UNIVERSITY STUDENT PRESENTATIONS AND CLIL: GRAPPLING WITH DANIEL KAHNEMAN'S *THINKING, FAST AND SLOW*

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23RD J-CLIL RESEARCH MEETING

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OVERVIEW

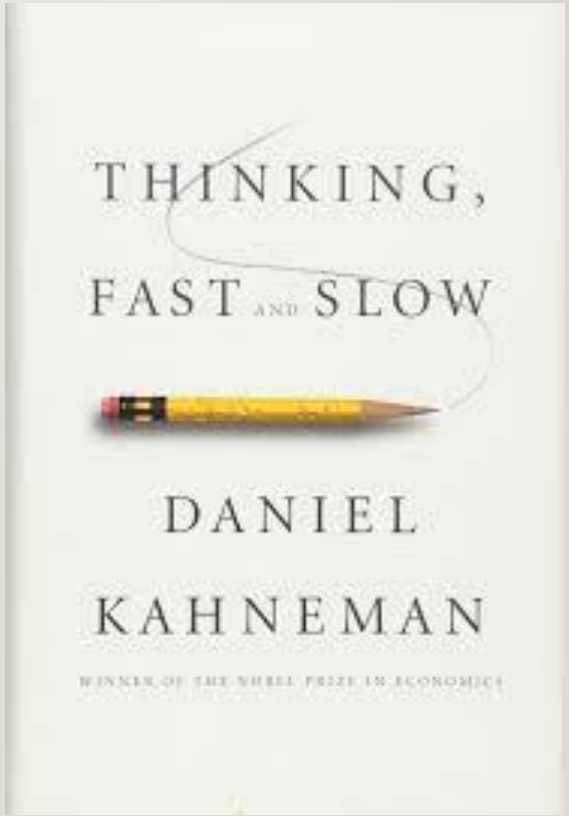
- Background of course
- Relevant research issues/concepts
- Example of student preparation
- Quiz data and analysis
- Student feedback and analysis

BACKGROUND OF COURSE

- Course name: Presentation (Upper Intermediate)
- Elective course in School of Commerce
- Mainly 2nd- and 3rd- year students
- Average student TOEIC score 642 (self-reported)
- Aim to prepare students for “zemi” in 3rd and 4th years

“THINKING, FAST AND SLOW” (2011)

- Written by Daniel Kahneman, a winner of the Nobel Prize for Economics
- Chosen as one of the best books of 2011 by The New York Times Book Review, The Economist, and The Wall Street Journal.
- Introduces principles of behavioral economics straightforwardly, with an emphasis on specific experiments



SAMPLE PASSAGE:

Because our impressions of how well each soldier had performed were generally coherent and clear, our formal predictions were just as definite. A single score usually came to mind and we rarely experienced doubts or formed conflicting impressions. We were quite willing to declare, “This one will never make it,” “That fellow is mediocre, but he should do okay,” or “He will be a star.” We felt no need to question our forecasts, moderate them, or equivocate. If challenged, however, we were prepared to admit, “But of course anything could happen.” We were willing to make that admission because, despite our definite impressions about individual candidates, we knew with certainty that our forecasts were largely useless.

Kahneman, D. (2011), p.211.

LEVEL OF DIFFICULTY OF LEXICAL ITEMS

because our of how well each soldier had performed were nt and clear our dictions wer e just as definite a single score usually came to mind and we rarely experienced doubts or formed conflicting impressions we were quite willing to declare this one will never m ake it that fellow is mediocre but he should do okay or he will be a star we felt no need to question our forecasts moderate them or equivocate if challenged however we were prepared to admit but of course anything could happen we were willing to make that a dmission because despite our definite impressions about individual candidates we knew with certainty that our forecasts were largely useless

- Derived from Compleat Lexical Tutor, (lextutor.ca)

BREAKDOWN OF LEXICAL ITEMS

- List 1, 79 tokens (A2):

a about and anything be because but came certainty clear could course do felt had happen he how if is it just knew largely make mind never no of one or our question quite should single that them this to usually we well were will willing with

- List 2, 11 tokens (B1):

as declare doubts each formed need performed rarely soldier star useless

- Off-list, 34 tokens (B2 and above):

admission admit candidates challenged conflicting definite despite dictions equivocate experienced fellow forecasts however impressions individual mediocre moderate okay prepared score

- Derived from Compleat Lexical Tutor, Compleat Lexical Tutor (lextutor.ca)

BASIC STUDENT INSTRUCTIONS

- Instructed to purchase the book in English
- Notified that they might additionally read the book in Japanese if they wished.
- Each week on average four students gave presentations, each student two presentations in semester
- Assigned sections of the book, typically about three pages in length (approx. 450 words)

