

## Trabajo Fin de Máster

Breaking Down News: A communicative PBL  
proposal on motivation, autonomy, and media  
literacy.

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## Table of Contents

<b>Abstract:</b> .....	iii
<b>1. Introduction:</b> .....	1
<b>2. Aim and Objectives:</b> .....	3
<b>3. Justification, Theoretical and Curricular Framework, and Methodology:</b> .....	4
3.1 Justification .....	5
3.2 Project-based Language Learning (PBL) .....	6
3.3 Communicative Language Teaching (CLT) .....	9
3.4 Task-based Language Teaching (TBLT) .....	10
3.5 Motivation and Autonomy .....	12
3.6 Methodology .....	13
<b>4. Critical Comment of the Teaching Proposal:</b> .....	14
4.1 Contextualisation .....	14
4.2 Contribution to Key Competences .....	16
4.3 Objectives and Specific Contents of the Teaching Proposal .....	20
4.4 Sequencing of Activities and Methodology .....	21
4.5 Materials and Resources Used .....	23
4.6 Evaluation Criteria .....	25
<b>5. Conclusions:</b> .....	26
<b>6. Works Cited:</b> .....	28
<b>7. Appendices:</b> .....	30
7.1 Appendix 1: Assignments Used as Evidence of the Necessity of Improvement ...	30
7.2 Appendix 2: Learning Objectives of the Unit .....	31
7.3 Appendix 3: Contents of the Unit .....	32
7.4 Appendix 4: Evaluation Criteria of the Unit .....	35
7.5 Appendix 5: Lesson Plans .....	37
7.6 Appendix 6: Materials and Resources .....	48



### **Abstract:**

This dissertation is conceived as a response to the shortcomings of English Language Teaching (ELT) in secondary education that this author observed during his school placement. The goal is to put forward an innovative teaching proposal that tackles the lack of motivation in the ELT classroom and promotes learning autonomy together with a meaningful use of the English language. What is more, the main theme of the unit revolves around media literacy in an attempt to hone the students' critical thinking skills towards the channels through which information is shared nowadays putting a spotlight on Fake News. The implementation of the learning unit proposed in this paper is founded on the main principles of the most significant Communicative Language Teaching (CLT) approaches. This proposal takes the form of a project-based learning unit that puts the student in the centre of the learning process together with the use of the Information and Communication Technologies (ICTs). As their final project, students will have to design a website for a news outlet where they will upload several journalistic articles that they will produce in class and a video they will create cooperatively in their own time. In addition, students will be exposed to a number of activities that will require them to make a purposeful use of the four skills in the Target Language (TL). Moreover, given the communicative nature of the learning unit, students will be in charge of the language produced in order to complete the tasks since it will be determined by the communicative needs identified by the learners. This will be combined with the utilisation of authentic materials in order to give students a realistic experience of meaningful use of the TL.

**Keywords:** Motivation, autonomy, ELT, CLT, PBLL, TBLT, ICTs, communicativeness, critical thinking, media literacy, authentic materials.



## **1. Introduction:**

The proposal expounded in this paper has been designed with the intention of being implemented in a classroom for 4<sup>th</sup> year of ESO. Being a project-based learning (hereinafter referred to as PBL) unit, it aims to help students to make a responsible use of the new technologies by educating them in media literacy, and hone their ability to critically think and analyse the information they find in the media.

The Internet is, without a shadow of a doubt, the biggest breakthrough our species has seen in terms of interconnectivity and information sharing. This new step in the democratisation of knowledge prompted an unprecedented era in which almost all the knowledge and discoveries ever made by mankind are readily available to anyone anywhere in the world in a single click. Even though it might sound contradictory, having access to too much information about a particular topic can severely hinder the decision-making ability of an individual due to the fact that our capacity to process said information is dwarfed in comparison to the amount of data we can find on the internet. On top of that, being able to discern reliable information from unreliable is no easy task since the line between fact and fake has never been as blurred as it is nowadays.

