

Teaching Language Arts with TEDx talks to eighth graders: a case study

Enseñar Lengua y Literatura con charlas TEDx a alumnos de grado octavo: estudio de caso

Ensino de língua com palestras TEDx para alunos da oitava série: um estudo de caso

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ABSTRACT

This article presents the results of an action research study that was conducted for one year in a Language and Literature class with 20 eighth grade students in Chía, Colombia. This research portrays TEDx talks as one of the central strategies of the English Language class, which develops a variety of personal, social, communicative and linguistic skills. The pedagogical intervention fostered class discussions and argumentative tasks that encouraged such skills and promoted students' agency to express their ideas toward topics of interest. The article explains the evolution of this project from when students sketched ideas, wrote the script, and presented their own TEDx talk at a school event to when they received the license to hold an independent TEDxYouth event. Results indicate that students developed critical thinking and strengthened English language proficiency. In addition, the organization of the licensed event helped to promote inquiry. The teacher-researcher improved her relational, teaching and evaluation practices, motivated by the engagement and positive behavior of the participants. The conclusions point to highlight the advantages of using TEDx talks in the language classroom to improve second language proficiency.

Key words: action research; critical thinking; second language; project-based learning; TEDx talks.

RESUMEN

Este artículo presenta los resultados de un estudio de investigación-acción que se realizó por un año en clase de Lengua y Literatura con 20 estudiantes de octavo grado en Chía, Colombia. Esta investigación retrata las charlas TEDx como una de las estrategias centrales de la clase de Lengua Inglesa, que desarrolla una variedad de habilidades personales, sociales, comunicativas y lingüísticas. La intervención pedagógica propició debates en clase y tareas argumentativas que fomentaron dichas habilidades y promovieron la agencia de los estudiantes para expresar sus ideas hacia temas de interés. El artículo explica la evolución de este proyecto desde que los estudiantes esbozaron ideas, escribieron el guion y presentaron su propia charla TEDx en un evento escolar hasta que recibieron la licencia para realizar un evento TEDxYouth independiente. Los resultados indican que los alumnos desarrollaron un pensamiento crítico y fortalecieron el dominio de la lengua inglesa. Además, la organización del evento con licencia contribuyó a promover la indagación. La profesora-investigadora mejoró sus prácticas de relación, enseñanza y evaluación, motivada por el compromiso y el comportamiento positivo de los participantes. Las conclusiones apuntan a destacar las ventajas de utilizar las charlas TEDx en el aula de idiomas para mejorar el dominio de una segunda lengua.

Palabras clave: investigación-acción; pensamiento crítico; segunda lengua; aprendizaje basado en proyectos; charlas TEDx.

RESUMO

Este artigo apresenta os resultados de um estudo de pesquisa-ação que foi realizado durante um ano em uma aula de Língua e Literatura com 20 alunos da oitava série em Chía, Colômbia. Essa pesquisa retrata as palestras TEDx como uma das estratégias centrais da aula de inglês, que desenvolve uma variedade de habilidades pessoais, sociais, comunicativas e linguísticas. A intervenção pedagógica proporcionou discussões em sala de aula e tarefas argumentativas que estimularam essas habilidades e promoveram a agência dos alunos ao expressarem suas ideias sobre tópicos de interesse. O artigo explica a evolução desse projeto desde o momento em que os alunos esboçaram ideias, escreverem o roteiro e apresentarem sua própria palestra TEDx em um evento escolar até o momento em que receberam licença para realizar um evento TEDxYouth independente. Os resultados indicam que os alunos desenvolveram o pensamento crítico e fortaleceram suas habilidades no idioma inglês. Além disso, a organização do evento licenciado ajudou a promover a investigação. A professora-pesquisadora melhorou suas práticas de relacionamento, ensino e avaliação, motivada pelo envolvimento e pelo comportamento positivo dos participantes. As conclusões têm como objetivo destacar as vantagens de usar as palestras TEDx na sala de aula de idiomas para melhorar a proficiência em um segundo idioma.

Palavras-chave: pesquisa-ação; pensamento crítico; segundo idioma; aprendizado baseado em projetos; palestras TEDx.

Introduction

This paper describes a two-year pedagogical intervention that taught Language Arts to eighth graders at a private school in Chía, Colombia. The action research used a variety of TEDx Talks as class materials to introduce study or content units. Students then wrote their own TEDx talks and organized an official and independent TEDxYouth event on a national scale.