TYPICAL CLASS: BEFORE PRESENTATIONS

5-6 classes focused on:

- Paraphrasing
- Delivery
- Organization
- Slides
- Q&A

PRESENTATION CLASSES

- 1. Presentations each followed by Q&A
- 2. Ungraded quiz after presentations:

  One question related to each three-page section
- 3 Discussion in small groups about presentations

  Focus on what was particularly effective, what needed improvement, and contents of presentation

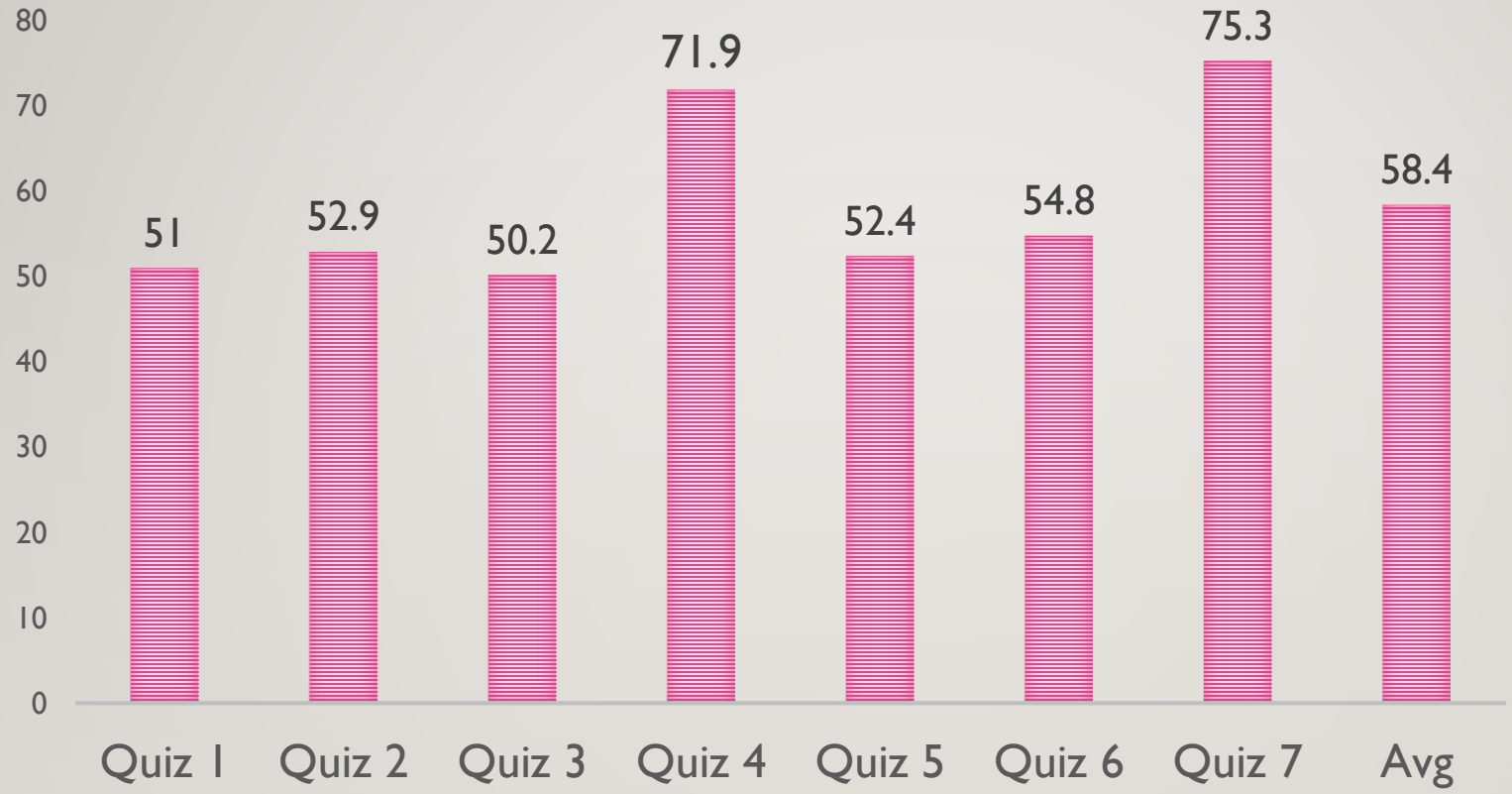
ISSUES AND BENEFITS IN PRESENTATIONS AND PEER LEARNING

- Need for student recognition of “operational definition of relevance” (Haber and Lingard, 2001)
- Possibility of vicarious learning of presentation skills (Mitchell and Bakewell, 1995)
- Peer learning positive effect on confidence and competence, benefiting both sides (Stone, Cooper, and Cant, 2013)

