curriculum of an EAP (English for Academic Purposes) listening course. Much of the teaching of the often overlooked skill of second language (L2) listening employs what Field (2008) calls the comprehension approach in which the teacher prepares a series of questions about what a speaker is saying and the students listen and write answers to the questions. These activities tacitly assume that the concepts targeted by the questions are the most essential to every learner’s language development, they demand little initiative on the part of the learner, and they provide no insight for the teacher or the learner as to why the

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learner understood or misunderstood the text. At the opposing end of the spectrum are activities oriented towards extensive listening (EL) for pleasure. Both varieties of activities are important and have their place in a listening class, but the development of listening skills to encourage learner independence should be included among the desired outcomes. The pedagogy described in this paper does exactly that. It invites the learner in to be an active participant in their learning by utilizing scaffolding that enables them to realize their own errors, the reason they made those errors, and the strategies they can make use of in the future.

In my discussion of the literature that applies to this task, I first review what we know of the nature of listening, the cognitive processes involved, and look at L2 listening a skill that can be developed. Then I will examine two complementary approaches to pedagogy that promote the development of metacognitive awareness. These two complementary approaches are the metacognitive pedagogical sequence as put forth by Vandergrift and Goh (2012) and the three-stage process for developing learner autonomy described by Scharle and Szabó (2000). Next I will address the issue of the lack of language authenticity in EAP listening teaching materials, the need for text supplementation and suitability of TED Talks as supplemental material, some examples from the literature of how TED Talks have been incorporated into EAP listening curricula, and the role of reflective journals in EAP listening. Finally I will describe the sequence with which I introduced the task to the class in such a way as to maximize their awareness of the benefits of it, describe the steps of the task, and briefly discuss what can be inferred from some of the entries from learners’ journals.

THEORETICAL BACKGROUND

Cognitive Engagement

Anderson (2009) describes the process of language comprehension (or information processing) as happening in three stages; perception, parsing, and utilization. The brain receives input in the perception stage, a mental representation of the meaning of the words is formed in the parsing stage, and that meaning is acted upon in the utilization stage. As the technology to monitor a listener’s perception of what they are hearing in real time is not available, the teaching of listening has been and continues to be preoccupied with production; learners answering questions either orally or in writing to demonstrate comprehension of the spoken text. The weakness to this approach is that it reveals only the product, the utilization of the input while giving us no insight into the perception or parsing processes and where they might have gone awry (Field, 2002). The private, unobservable nature of listening makes it difficult to incorporate into curriculum designed by teachers educated in an appreciation for the communicative language teaching (CLT) approach. Teachers like to see students talking and enthusiastically engaging with each other and classroom materials. It can feel counterintuitive to this goal to play a short recording repeatedly and watch the class sit silently (Cauldwell, 2013). Nonetheless, decoding words in an authentic (i.e., not modified) stream of speech is an important skill to develop. Listeners may know the vocabulary being used in a spoken text, but not be able to recognize the words when they hear them (Rost, 2011).
When conceptualizing L2 listening as a skill or set of skills that learners seek to master along with other language skills, it is useful to place it in the cognitive psychology framework of the three stages of skill acquisition: the \textit{cognitive stage}, in which learners acquire declarative knowledge of the skill; the \textit{associative stage}, in which learners (a) become aware of their errors and able to correct them, and (b) connect the various components of the skill necessary for success; and the \textit{autonomous stage}, in which the learner has procedural knowledge of the skill and can perform it with automaticity (Anderson, 2009). In their examination of the attributes that contribute to what can be identified as an ‘expert’ level of acquisition of a skill, Ericsson, Krampe, and Tesch-Römer, (1993) identified the amount of time that learners engage in \textit{deliberate practice} as being the most significant predictor of skill mastery, far outweighing natural talent. According to Ericsson et al. (1993), exercises of deliberate practice are those in which learners receive feedback on their performance, cultivate the ability to observe their own errors, and can self-direct their performance to be more target-like in execution. With regards to L2 listening, the ability to observe and learn from their own errors independent of explicit feedback from teachers means that some learners, particularly those from cultures that value teacher-controlled educational settings, must be persuaded to see the merits in self-directed learning. The three-phase process to encourage learner responsibility proposed by Scharle and Szabó (2000) is uniquely valuable for that goal. The three phases are: 1. \textit{Raise awareness} of the cognitive processes of learning, 2. \textit{Change attitudes} about the traditional roles of teachers and students, introducing activities that incorporate learner initiative, and 3. \textit{Transfer the role} of learning supervisor to the student.