The fabrication of stories and the dissemination of information to mislead people or for simple entertainment is no new thing under the sun; however, the rise of the internet and particularly social media in the last decade has brought about the perfect breeding ground for disinformation and misinformation to flourish. As a consequence, we have seen a growing number of people in the last few years who struggle to manage information responsibly and fail at making a well-informed interpretation of it by indulging in confirmation bias or other fallacious tendencies. Therefore, it is important to foster the growth of media literacy among the youth in order to tackle the issue at the interpersonal level. With this in mind, the belief that education has the “need to develop the individual’s freedom by developing those abilities which will enable him to act more responsibly in running the affairs of the society in which he lives” (Holec, 1981, p.3) becomes even more significant if we take into account that today’s students will grow to be the adults who will have to face said challenges in the near future.

For us to combat the spread of disinformation and misinformation, we must educate the younger generation and equip them with the necessary tools, knowledge and mechanisms in order for them to be able to research current affairs and topics from a well-

informed perspective. Accordingly, students must be helped to develop a critical attitude so they can draw their own conclusions when exposed to the issues of our modern society inside and outside of the classroom. Autonomy to do their own research must be promoted so they can understand the facts and build an independent and educated opinion. As a result of this, youngsters will be less vulnerable to the myriad of misinformation that is being spread nowadays by sensationalist media and certain factions of the economic and political strata.

Bearing all this in mind, this dissertation presents a PBL learning unit thematically based on media literacy for students of a class in their 4<sup>th</sup> year of ESO that includes a number of communicative activities where students will learn certain linguistic features and mechanisms in a contextualised and meaningful manner. This plan encourages students to carry out individual and cooperative research in order to deliver a final project that consists in the creation of a website for a news outlet. This website will comprise a newsbreak informational video and a series of articles for which the students will be able to choose the topic and will have to do the relevant autonomous research. At the end of the unit, the students will present their final projects by means of a press conference in which they will explain the *raison d'être* of their organisation and answer questions about their articles and newsbreak. Communicative Language Teaching (hereinafter referred to as CLT) and PBL are clearly the main methodologies on which this proposal draws together with the development of the key competences established in the legal provisions for Spain (*Real Decreto 1105/2014, de 26 de diciembre*) and the Autonomous Region of Aragon (*Orden ECD/489/2016, de 26 de mayo*).

Regarding the contents of this dissertation, its purpose and objectives are further discussed in **section 2**. Additional elaboration is provided in **section 3** about the justification and the legal framework that supports this teaching plan together with the theoretical framework and the methodology used in the elaboration of the learning unit. **Section 4** is devoted to the critical analysis of the learning plan and **section 5** presents the conclusions withdrawn from the elaboration of this dissertation. Lastly, **section 7** comprises all the appendices necessary for the implementation of the unit, namely learning objectives, contents of the unit, evaluation criteria, lesson plans, materials, and rubrics.



## **2. Aim and Objectives:**

This dissertation strives to promote motivation and learning autonomy among students in their 4<sup>th</sup> year of ESO, so they become active agents of their learning process and develop critical thinking towards the information they consume from the media. According to the words of Jean Piaget compiled by Duckworth (1964) one of the main goals of education should be:

to form minds which can be critical, can verify, and not accept everything they are offered. The great danger today is of slogans, collective opinions, ready-made trends of thought. We have to be able to resist individually, to criticize, to distinguish between what is proven and what is not. (p. 4)

Teaching media literacy provides a great opportunity to help students become well-informed and critical thinkers capable of independent thought that do not let themselves to be swayed by biased information or pressures.