The study explored topics that promote critical thinking and discuss global issues. To begin with, it was necessary to deepen our understanding of the class topics through reading and research. This helped to structure our ideas and prepare us to write argumentative papers, answer thought-provoking questions, and participate in debates and class discussions.

The course syllabus proposed three core study units: *Facing challenges*, *Changing the world*, and *From the past to the future*, based on the study topics and pedagogical intervention. The aim was to engage students and encourage their active participation in expressing their views on current global issues and analysing practical proposals with potential for global dissemination.

To achieve this, a range of resources including apps, informative articles, reading passages, videos, websites, and other online materials were made available. However, during the course, TEDx Talks proved to be a valuable resource as a unit or class opener due to their ability to present different perspectives and stimulate creative and critical thinking in subsequent classes. In April 2021, the TEDxGöteborg talk by psychologist Katarina Blom (2022), titled 'You Do Not Find Happiness, You Create It', was used in class to introduce the study unit on Facing Challenges and the subtopic of happiness.

Additionally, the syllabus for the second year included a TEDx component for weekly classes. This provided students with the opportunity to view presentations from speakers with diverse backgrounds from around the globe, who shared their perspectives on global issues and presented their arguments under the banner of 'Ideas worth spreading.' The teacher was motivated to include TEDx Talks more frequently, exposing students to information that could encourage them to think and reflect on global issues studied in class. This would then lead to further discussions with their classmates.

The project's significance lies in having students write their own TEDx talks, think of topics of interest, conduct research to be well-informed, present their own opinions and arguments (for and against), and be able to defend and articulate them clearly. The phrase 'be change makers for others' has been rephrased to 'make a positive impact on others'. Additionally, the use of contractions has been avoided and the text has been checked for grammatical correctness and spelling mistakes. This study aims to investigate how students express their critical thinking about global issues in their TEDx talk process in the Language Arts class. The language used in the text has been made more formal and objective, and the sentence structure has been simplified for clarity.

This section of the article discusses Freire (1968), who supports the ideas behind this research by advocating for the transformation of traditional pedagogy and encouraging teachers to explore the potential of constructivism. This approach challenges the traditional student-teacher dichotomy and promotes a more collaborative learning environment. Following this section, the methodology outlines the gradual process and evolution of this study, from its origins as a class year project to being granted a license to expand the use of TEDx in classes, and ultimately establishing an independently organized TEDxYouth event, broadening its reach to a national level.

Furthermore, the discussion section focuses on the impact of this research on the project's different stages and shapes. The findings will be presented as new objectives for further research related to the importance of studying and analyzing the hermeneutics beneath the students' TEDx writings.

This paper concludes with recommendations and conclusions regarding the use of TEDx materials in language classes. Analyzing teenagers' feedback on their TEDx experience can be a valuable tool for developing language skills and promoting critical thinking in students. This, in turn, can help them navigate the world and become agents of change by inspiring others with their ideas.

Literature review

Teaching involves continuous rethinking of the world amidst ongoing changes. In this context, the renowned educator and philosopher explores the dichotomy between the roles of teachers and students, advocating for the co-construction of knowledge through critical thinking, as proposed by Freire (1970). The initial chapters of the book introduce an innovative approach to education. He opens doors to conceiving learning and teaching from a state of awareness that recognizes every person as an active participant in these two-way processes.

According to Freire (1970), concern for humanization prompts the immediate realization of dehumanization as a historical reality. This perspective on humanizing education is vital in considering what it should promote. Furthermore, the TEDx process in English class is founded on the principles of critical thinking to cultivate an understanding of the humanization of knowledge. As a result, the role of the teacher is transformed into that of an Educator of Hope, who encourages the desire to alter and reform classroom practices, while also undergoing personal transformation. The English Language Arts class's inclusion of TEDx talks provided learners with opportunities to express themselves and their points of view, work collaboratively, value diverse perspectives, and participate freely.

Secondly, following the same premise as Hope, it is important to consider the well-being of others and to be motivated by social action that highlights social responsibility for the purpose of ongoing improvement. Freire (1970) argues that words and actions are closely intertwined, and therefore, an action is truly human when it is both a profession and a concern, as well as a reflection. A positive classroom environment for teaching and learning involves students and teachers being aware of each other's characteristics. The students should be viewed as agents of change who can learn from their mistakes and are willing to adapt. It is important for those who are committed to public service to regularly reflect on their own identity. Therefore, it is important for students and teachers to engage in self-evaluation in order to continuously improve and promote positive learning in the classroom.