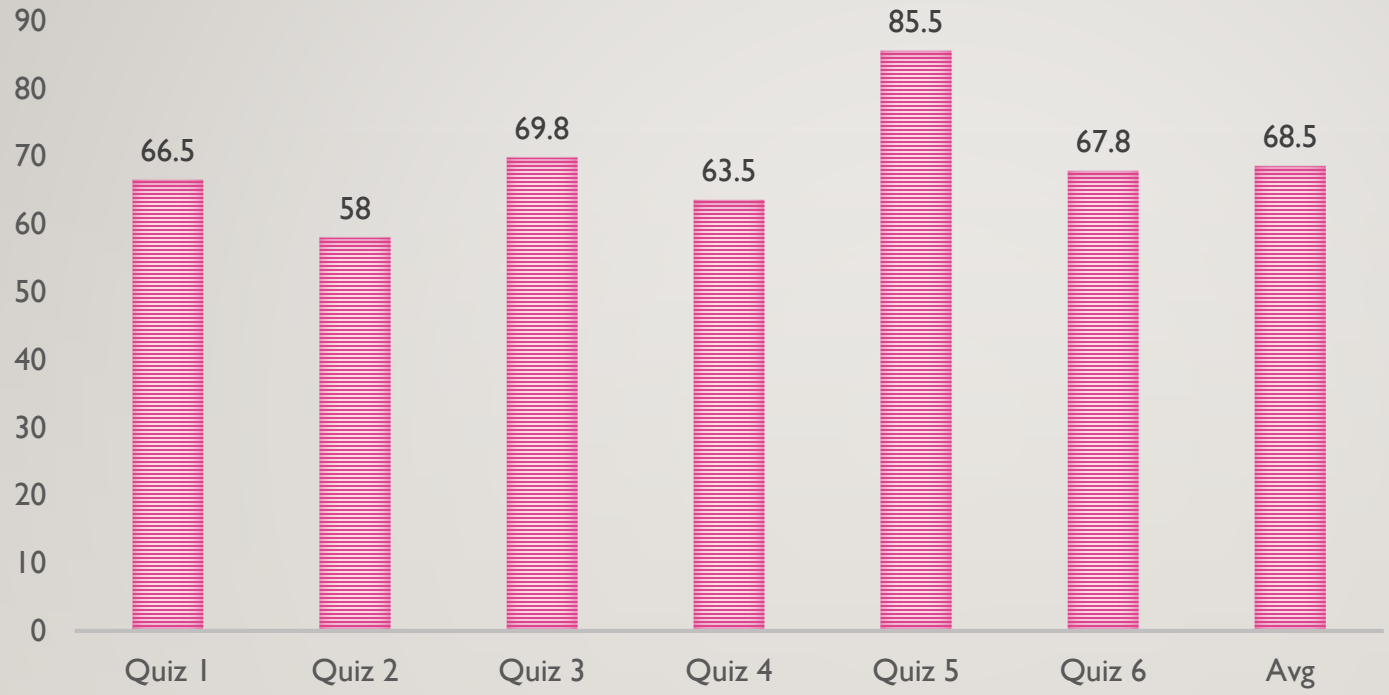
TYPES OF AUTHENTICITY (PINNER, 2013)