For the aforementioned purpose, this teaching proposal is designed to provide students with real-world materials that they can relate to and interact with. Students will also learn to appreciate the English language as a means of access to information and as a useful tool for communication through the realisation of individual and cooperative activities. Promoting their involvement and making them active agents in the learning process is a fundamental aspect of the teaching plan. This is the origin of significant learning that eventually will lead to the fundamental critical thinking the students will need in the future. Finally, regarding the acquisition of the key competences as indicated by the legal provisions and further discussed in **section 4.2**, the unit contributes to the development of all seven of them. However, there is a special focus on four of them, namely *Competence in Linguistic Communication*, *Learning to Learn competence*, *Digital Competence* and *Social and Civic Competences*.

### **3. Justification, Theoretical and Curricular Framework, and Methodology:**

#### **3.1 Justification**

The rationale behind the design of this teaching unit has its origin in my teaching placement at the privately-owned but state funded school La Anunciata in Zaragoza. During my placement I had the chance to see how the teaching of the English language has transformed since I attended secondary school as a student. I must admit that some things have changed, for example the use of the target language in the classroom has become common practice and it seems to be more normalised than it used to be. However, soon I realised that the instruction was still preponderantly grammar based. It is true that the materials did not have the same appearance as they used to, they are more student-friendly now. The reason for this is that teachers made an effort to do away with the textbooks and create their own materials in order to make them more relatable to students. Alas, that is all that has really changed. While the Power Point (hereinafter PPT) presentations looked innovative and appealing to the students, the tasks and activities still heavily relied on the repetition of grammatical structures and “fill in the gap” type of exercises with no context provided other than the sentence itself.

In regard to the use the English language language, even though the teacher almost always addressed the students using the TL, they never had the chance to actually use it in a meaningful, contextualised and free from restrictions manner other than answering the teacher’s, often closed-ended, questions. This was because the classes followed a lecture-like class pattern where students are mere passive elements who receive information but have little or no chance to actually apply the input received to real or meaningful instances of communicative situations. Regarding the interaction between students, it is true that almost always took place in the TL, but it did not go further than a few words just to contrast their answers to the written exercises that they had to complete. In addition to this, the students’ production was limited to a series of traditional grammar based written exercises which students had to do individually, and that had little or no application to any other context outside the classroom. All this clearly contravenes the guidelines for methodological strategies provided in *Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los*

*criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato:*

Para potenciar la motivación por el aprendizaje de competencias se requieren, además, metodologías activas y contextualizadas. Aquellas que faciliten la participación e implicación del alumnado y la adquisición y uso de conocimientos en situaciones reales, serán las que generen aprendizajes más transferibles y duraderos (p. 7003)

Furthermore, even though the school and the students were equipped with technological resources like projectors and Chromebooks, they were not making the most out of them. Instead of creating interactive content for the students, the teacher would just project the PPTs for the lesson and explain the grammatical feature of the day. In the case of students, they were asked by the school to buy a Chromebook at the beginning of the year and for many families, this represented a huge burden if we take into account that the school is located in a low-income neighbourhood. It is for this that it was painful to see that the students only used their Chromebooks to fill in PDFs with missing words.

After seeing all this, I wanted to deliver some interactive content making use of the information and communication technologies (hereinafter referred to as ICT) in order for students to make the most out of their Chromebooks. When I presented the students with the unit plan I designed for my teaching placement (the unit can be found online clicking on the following link: <https://prezi.com/p/-4wavkrifgbu/unit-8-the-natural-world/#present>) and as I reflected in my *Portafolio de Prácticum 2: Diseño Curricular y Actividades de Aprendizaje en Lenguas Extranjeras, Inglés* (see Appendix 1), they reacted very positively given the fact that it represented something new for them. The unit consisted in an interactive map with 6 stages that students could navigate and discover. The proposal drew on some aspects of gamification in order to prompt students' motivation and cooperative learning. They had to complete a series of tasks to unlock new stages, they also had to do it as a group, and nobody could be left behind; this proved to be exceptionally motivating as many students even asked to stay in class during recess so they could complete the activities of the unit and unlock new stages. The unit also proved to promote cooperative learning given the fact that fast finishers would pair with other students on their own initiative in order to help them finish the activities. Nonetheless, the unit I designed for my teaching placement still heavily relied on traditional materials such as “fill in the gap” type of exercises. This clearly contradicted the original idea I had for the unit; however, students still showed greater interest in the