“ Everyone is subject to power and therefore narrates their experiences, anecdotes, and perceptions of global issues with critical thinking. ”

In terms of creating a meaningful classroom, Freire (1970) argues that revolutionary leadership should practice co-intentional education. Both teachers and students understand that they are constantly creating knowledge through shared meditation and action in the classroom. The presence of the oppressed in the fight for their freedom should be a dedicated commitment, not just feigned participation. This approach fosters togetherness and facilitates knowledge-building between teachers and students. It also encourages reflection on the process and making necessary changes. The proposal aims to foster a commitment to learning, a passion for knowledge, and an ideal classroom open to dialogue.

On the same page, levels of teacher-student connection, whether inside or outside the classroom, can be examined to demonstrate its narrative nature. A narrating subject is involved in this, making students and teachers visible as subjects of power and changing the dichotomy between teacher and student roles. Everyone is subject to power and therefore narrates their experiences, anecdotes, and perceptions of global issues with critical thinking. In addition, teachers are both classroom subjects and narrators who learn, reflect, and make changes for themselves and others through practice.

Therefore, the content developed for students in their TEDx writings aims to establish a connection with their personal interests in current global issues. Thus, developing an interest in the world involves acquiring knowledge based on their concerns, making it more meaningful and facilitating their ability to make a direct impact on the world and other people. In other words, the students' inner interest in the subject facilitates learning and teaching, as well as dialogical relations with the teacher and peers. Thoughts related to authentic reality only occur in communication, not in isolation.

In summary, *Pedagogy of the Oppressed* (Freire, 1968) represents a symbol of liberation and a departure from traditional thinking. It empowers educators to devise new strategies for approaching students and learning. This is exemplified by the TEDx process, which aims to develop critical thinking skills in students and encourage them to take action. The teacher is no longer a mere instructor, but rather engages in a dialogue with students. As a result, everyone can both teach and learn, and they share responsibility for a process that fosters growth.

Cultural experience

Moran's (2001) Cultural Knowing's Framework describes four essential elements to consider when interacting with any culture: *knowing about*, *knowing how*, *knowing why*, and *knowing oneself*. This framework is relevant to the work of eighth graders as they discuss the differences and similarities in the way speakers address their topics, which often depend on the culture. Moran defines *knowing about* as being aware of the cultural meanings constructed within a community. Additionally, he's *knowing how* emphasizes the importance of appropriate and respectful behavior towards different communities when experiencing their culture. This is particularly relevant when listening to the speakers' TEDx talks and their areas of expertise. In this way, individuals can gain an understanding of other cultural practices and generate new perspectives.

As argued by Moran (2001), understanding the reasons behind certain practices helps to comprehend their significance within the culture. Additionally, he suggests that self-awareness is crucial for comprehending, adapting to, or integrating into another culture. *Knowing oneself* involves being culturally self-aware and open-minded, acknowledging and understanding other cultures, and being receptive to the ideas worth spreading of others.

“ The TEDx platform showcases a diverse range of speakers from around the world, promoting cultural understanding and diversity ”

Culture teaching

Kramsch (1998) argues that comprehending a foreign culture necessitates relating it to one's own culture. Therefore, incorporating socio-cultural aspects into language learning allows individuals to reflect on them in class. Addressing cultural features can bridge disciplinary boundaries and promote the ideas presented by Moran (2001). This approach also facilitates the relationship between culture, language, and teaching, which is essential for promoting cultural awareness in TEDx talks.

Teenagers often communicate across cultures, sharing their opinions and creating awareness about cultures different from their own. Kramsch (1998) supports the idea that culture is created and enacted through dialogue in the foreign language class. This dialogue not only replicates a given cultural context but also has the potential to shape a new culture due to taking place in a foreign language.

As culture plays a vital role in the process of acquiring language, it is essential to have an understanding of the cultural patterns that shape how people live, act, react, perceive, and interpret the world. The TEDx platform showcases a diverse range of speakers from around the world, promoting cultural understanding and diversity. This helps teenagers learn about different cultural practices, traditions, mindsets, and customs, while also improving their English language skills.