EXAMPLE OF STUDENT PRACTICE

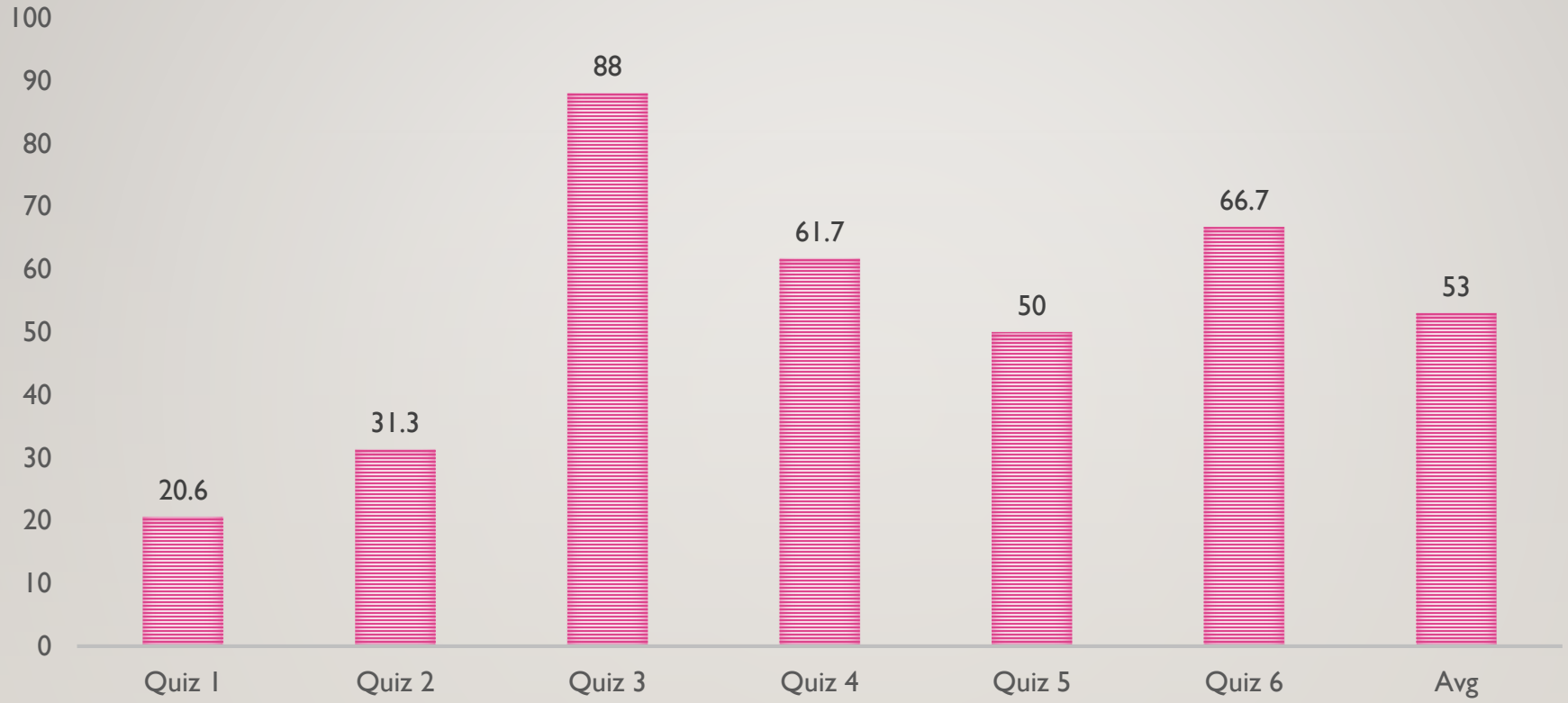
AVERAGE OF QUIZ SCORES FOR A I



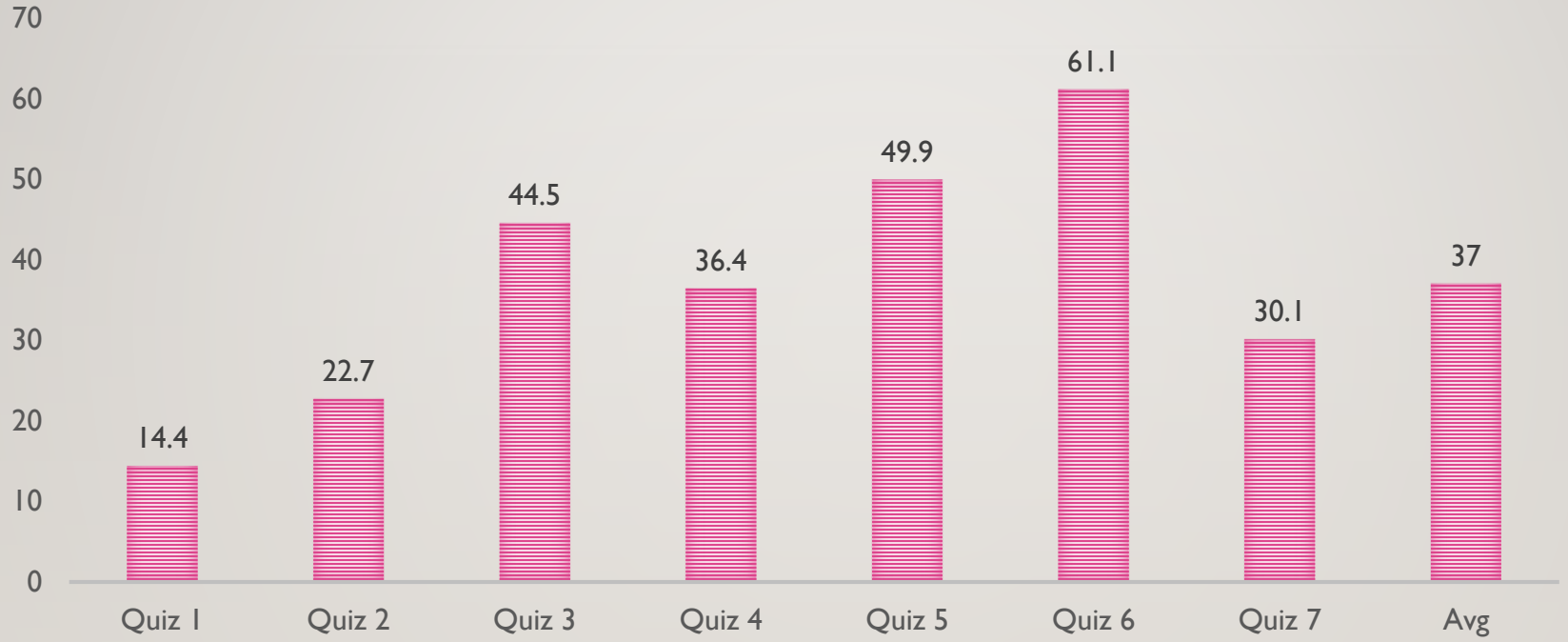
AVG OF QUIZ SCORES FOR A2



AVG OF QUIZ SCORES FOR B1



AVG OF QUIZ SCORES FOR B2



QUESTIONS WITH AN AVERAGE SCORE OF 7+

- Quiz 1, Q1 (A2: 7.2, presentation score 90%):

When does the part of person’s eye that opens get bigger?

- Quiz 1, Q3 (A2: 7.7, presentation score 90%):

What can System 2 do that System 1 cannot?

QUESTIONS WITH AN AVERAGE SCORE OF 7+

- Quiz 1, Q4 (A1:7.3, presentation score 83%):

If you are walking with a friend and you ask him or her to figure out 23 X 78, what happens, and why?

- Quiz 1, Q5 (A2: 9.6, presentation score 92%):

What happens when people are cognitively busy?

QUESTIONS WITH AN AVERAGE SCORE OF 7+

- **Quiz 2, Q3 (A1: 9.2, presentation score 20%); Quiz 2, Q4 (A2:10, presentation score 90%):**

What does System 1 do when confronted by the words "Bananas" and "Vomit"?

- Quiz 3, Q3 (A2: 8.5, presentation score 92%):

What makes a message persuasive? Give at least two examples.

QUESTIONS WITH AN AVERAGE SCORE OF 7+

- Quiz 3, Q4 (A2: 7.8, presentation score 95%):

What is the “mere exposure effect”?

- Quiz 4, Q2 (A1: 8.5, presentation score 88%):