Raising awareness of cognitive processes compels the learner to become conscious participants in their own learning. Flavell (1979) coined the term \textit{metacognition} to describe this self-awareness and classified metacognitive knowledge into three categories; person knowledge, task knowledge, and strategy knowledge. Applied to language learning (Wenden, 1991), \textit{person knowledge} includes knowledge of one’s traits and abilities, and beliefs about how they relate to language learning. \textit{Task knowledge} refers to familiarity with the purpose, procedure, and demands of a task. \textit{Strategy knowledge} is awareness of what strategies will help achieve the best results.

In their development of the metacognitive awareness listening questionnaire, Vandergrift, Goh, Mareschal, and Tafaghodtari, (2006) found that 13% of the variance in listening ability can be attributed to metacognitive awareness which suggests that learners can benefit from activities that target this aspect of language learning. The five-stage metacognitive pedagogical sequence (Vandergrift & Goh, 2012) is ideally suited for use in the L2 language classroom to promote development of metacognition.

The five stages are: 1. \textit{Pre-listening}, in which learners plan and make predictions about what they will hear, 2. \textit{First verification stage}, in which learners listen to the text, confirm or revise their predictions, and decide what they will monitor during the second listen, 3. \textit{Second verification stage}, in which learners listen to the text a second time, verify and revise what they decoded in the first listen and make additional monitoring plans, 4. \textit{Final verification stage}, in which, upon a third listen, learners create a final reconstruction of what they heard, consulting a transcript if one is available, and finally 5. \textit{Reflection and goal-setting stage}, in which learners reflect on what was not understood and strategies that they can use in the future to compensate. Though originally devised as an approach to classroom activities for
students to discuss with each other what they have heard at each stage (Vandergrift, 2004), the sequence can be adapted for use by the independent learner.

**Text Authenticity**

EAP listening courses seem to be oriented towards two opposing outcomes: 1. teach students using institutionally-mandated commercial textbooks that are based on recordings of artificial “lectures” performed by actors, and 2. prepare students to listen to and derive meaning from actual university lectures. The lectures that accompany L2 textbooks are a form of modified input that has many of the characteristics of child-directed speech in its slower and more careful phonology, simplified morphology, and simplified semantics (Rost, 2011). Commercial textbooks claim to be empirically sound and based on authentic materials, but there is little evidence that this is true (Harwood, 2005). Instructors are encouraged to supplement their textbooks with recordings of authentic university lectures and other authentic materials possessing the characteristics of natural speech that are largely absent from commercial texts (Flowerdew and Miller, 1997). The extent to which the artificial lectures in textbooks differ from actual lectures is demonstrated by Thompson’s (2003) study comparing the transcripts of 6 undergraduate university lectures with 10 talks from EAP listening textbooks for metadiscourse markers and finding the number of markers in the artificial EAP talks to be 9.1 per 1000 words compared to 3.1 per 1000 words in the authentic lectures.

The dilemma for EAP instructors is what authentic texts to use and how to integrate them into the textbook-based curriculum they are expected to cover over the course of a semester. Adding to this further is the question of the term authenticity itself. Gilmore (2007) reviewed the literature in an effort to define the construct of authenticity and identified eight inter-related components, the most informative for the purposes of this paper being a definition that highlights the manufactured nature of EAP talks; “the language produced by a real speaker/writer for a real audience, conveying a real message” (p. 98), the opposite of rehearsed EAP lectures performed by actors, for actors.