TEDx in the language classroom

Garcia's (2019) doctoral thesis analyses the motivation to learn English as a foreign language for public speaking. The study used TED talks as a multimodal pedagogical tool with 151 engineering students at the Technical University of Cartagena in Murcia, Spain. The aim was to achieve meaningful learning and integrate the students' interests with the professional world of electrical or mechanical engineering. The study also addressed the international character that the English language has acquired due to its extensive diffusion and widespread use among the global population (Dewey, 2007). The TED talks were selected to increase students' interest and analyze best practices in terms of verbal and non-verbal language usage. This study aimed to motivate students to view TED talks as opportunities to explore and imagine a range of identities for their future, based on the topics they felt most affinity with. The goal was to increase their motivation and competence in using the English language as a professional requirement for successful performance in their field of work, particularly in public speaking.

Furthermore, Madarbakus's (2021) doctoral thesis implements TED talks and a metacognitive strategy based on tasks for the framework of listening comprehension (task-based metacognitive instruction for listening [TBMIL]) in the English for Academic Purposes (EAP) program. This program is taught prior to the official academic period at a university in New Zealand. This study demonstrates a detailed and intentional structuring of work with students, aiming to develop their English listening comprehension through the framework of metacognitive teaching (TBMIL). As a result, it provides a form of introspection that allows students to become aware of their performance in oral comprehension skills. It also facilitates processes of recognition and self-evaluation regarding their strengths and areas for improvement. This had an impact on the teacher's pedagogical approach, as continuous progress could be established by considering the metacognitive processes of the students. This helped them to improve this skill either autonomously or guided in the classroom.

Method

This study is based on the principles of the Action Research approach (Lewin, 1944). The students have been active participants in the study from the beginning. The inquiry originated from them, and the interventions are made by them, for them, and with their input. Additionally, the classroom impacts future practices through the learners' feedback and experiences. In essence, students play a significant role in shaping their education by actively participating in the learning process, conducting research, engaging in discussions, and developing their TEDx talk paper.

Additionally, action research acknowledges the teacher's role not only as a knowledge facilitator but also as an observer who takes daily action to enhance classroom practices. By becoming part of the research, the educator is self-observed and influenced in the intervention. This makes them an important subject for analyzing and studying professional development and its direct impact on pedagogical practices, classroom results, and student learning and motivation.

Teaching approach

Project-Based Learning (PBL) was chosen as the teaching approach, as the school's principles are student-centered. PBL allows students to explore and learn by doing, encountering a variety of learning environments that prepare them to solve real-world challenges. Therefore, the TEDx idea is valid in promoting the analysis and critical thinking skills necessary to address global issues. Learners found the approach highly interesting and believed it could raise awareness and encourage positive actions towards the presented subject matter. The language used is clear, objective, and value-neutral, with a formal register and precise word choice. The text adheres to conventional structure and formatting features, with consistent citation and footnote style. The structure is clear and logical, with causal connections between statements. The text is free from grammatical errors, spelling mistakes, and punctuation errors.

The PBL approach to teaching targets open-ended questions to be developed over time, providing students with the necessary tools to look for information, analyze, develop content, and answer proposed questions. The PBL approach to teaching targets open-ended questions to be developed over time, providing students with the necessary tools to look for information, analyze, develop content, and answer proposed questions. No changes in content have been made. It fosters students' curiosity and encourages them to seek answers, thereby developing their critical thinking skills. The student is an active participant, referred to as the narrating subject (Freire, 1968), and works alongside the teacher and classmates. They collaborate to develop 21st-century skills, with the teacher and classmates providing active feedback to promote self-evaluation and co-evaluation principles.

Following the commencement of the classroom project in April 2021, the teacher revised the course plan for August 2021 to June 2022, taking into account both national standards and the needs of the students. TEDx talks proved to be effective as unit openers and discussion starters in the classroom. Thus, when adjusting the course syllabus, the primary consideration was the potential impact of implementing the Project-Based Learning approach to teaching (Dewey, 1987) from the outset.

TEDx talks stages of development

In addition, the syllabus designates every Monday as TEDx day. The first task of the lesson is to watch a TEDx Talk related to the central study units previously mentioned. While watching, the teacher asks questions based on the students' reactions. Following the viewing, spontaneous discussions take place among students, teachers, and student-teachers, revealing diverse opinions. Most learners were willing to express their thoughts, provide their perspective, or challenge their peers. This made the class more dynamic, meaningful, and engaging.