What did Kahneman find when he was grading students’ tests and how did he change his way of grading?

QUESTIONS WITH AN AVERAGE SCORE OF 7+

- Quiz 4, Q3 (A2: 8.6, presentation score 94%):

Why do people who hear the story of Jane and the missing wallet recall the word “pickpocket” although it does not appear in the story?

- **Quiz 5, Q2 (A1: 8.6, presentation score 90%); Quiz 6, Q3 (A2:9.1, presentation score 90%):**

What is a heuristic?

QUESTIONS WITH AN AVERAGE SCORE OF 7+

- Quiz 5, Q3 (A2: 8.4, presentation score 30%):

What are three effects of WYSIATI?

- Quiz 6, Q2 (A2: 7.4, presentation score 90%):

What is “mental shotgun”? Give an example of it.

QUESTIONS WITH AN AVERAGE SCORE OF 7+

- Quiz 6, Q2 (A1: 7.1, presentation score 90%):

Why does Kahneman say that it was unwise to invest in the creation of small schools following research that six of the top 50 schools in Pennsylvania were small?

- Quiz 7, Q4 (A1: 7.8, presentation score 95%):

Why does Slovic assert that the public has a richer conception of risk than experts do?

QUESTIONS WITH AN AVERAGE SCORE OF 7+

- Quiz 7, Q5 (A1:9.2, presentation score 95%):

What is the problem with how people deal with small risks?

FAILURE TO UNDERSTAND QUIZ QUESTIONS

- What does Kahneman’s work as a leadership assessor in the army **show**?