Supplementing course books by adapting authentic listening texts like TED to suit classroom purposes is what Ian McGrath termed “exploitation” of material; using it for a purpose other than what was intended (as cited in Lynch, 2009). When authentic materials are exploited for pedagogical use, they necessarily lose that trait of situational authenticity that Gilmore defined. Widdowson (1998) argued that the language classroom is an inherently artificial environment and true authenticity is not possible; the text was authentic only at the moment the speech act was performed for the audience the speaker intended. Badger and Macdonald (2010) echoed Widdowson’s objections. Exposing learners to authenticity in the classroom, they argue, is viewed by many in the language teaching field as being a goal unto itself at the expense of actual teaching. They urge teachers to “consider the aspects of the text process outside the classroom that they want to replicate inside the classroom” (p. 581). This implies that the essential component to keep in mind when determining the value of a text for use in the EAP classroom is not Widdowson’s definition of authenticity, but rather its cognitive validity. Make sure the “types of behavior elicited by a pedagogical task or a test correspond to the demands of a real-life event” (Field, 2011).
This discussion of the importance of authentic texts is not meant to be an outright dismissal of the importance of simplified comprehensible input, but the literature strongly indicates that EAP listening curriculum is overly dependent upon artificial lectures for teaching academic listening skills, a predicament for instructors that Field (2008) aptly compared to spoon-feeding a child a diet of baby food and then marveling that they cannot digest adult food. In addition to EAP, there is evidence that intermediate learners develop better listening comprehension ability in cultural awareness training courses when authentic materials are used as the medium of instruction instead of inauthentic materials (Barekat & Nobakhti, 2014) suggesting that instructors should look for opportunities to include authentic materials in the curriculum to address many learning-outcome goals.

Why TED?

TED, which stands for Technology, Entertainment, Design, is a nonprofit foundation that organizes conferences all over the world for speakers to present their knowledge and ideas on stage. Their lectures, delivered in English, are recorded and made available free to the public on the TED website. The viewer can watch the lectures with or without the subtitles, which are available in many languages, or read the interactive transcript for the lecture (also available in many languages) which enables the viewer to click on a sentence of text and bring up the corresponding sentence in the video. Due to the nature of the language used, TED Talks are probably not an ideal resource for beginning learners, but more appropriate for intermediate and advanced learners. To get a sense of the vocabulary level of some TED Talks, I entered the transcripts of a few into the Compleat Lexical Tutor website (Cobb n.d.) to determine what percentage of the words uttered were from Nation’s first 3,000 word families. In Angela Lee Duckworth’s speech “The Key to Success? Grit.”, 93.79% of the words are from the first 3,000 vocabulary families, in Graham Hill’s speech “Why I’m a Weekday Vegetarian”, the number is 93.44%, and in Faheed Al-Attiya’s “A Country with No Water”, 92.86%. Though this is far from a comprehensive survey, it does suggest that with regards to lexical coverage there are a number of comprehensible TED Talks for, at the low end, the CEFR B1-level learner as determined by Milton’s (2010) estimates of the relationship between vocabulary size and English proficiency.

TED Talks are an ideal resource for EAP classes for a number of reasons besides authenticity, the most notable being the aspect of cognitive validity for the EAP setting. TED Talks are delivered in the style of a university lecture, often accompanied by Power Point slide shows as are lectures in many university classrooms. They are all videos which necessitates the parsing of visual as well as audio input. The visual aspect of videos can enhance comprehension (Wagner, 2013), though it can also overwhelm a learner’s limited L2 working memory and complicate comprehension (Cross, 2011) due to the increase in cognitive load with the addition of visual input when compared to audio alone (Homer, Plass, & Blake, 2008). Regular viewing of TED Talks provides opportunities to develop strategies for processing visual input that is synchronous, but not identical to aural input. An example would be when a speaker shows a slide with a brief summary or quote and proceeds to talk about the information on the slide while expecting the audience to synthesize the information in the written text with their spoken discourse, a task that can be challenging even for many native speakers.
Due to the abundance and variety of listening material on the TED website and the convenience of access (there is even a free smartphone app.), there are certain to be more EAP teachers using TED in the classroom than is reflected yet in the literature. Of note, Sylvester (2013) published “10 speaking English activities using TED.com” with suggestions for using TED Talks as speaking prompts. Park and Cha (2013) presented TED Talks as a resource for authentic listening material to a group of pre-service English Education teachers in training in Korea to elicit listening tasks in a blended (face-to-face combined with computer-based learning) practicum. In post-class commentary, they responded that the weekly assignment to develop a listening task based on a TED Talk helped them realize how they could plan different tasks depending upon the learning outcome and the proficiency level of the student. Takaesu (2013) gave an account of the use of TED Talks as one component of an EL course in Japan. Students watched one TED Talk each week, wrote short summaries of the lecture, and reactions to the lecture in the form of an opinion about one of the main points. Post-class surveys revealed that a majority of the upper-intermediate and intermediate students felt their lecture listening skills had improved over the course of the semester, the lecture listening journal contributed to this, and that they wanted to continue to watch TED Talks in the future.