After two months of TEDx Mondays, the teacher suggested that students create their own TEDx talk and experience what it is like to be a speaker, rather than just an audience member. This process involved several steps, which are listed and numbered in Table 1.

Table 1. Stages to creating TEDx in Year 8

1.	Brainstorming
2.	Topic analysis and selection
3.	Investigation
4.	Scriptwriting
5.	Peer correction and edition
6.	Rehearsals
7.	Presentation day
8.	Final feedback and reflection

Source: Author

Brainstorming

During this stage, students were prompted to consider the essential question: 'How can we make a positive change?' They were then asked to brainstorm topics of interest and record them in their notebooks. There were no restrictions on the number of topics, but the intention was to create a list that would help them select the most important one, as it would be the topic of their TEDx presentation. By the following Monday, the students had already made their decision after having a week to consider their brainstorming.

Topic analysis and selection

This stage was crucial as students discussed their choices with their classmates. Through this process, they shared ideas and helped each other make a final decision on whether to change the topic, adjust it, or stick with their original choice. Additionally, there was negotiation during this stage. For instance, some students discovered that they had selected similar topics and proposed two options: The students either changed their decision for a second topic on their list or chose the same topic but with a different focus. The final topic choices of the students are listed in the Table 2.

Table 2. *Students' final topic choices*

1.	Radical feminism versus liberal feminism
2.	Political ignorance
3.	Evolution
4.	Perfectionism
5.	Migration from Central America to the USA
6.	Prisoners mistreat
7.	Euthanasia
8.	Beauty and insecurities
9.	Political ignorance
10.	Perfectionism
11.	Sexual harassment
12.	Animal mistreatment in ecotourism
13.	Racism
14.	Discipline as a pillar to achieving goals
15.	Disparity between the amount of money allocated to military spending and the ongoing issue of global famine
16.	General anxiety disorder
17.	Psychological issues affecting adolescents' lives
18.	Abortion
19.	Social media dangers

Source: Author

Investigation

The research stage lasted for a month and involved students searching for information on the chosen topic both in the classroom and at home. The process included individual work as well as one-to-one sessions between the student and teacher. The accuracy, content, quality, references, and sources of the information were evaluated by both the student and teacher. The student provided ideas and reasons for selecting the information. The teacher provided guidance and direction to the student in case of any inconsistencies. This two-way discussion enabled the student to conduct further research and obtain more useful information for the upcoming session.

Scriptwriting

The writing stage of the study, which lasted for three months, demanded constant dedication, correction, and elaboration from the students. They wrote their scripts both at home and at school, with the latter providing the benefit of having a teacher present to monitor their language use and answer any questions. On one hand, this

process increased students' confidence in their writing, helped them correct mistakes, and structure compound-complex sentences. On the other hand, it allowed the teacher to monitor the student's performance, progress, and understanding of the feedback given in each session.

Additionally, students were able to write in a more peaceful environment at home, taking as much time as they needed to develop their ideas, rewrite, pause, and continue, even the following day. In addition to writing, individuals can also expand their knowledge by researching related content and taking the time to thoroughly read or watch helpful material for their TEDx presentation.

Peer correction and edition

These two processes occurred simultaneously. Students had to continue writing without interruption. The teacher planned peer correction sessions for students to work in pairs, groups, or as a whole group, allowing them to provide recommendations and express their thoughts on the content they were reading. Different types of feedback were planned. Peers provided feedback on the ideas and language used in the text. This included comments on punctuation, grammar, spelling, and vocabulary, as well as suggestions for additional content. At times, classmates also graded each other's work on a scale of 10-100 to identify strengths and areas for improvement. This process was repeated over several weeks to enhance both the language proficiency and content development of the paper for the upcoming TEDx Monday.

Rehearsals

The process commenced once the papers were fully prepared and had received the teacher's final approval. Students rehearsed their talks in various ways, including practicing in pairs or groups of three to provide support and constructive feedback. Additionally, they recorded themselves at home and watched the videos in class to receive feedback from both peers and the teacher. This process enabled the participants to evaluate their performance in terms of English language usage, body language, public speaking, and time management. They practiced in front of the entire class, which provided a larger audience and real-life situations to gauge the public's reactions to the talk and the actual situations the speaker had to face while presenting to an audience. Finally, stage rehearsals commenced. The students' practice session was highly realistic as they rehearsed on the school stage with microphones and presentation slides. Practicing with their peers helped them gain confidence in a safe environment with familiar faces.