It tests people under stressed situation. / He evaluated the person’s trait based on psychology / His work divides people into 4 characters

FAILURE TO UNDERSTAND QUIZ QUESTIONS

- According to the research of Odean and Barber, **which investors** had the best results?
- Odean/Barber had the best results

FAILURE TO UNDERSTAND QUIZ QUESTIONS

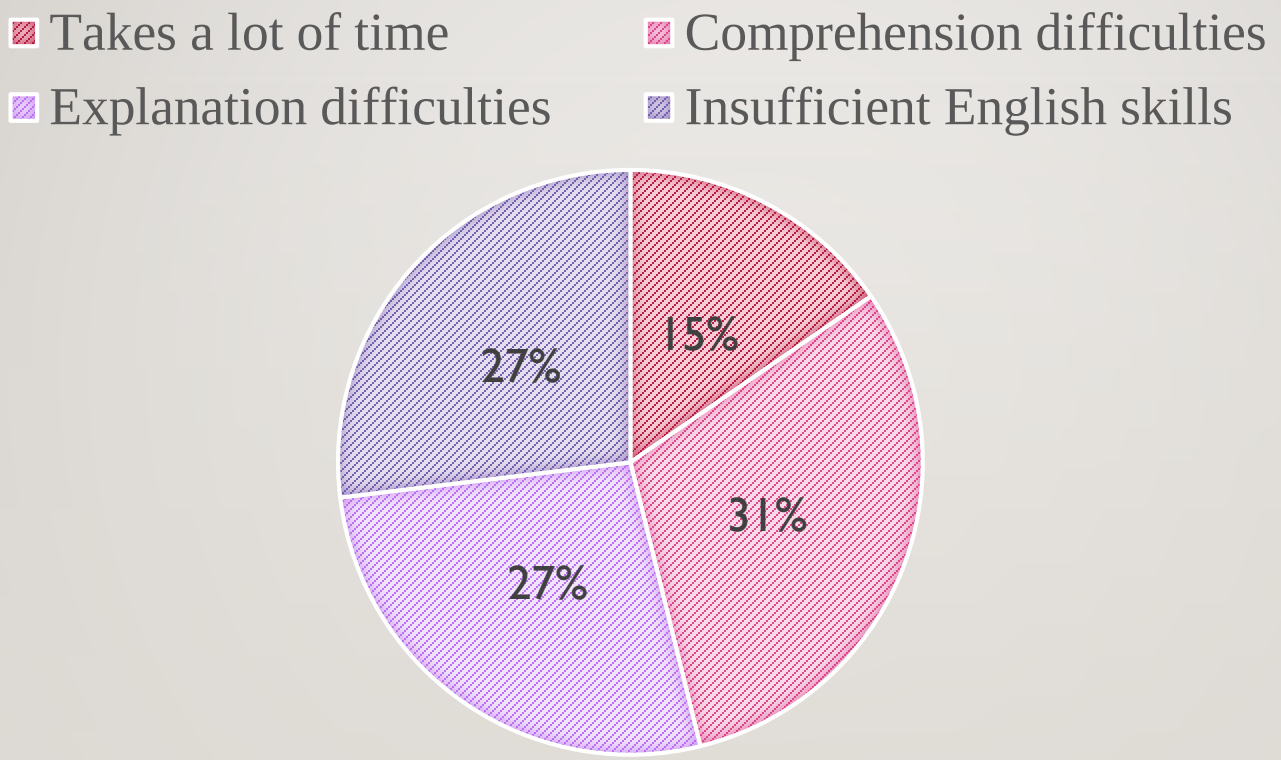
- What are the **two conditions** in which intuitions are likely to be skilled?