Learning Journals

Journals are used in many educational settings to encourage reflection on the learning process (see Kaplan, Silver, Lavaque-Manty, and Meizlish, 2013 for a concise collection of pedagogical applications), though they do not yet appear to be commonplace in L2 listening curriculum. A recent survey of teacher beliefs in the U.K. revealed that only 8% of 115 respondents asked learners to keep a journal about how they felt about listening, and only 4% had asked their students to keep a journal of how they approach listening tasks (Graham, Santos, and Francis-Brophy, 2014). Still, there are several pieces of literature about the use of reflective journals in EAP listening settings. One of the earliest was a three-month study by Goh (1997), who collected journals from forty ESL students. Their entries demonstrated an extensive depth to their metacognitive awareness in all three categories person, task, and strategic knowledge, and gave them the impetus for conscious consideration of their strengths and weakness as learners and how they could improve. Yielding similar results was a study by Kemp (2010) whose students reflected on significant listening experiences of any nature for eight weeks. Goh (2000) similarly assigned students to record listening events in diaries and reflect on the problems they experienced. The three most common comprehension problems documented in their entries were (a) they quickly forgot what they heard, (b) they could not recognize familiar words, and (c) they could not understand the gist of the speaker, even though they understood many of the words. Cross (2011) documented a case study of an advanced learner who kept a weekly journal to self-evaluate the difficulties she encountered listening to BBC News podcasts. Her journals revealed that she developed metatextual awareness and proceduralized that knowledge to aid her comprehension. Yang (1998) made weekly learning diaries a central component of language-learning projects in which students participated concurrently with their language studies. With the goal of developing strategies for learning, they recorded “self-observations about applying new learning strategies, inner thoughts about readings or class discussions, or important events in their learning process” (p.
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131), all valuable knowledge for instructors wanting to design class activities to best suit the needs of the learner. Based on this review it appears that if employed correctly, reflective journaling can be used to encourage deliberate practice, and with the proper scaffolding can be used as a tool to guide L2 learners through the associative stage of the acquisition of the skill of L2 listening.

THE TED LISTENING ASSIGNMENT

Sequence

To raise awareness of the possibilities of self-directed learning (phase one in developing learner responsibility), the introductory assignment was to observe an advanced English learner use video media and the internet to improve her English.

In her video on YouTube entitled ‘Learning English’ the blogger, a French teacher in Germany who goes by the username ‘sillysparrowness’ (sillysparrowness, 2011), talks directly to the viewer about how much she enjoys learning languages. She demonstrates how she writes down new and interesting words and phrases in a notebook while watching movies and TV shows from an extensive collection of DVDs, practices pronouncing new words using an online dictionary with an audio function, and uses the new words she has learned in the videos she makes for her YouTube channel.

On the short worksheet that accompanied the assignment (Appendix A), students were prompted to observe those activities and consider what advice she would give them about how to improve their English skills. I led a class discussion about the video, encouraging the class to share their own experiences and observations about how language learning can be self-directed without the guidance of a teacher in a classroom to either assign or give feedback.

In order to promote task knowledge, I explained the purpose of the activity and what I intended for them to gain from it by giving a brief lecture in class and leading a class discussion about the features of speech that make listening difficult. I explained what it means to have metacognitive awareness and role of metacognition and learning from your mistakes in the learning process, coaxing them to share examples from their own learning experiences. These topics were brought up regularly throughout the semester when I commented on the observations that I was reading in their listening logs.

To address stage 2 in the process of developing learner autonomy, changing attitudes, the first TED listening activity was completed together in class with students working in pairs. It was important to demonstrate the activity to them and call attention to the benefits of the sequence of multiple viewings that I wanted them to follow.