Presentation day

The TEDx process concluded with a presentation day attended by primary, middle, and high school audiences. Although it was a simulation of a TEDx event, as the school had not yet been granted a license, it was still a challenging experience for the students. They had to present to a larger audience, including teachers and school administrators. Despite having practiced extensively for almost a year, the students still experienced inevitable fears and moments of anxiety. However, their performance on stage was excellent, and audience feedback praised their thorough preparation and outstanding execution.

Feedback and final reflection

In the final stage, after completing their presentation, students were asked to write a reflection paper. The paper had no evaluation criteria or standards to follow, but rather served as an opportunity for students to express their insights about their overall experience. This process was beneficial for both the students and the teacher, as it allowed them to reflect on what they could have done differently and what they did well. Additionally, students were able to express their opinions, whether in favor of or against the TEDx idea and the annual process. The aim was to assist students in creating authentic writing that allowed them to express themselves freely and provide honest feedback. It also provided an opportunity to consider improvement for the following year.

Results

This study produced three significant results. Firstly, the teacher's intervention had a significant impact on the teacher themselves. Secondly, the students who actively participated in the intervention generated actual results related to their experience and reflection. Finally, the study found that a classroom intervention can have a large-scale impact on the school at a national level.

The teacher has four years of experience teaching seventh and eighth grade at the school. They have encountered various situations with learners and have utilized a range of approaches, materials, and methods to create enjoyable and meaningful learning experiences. Additionally, they have gained insight into students' learning styles, reactions, and emotions in the classroom. Therefore, the desire to innovate in the classroom and the expertise were the motivation behind changing the practices to facilitate more experiential and meaningful learning. This led to an inquiry that later became the pedagogical interest for the school year, resulting in the PBL proposal of TEDx Talks.

“ The teacher was an active participant in the process and became highly involved as a learner. The students aimed to be highly critical and objective in their analysis of the addressed issues. ”

During the practice, the teacher underwent changes due to interventions. The TEDx project involved numerous ideas, proposals, changes, and unexpected variations, which prompted the teacher to reflect on their practices repeatedly. The teacher was an active participant in the process and became highly involved as a learner. They discovered many new things during the study and were influenced by the current way of thinking about teaching. This experience changed their perspective.

The students were active participants and had the freedom to choose their topics and brainstorm ways to answer the essential question: 'How can we make a positive change?' Since then, the perception of the English class has had its ups and downs, including stress, anxiety, and nervousness, but also feelings of challenge, learning, demand, and high responsibility. This essential question prompted significant involvement from the students, who were eager to learn more about the topic. The students aimed to be highly critical and objective in their analysis of the addressed issues. They supported their arguments with evidence and defended their positions, with the goal of influencing their audience.

As active participants in the pedagogical intervention, they were required to write a reflective paper describing their experience. Table 3 displays selected extracts from the students' reflections. These papers are included in the teaching and learning records for further analysis of language use and critical thinking in student narratives.

Table 3. Extracts from students' reflective writing

"This experience taught me about hard work, self-control, and respect."
"When they called me to present, my heart was going to leave my chest, and I was trembling."
"God, I was so happy to be finished that I enjoyed it, but just at the end, saying the TED."
"I am not going to lie; some topics were boring, but others were interesting and got my attention on stage."
"I came out with great results because of my preparation and the knowledge I got when we were writing our TEDs."
"Putting aside the bad moments, not everything was negative when it came to doing this project."
"The final day came, the presenting day after months of practice, and God, it was awful."
"Lastly, it was a very enriching activity. It helped me develop many skills I did not have before."
"Finally, I presented it to the 10th, 11th, and 12th grades. It wasn't as difficult as I thought. However, I wish I could have done it better."
"My strategy was to study with my hamster. It is a good listener and coach."
"I felt very proud of myself because I know that it is not easy to stand up on a stage with a microphone and talk for 5 minutes, but I could, so I was thrilled."

Source: Author

Finally, the classroom was transformed into a Learn-Tech-Space where students actively participated in every proposal brought to the classroom. This change also affected the classroom dynamics, as students proposed ideas to be put into practice in classes or to adjust topics and activities. Furthermore, the small-scale classroom project prompted the teacher to consider taking these practices to another level and giving students a platform to be seen and heard, such as the widely recognized TED official platform. The teacher conducted a comprehensive search to obtain the license required to organize an independently organized school TEDxYouth event. The teacher spent two months pursuing the license after observing the students' active participation and engagement in the learning process.