Firefighters and psychological experts

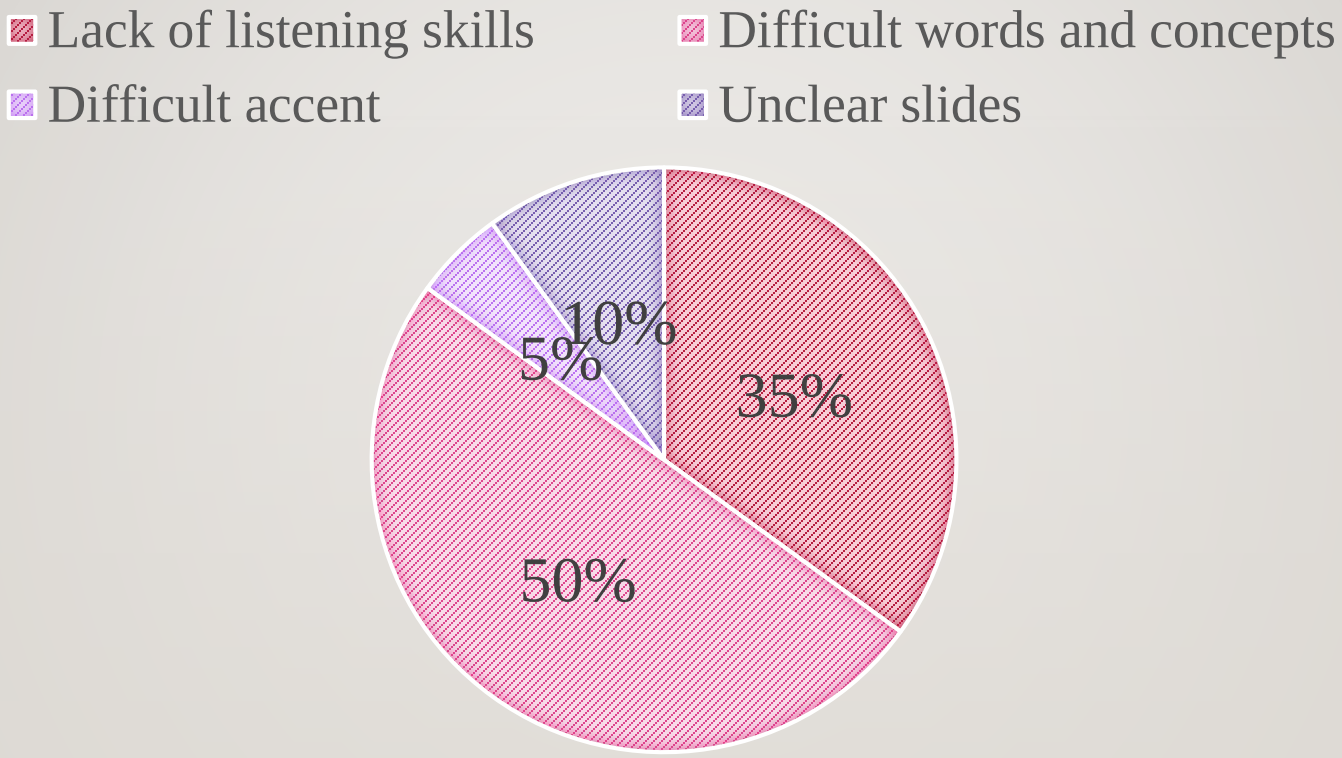
Student questionnaire results

	A1	A2	B1	B2	Avg
Q1 TOEIC score	617*	640**	635	676	642
Q2 Read own in E	93%	80%	83%	100%	89%
Q3 Read other in E	50%	10%	0%	33%	23%
Q4 Read own in J	50%	80%	83%	56%	67%
Q5 Read other in J	21%	40%	33%	44%	35%
Q6 Preparing difficult	71%	90%	67%	89%	79%
Q7 Other pres difficult	79%	50%	83%	89%	75%
Q8 Quiz difficult	36%	10%	50%	56%	38%
Q9 Quiz time sufficient	79%	60%	83%	78%	75%

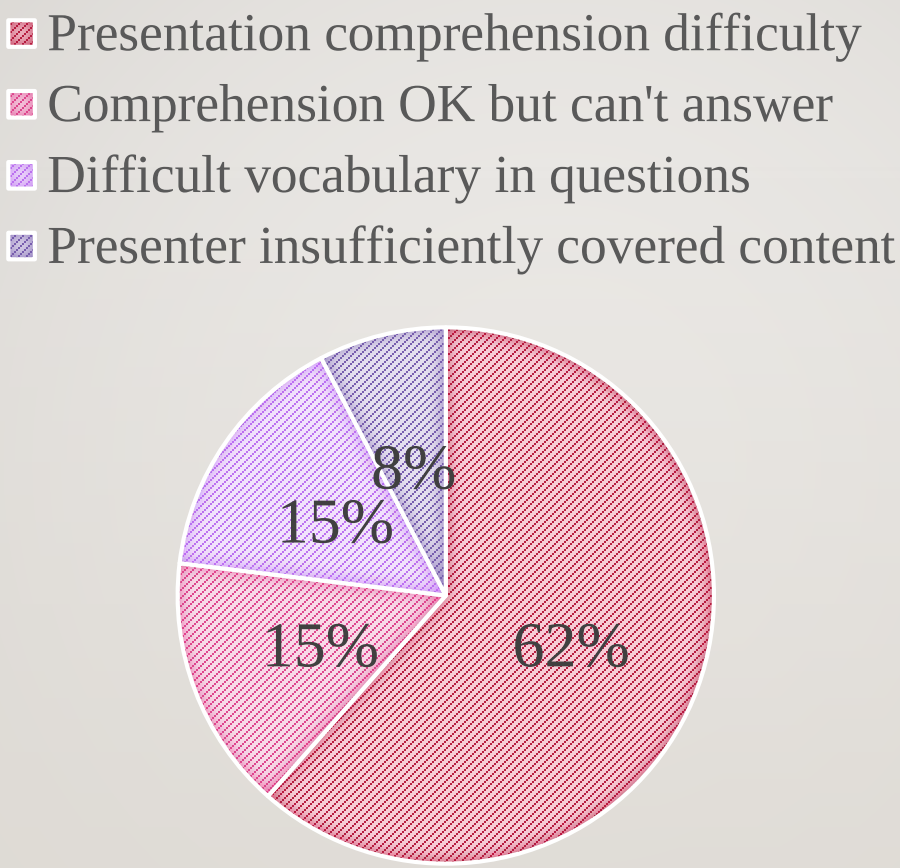
COMMENTS ABOUT Q6 (PREPARATION DIFFICULTIES)