I played a short video four times prompting them to pay attention to more salient (for their level) aspects of the lecture such as numbers and what the numbers referred to. I gave them print-outs of the transcript in English and then in their native languages to demonstrate their usefulness at each step of the task that they would henceforth complete at home (Appendix B) which is as follows:
• Step 1: Watch the video once without stopping.
• Step 2: Write a summary of what they think the speaker is talking about and some of the key words. They were encouraged to write both in English and their native language.
• Step 3: Watch again, revise and make additions to their summary. Write down new and key English vocabulary as they heard it. Step 3 can be repeated several times until they feel they have an adequate understanding of what the speaker is saying. Steps one, two, and three correspond to the first and second verification stages of the metacognitive pedagogical sequence.
• Step 4: Watch the video while reading the English transcript or with the English subtitles. This is when the interactive feature of the transcript is useful. This is the step at which learners can detect errors in perception when they notice that the word they wrote in their notes is not the word the speaker actually said.
• Step 5: Read the transcript translated into their native language. The translated transcripts are an additional answer key for the activity. This is the step at which learners are made aware of errors in parsing. Steps 4 and 5 correspond to the final verification stage of the metacognitive pedagogical sequence.

The translation of each talk is a feature provided by TED that is, to my knowledge, incomparable to any other resource. 

With the complete translation of the entire speech into their L1, a student can see the semantic and metaphorical meanings of the speaker, a layer of understanding that cannot be achieved with only a dictionary to translate individual words. In addition, there is evidence that using a translation of text aids the retention of new vocabulary words and their collocates (Laufer and Girsai, 2008).

I limited their video selection to a selection of 27 talks (Appendix C), all of which I was familiar with, all 10 minutes in length or shorter hoping that the shorter length would increase motivation to watch the entirety of the talk multiple times as per the instructions.

**Journal Reflections**

With their notes and the translation in front of them, they were instructed to write down five occurrences of mishearing or misunderstanding and why they thought they made the mistake.

Reflecting on their errors in journals accomplished stage 3 of developing learner autonomy; transfer the role of learning supervisor to the student.

In their reflections, I saw evidence of strategies of inferring meaning from context, as in these observations that demonstrate awareness of parsing strengths and difficulties:

• I did not know what is the meaning of mosquitos and I guessed the meaning because it is an important word in the subject, so I guessed it that is the name of the insect that causes the malaria.
• The word ‘peak’ I believe it means less and less. But it means the highest point.
They reported many difficulties with bottom-up processing at the phonemic and word-boundary levels as evidenced in the following observations that demonstrate awareness of errors in perception of English phonemes:

- I didn’t recognize the word outcome. I wrote down ‘or come.’
- I couldn’t figure out negative word like ‘weren’t.’ I always thought it is ‘were.’
- I heard ‘concepts’ but it was ‘contact.’ She spoke very fast. I think the vowel sounded same to me.
- I thought this are two words-pop ganda, but this is one word ‘propaganda’
- I didn’t heard ‘e’, so I heard pinfny, or not epiphany.
- I heard ‘lost,’ but it should be ‘lust.’
- I heard ‘attentions’ but it was ‘intentions.’ The pronunciation of the two words is difficult to tell.

Higher proficiency listeners evinced a deeper level of reflection about why the perception error occurred, as in the following examples:

- I didn’t distinguish ‘sion’ and ‘cian’ with the two words: confusion and Confucian because they have similar pronunciation.
- I heard ‘eploment it’ but it was ‘implement it.’ The vowel sounded same to me I think. And she spoke fast.
- I thought he was saying ‘steal’ so I thought he was talking about people stealing. This confused me. But I saw that it was ‘still.’ He was not talking about stealing at all. These words sound similar to me so I had a problem with them.

Some entries show that learners use the strategy of deriving meaning from words by their prefixes and suffixes:

- The word he said was ‘disenthrall.’ I know that words that start with ‘dis’ mean ‘not’ or like to go back. But I thought it was 3 word ‘dissin or all’ but I don’t know what dissin is so I was confused. It was a new word so I think it listened for the parts.

There was evidence of perceiving errors of known words due to the linking nature of fast speech, as in the following:

- I wrote in my notes ‘costovellige,’ but it was actually 2 words! ‘coastal village.’ Because she spoke fast, so the 2 words sounded like 1. But I know the word ‘village,’ so I felt foolish when I read the transcript to see that word there.