This license aims to extend classroom practices by providing students with the opportunity to participate in a TEDxYouth event, where their words and actions can be heard by communities worldwide once the audiovisual material is posted on the TEDx channel. It illustrates that classroom practices are not limited and can be expanded through the initiative and willingness of students, directed by passionate teachers.

Discussion

Sharing pedagogical ideas with colleagues and educators in the education field is essential to inspire them to go beyond the classroom and strive for excellence in education. The study was born not only from the teacher's interest and inquiry but also developed and evolved over time from the teacher's intervention with the students, who took a committed and active role.

“ As a result, classroom projects become spaces for learning and teaching, where students can interact with their teachers, peers, and classmates to explore a variety of teaching and learning methods ”

The project was shaped to make it more meaningful for the students by continuously evaluating and checking for adjustments, changes, and adaptations based on the stages of the study. This allowed for the creation of a learning space called the Opportunities Classroom, which mobilizes students and is mobilized by them. The classroom listens to their opinions, proposals, ideas, and thoughts about various social topics of common concern. Furthermore, this project aims to facilitate knowledge sharing and collaboration among educators. The language used in the text is clear, objective, and free from bias or ornamental language. The text adheres to conventional academic structure and formatting, with consistent citation and footnote styles. It can be adapted to meet the needs of different classrooms and areas of study, while prioritizing student input. The grammar, spelling, and punctuation are correct. No changes to the content have been made.

The Problem-Based Learning (PBL) approach is a useful tool that provides ample opportunities for students to practice their English language skills while developing knowledge and skills to become agents of change in global issues. As a result, classroom projects become spaces for learning and teaching, where students can interact with their teachers, peers, and classmates to explore a variety of teaching and learning methods. This approach fosters the development of knowledge, active listening, and mutual awareness, creating a respectful classroom environment that promotes social consciousness. This, in turn, enables individuals to become critical thinkers and take action on global issues that affect people at both local and international levels.

Conclusion

The experience of working with eighth graders for an entire academic year has demonstrated the effectiveness of the PBL approach in creating a TEDx talk that addresses the essential question: How can we make a positive change? The text demonstrates that it integrates various language and cognitive processes, including topic analysis, research, script writing, peer evaluation, and rehearsal for the presentation. This resulted in comprehensive work and a successful presentation that received praise from fellow students, administrators, and teachers.

The proposal for an innovative classroom included the TEDx talk process as an academic project in the English Language Classroom. This fostered a variety of skills, changed students' practices, and facilitated more experiential and meaningful learning. Students were encouraged to express their beliefs, feelings, ideas, opinions, and thoughts about a topic of their concern, showing critical thinking in their narratives.

Then, in their final reflective paper, students can communicate their perspectives on the experience, including what they enjoyed and what they did not. According to their feedback, the experience was mostly positive as it helped them improve their language skills and provided them with the opportunity to freely express themselves on topics of their interest.

Additionally, the TEDx experience had an impact on the teacher as well. As a learner, she was highly involved in the process and discovered new things as the study progressed. She was also influenced by the current way of thinking about teaching English as a means to foster critical thinking processes, which were consolidated in the writing process of a TEDx talk.

The study has some limitations related to class duration and student participation. Some classes were shorter than usual due to school activities, and there were several Monday holidays that resulted in cancelled classes. It was necessary for them to catch up quickly. Some classes were shorter than usual due to school activities, and there were several Monday holidays that resulted in cancelled classes. Additionally, some students were absent on certain days, causing them to fall behind in the process and potentially feel lost.

Further research is recommended on critical thinking to analyze the content of students' TEDx talks and study discourse analysis in three areas. Firstly, the students' narratives in constructing their TEDx talks. Secondly, the students' final narratives to understand their perceptions of all the processes they undertook, from the initial to the final stages. Furthermore, it is necessary to examine the effectiveness of language in oral presentations, including body language, engagement with the topic, topic development, connection with the audience, and most importantly, the ability to persuade and encourage reflection on issues of common concern. Finally, TEDx talks offer a wide range of research opportunities across various fields, from human themes to structural targets.

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