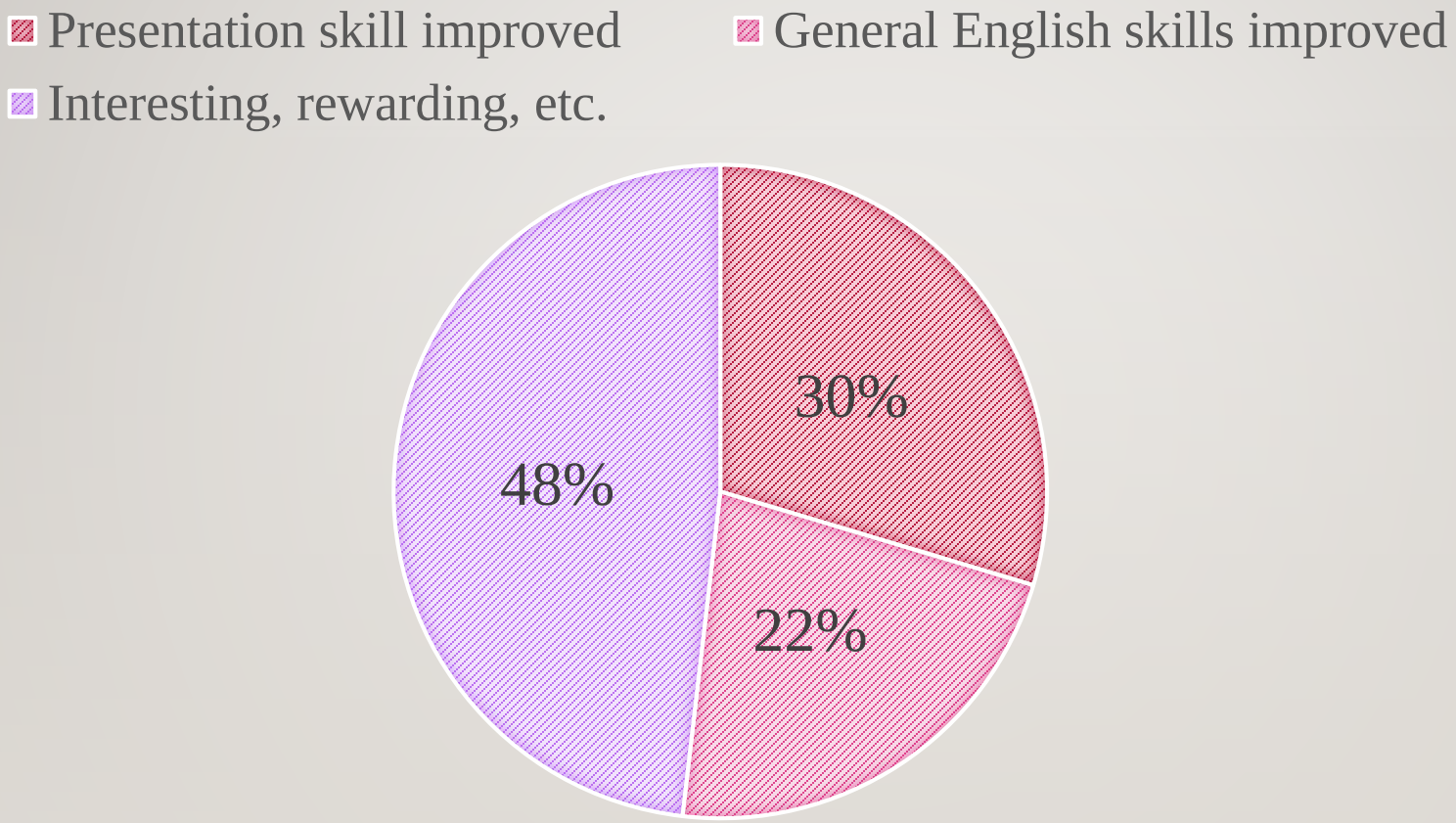
COMMENTS ABOUT Q7 (DIFFICULTY WITH OTHERS' PRESENTATIONS)



COMMENTS ABOUT Q8 (REASONS FOR QUIZ DIFFICULTIES)



COMMENTS ABOUT Q10 (OTHER COMMENTS)



CONCLUSION

- Presentations rich opportunity for CLIL
- Need for tailored comprehension confirmations
- Paraphrasing essential skill

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