Also among higher proficiency learners, there was the occasional reflection on how inability to understand the larger meaning of the lecture, the utilization of the input, could be traced back to a perception error, as in this entry:

- I was confused the story of his biology mother and stepmother. At first, he talked about ‘biology mother’ and I thought his mother was biology teacher, but then he
explained about his stepmother. I couldn’t understand what he talked about. My problem was I did not hear the word is actually ‘biological’ which is adjective. He talked about his ‘biological mother’ compared to his stepmother, who raised him. I knew the word ‘biology,’ but not ‘biological.’

These reflections show evidence of person knowledge with regards to their decoding abilities.

**CONCLUSION**

There are a number of ways that this activity could be improved and modified to suit the needs of a particular group of listeners. Step one of the metacognitive pedagogical sequence, predicting, was not included in the sequence. A prediction section could be added based on the title and brief written introduction to the talk on the TED website. Instead of writing their reflections on a different page each week, the assignment could take the form of a chart updated weekly with errors and the sentences in which they were encountered. Errors could be classified and monitored from week to week as the course progresses, providing learners with the opportunity to notice repeated errors and consider strategies for managing in the future. An example from the samples listed would be the learner who mistook the vowel /ɪ/ in the word “still” for /i/, and who might often confuse those two phonemes. The selection of TED Talks (as of May, 2014 there are over 1700 on the website) need not be limited. Conversely, it could be limited to talks on only one theme for the duration of a semester, an approach known as narrow listening espoused by Krashen, (1996). There were benefits of limiting their video selection that I did not anticipate. For example, as the semester went on there was some overlap in videos that they had viewed resulting in lively class discussions about the talk and what each student had found interesting or difficult about it.

However it is adapted, this sequence demonstrates how teachers can remove themselves from the role of being the source of all knowledge in the listening classroom. With appropriate scaffolding and the right resources, learners can be empowered to notice and revise their own errors. Implementing a pedagogical approach that fosters learner autonomy might be a challenge in some classrooms, but the long-term benefits to the learners are empowering for them and valuable to their language education.

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APPENDIX 1. BLOGGER “SILLYSPARROWNESS: LEARNING ENGLISH”

For this Listening Log, Watch this video:
http://www.youtube.com/watch?v=OxLKVBsJQ-4 and answer the questions.

1. Why is she making a video-blog in English?

   Answer:

2. When she watches her favorite TV shows, how does she learn new words?

   Answer:

3. How does the internet help her improve her pronunciation?

   Answer:

4. If she were your teacher, what advice do you think she would give you about learning English?

   Answer:

APPENDIX 2. TED

• The purpose of this listening activity is to help you to become active learners.
• Listening takes a lot of practice. You are training your brain to process information and you are looking for your listening mistakes.
• Repetition is important, and testing yourself is important. You will do both in this activity.
• It should take you more than an hour to complete this assignment if you do it properly. Make time for it.

Part I – Listening

Directions: Choose a recommended talk from www.ted.com that contains an interactive transcript in your native language. Choose from the list that Carol gave you.

Name of speaker:
Name of presentation:
Step 1: Watch the video once. Just watch! Don’t pause or write anything down.
Step 2: Write a summary of what you think the speaker was talking about and some key words that you heard. Write as much as you can remember! You can write in a combination of your native language and English if you like. Leave many blank lines in your notes because you will be adding information to the notes.
Step 3: Watch again. Add information to your summary, and revise it if necessary. If you hear new vocabulary words, write them down! Don’t worry about the spelling right now. (It’s ok to pause the video when you do this.) You can repeat step 3 if you like.
Step 4: Open the English Transcript for the video. Watch the video while you read the transcript. (It’s ok to pause the video when you do this. It’s also ok to play a segment a few times to listen for important details or important words.) Add more information to your notes. Check the spelling of new vocabulary words. Write down what you think the words mean.
Step 5: Last, test yourself! Open the transcript in your native language. Watch the video and read the transcript. Compare it to your notes. Were you correct?

Part II – Reflection
Now, write down at least 5 mistakes did you make in your listening or understanding, and the reason why you think you made those mistakes.

APPENDIX 3. TED TALKS

TED Talks!
For your weekly TED listening assignment, choose from this list of lectures. I have grouped them according to topic.

FOOD

Fahad Al-Attiya: “A Country with No Water” 8:47
http://www.ted.com/talks/fahad_al_attiya_a_country_with_no_water.html

Britta Riley: “A Garden in My Apartment” 7:53
http://www.ted.com/talks/britta_riley_a_garden_in_my_apartment.html

Christien Meindertsma: “How Pig Parts Make the World Turn” 8:54
http://www.ted.com/talks/christien_meindertsma_on_pig_05049.html

Graham Hill: “Why I’m a Weekday Vegetarian” 4:04
http://www.ted.com/talks/graham_hill_weekday_vegetarian.html

ENERGY

Richard Sears: “Planning for the End of Oil” 6:52
http://www.ted.com/talks/richard_sears_planning_for_the_end_of_oil.html
Steven Cowley: “Fusion is Energy’s Future” 9:55
http://www.ted.com/talks/steven_cowley_fusion_is_energy_s_future.html

Al Gore: “What comes after an Inconvenient Truth” 7:48

Saul Griffith: “High-Altitude Wind Energy from Kites” 5:22
http://www.ted.com/talks/saul_griffith_on_kites_as_the_future_of_renewable_energy.html

Larry Burns: “The Future of Cars” 9:09
http://www.ted.com/talks/reinventing_the_car.html

William Kamkwamba: “How I Built a Windmill” 4:15
http://www.ted.com/talks/william_kamkwamba_on_building_a_windmill.html
(Notice: The main speaker is not a native English speaker. He is being interviewed by a native English speaker.)

Miranda Wang & Jeanny Yao: “Two Young Scientists Break Down Plastics with Bacteria” 9:21
http://www.ted.com/talks/two_young_scientists_break_down_plastics_with_bacteria.html
(Note: these 2 speakers have memorized their speech)

Charles Moore: “Seas of Plastic” 7:23
http://www.ted.com/talks/capt_charles_moore_on_the_seas_of_plastic.html
(Note: this speaker is reading his speech from paper)

**PSYCHOLOGY & EDUCATION**

Alex Laskey: “How Behavioral Science Can Lower your Energy Bill” 8:11
http://www.ted.com/talks/alex_laskey_how_behavioral_science_can_lower_your_energy_bill.html

Angela Lee Duckworth: “The Key to Success? Grit” 6:13
http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit.html

Pearl Arredondo: “My Story, from Gangland Daughter to Star Teacher” 8:04
http://www.ted.com/talks/pearl_arredondo_my_story_from_gangland_daughter_to_star_teacher.html

Rita Pierson: “Every Kid Needs a Champion” 7:48
http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion.html

Ramsey Musallam: “3 Rules to Spark Learning” 6:30
**TECHNOLOGY**

Juliana Rotich: “Meet BRCK, Internet Access Built for Africa” 9:34  
http://www.ted.com/talks/juliana_rotich_meet_brck_internet_access_built_for_africa.html

Sergey Brin: “Why Google Glass” 7:15  
http://www.ted.com/talks/sergey_brin_why_google_glass.html  
(Note: Sergey Brin is the co-inventor of Google)

Jinha Lee: “Reach Into the Computer and Grab a Pixel”  
http://www.ted.com/talks/jinha_lee_a_tool_that Lets_you_touch_pixels.html

Rodney Brooks: “Why We Will Rely on Robots” 9:56  
http://www.ted.com/talks/rodney_brooks_why_we_will_rely_on_robots.html

http://www.ted.com/talks/lisa_bu_how_books_can_open_your_mind.html

Juan Enriquez: “Your Online Life, Permanent as a Tattoo” 5:58  
http://www.ted.com/talks/juan_enriquez_how_to_think_about_digital_tattoos.html

**PHILOSOPHY**

Judy MacDonald Johnston: “Prepare for a Good End of Life” 6:04  
http://www.ted.com/talks/judy_macdonald_johnston_prepare_for_a_good_end_of_life.html

**SOCIAL CONNECTIONS**

Maria Bezaitis: “The Surprising Need for Strangeness” 8:00  
http://www.ted.com/talks/maria_bezaits_the_surprising_need_for_strangeness.html

**MISCELLANEOUS**

Camile Seaman – “Photos from a Storm Chaser” 3:26  
http://www.ted.com/talks/camille_seaman_photos_from_a_storm_chaser.html

Nilofer Merchant – “Got a Meeting? Take a Walk” 3:29  
http://www.ted.com/talks/nilofer_merchant_got_a_meeting_take_a_walk.html

**REFERENCES**


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