exercises I provided than in the ones they did with their teacher. Even though the materials were similar, the students felt more motivated by the novelty of the way in which they were presented. These results were documented in the report that H. Brown and I elaborated *Students' autonomy of learning: a comparison of two methodologies* (see Appendix 1).

The conclusion I drew from that experience is that those students were not motivated enough because they did not see any purpose in what they were being taught. They just needed to believe that what they were learning had an actual application. All things considered, research literature in the field seems to point at CLT, PBL, and cooperative learning as the key to revert this situation in the secondary education classrooms as recommended by the guidelines for methodological strategies provided in *Orden ECD/65/2015*:

Las metodologías activas han de apoyarse en estructuras de aprendizaje cooperativo, de forma que, a través de la resolución conjunta de las tareas, los miembros del grupo conozcan las estrategias utilizadas por sus compañeros y puedan aplicarlas a situaciones similares. Para un proceso de enseñanza-aprendizaje competencial las estrategias interactivas son las más adecuadas, al permitir compartir y construir el conocimiento y dinamizar la sesión de clase mediante el intercambio verbal y colectivo de ideas. (p. 7003)

Bearing this in mind, if we want students to take responsibility of their own learning and work autonomously as is also stated in the curriculum, we need to make them see the usefulness of what they are being taught beyond the extrinsic motivation of passing an exam; we must give them a purpose to learn.

### **3.2 Project-based Language Learning (PBL)**

Project-based learning (hereinafter referred to as PBL) has been around since the mid-1800s and it has had its fair share of recognition throughout the last 150 years; however, it was not until the 1980s and 1990s that it started to gain the relevance it has nowadays in education. There were two main reasons as to why this pedagogy came to prominence: in the last two decades of the 20<sup>th</sup> century, researchers realised that there was a pervasive perception among the students that school and everything they were being taught was boring, and that even the students who performed better in high school showed a rather superficial understanding of the concepts they learnt in secondary education by the time they reached tertiary education. The connection between the two issues was clear as

students who are not engaged in what they are being taught are very unlikely to learn it (Krajcik & Blumenfeld, 2006). Therefore, it became obvious to researchers and educators alike that there was a need to rethink the way students were being taught and the course of action was to find a way to get them involved in the learning process. In order to do this, researchers put a spotlight on PBL given its student-centred nature and the opportunities it offers to appeal to students' needs and interests.

PBL was soon adopted by second language educators due to the potential it has to provide students with opportunities to receive information in natural contexts and reformulate it by using their previous knowledge and skills in order to deliver an original product of their own (Beckett 2006). This is because:

A project is an extended task, which usually integrates language skills work through a number of activities. These activities combine in working towards an agreed goal and may include planning, the gathering of information through reading, listening, interviewing, etc., discussion of the information, problem solving, oral or written reporting, and display. (Hedge, 1993, p.276)

This is to say that when applied to the field of second language teaching (hereinafter referred to as SLT), this approach fosters the use of the four skills, promotes cooperative learning, and encourages students to hone their analytic and critical thinking in order to complete a common project.

Since PBL is a student-centred approach, teachers must create said environment by taking the role of facilitators and guide students in order for them to complete their projects. By the same token, students must assume that they are no longer passive characters, and that they need to take responsibility in order to complete their projects inside and outside the classroom. Regarding the contribution this approach makes to the acquiring of the TL for the learners, it is safe to say that they are given the opportunity to use the four skills in a purposeful way. Listening and reading are promoted by the fact that students need to explore the topic at hand and search for information in written and oral texts from different sources on their own. As far as production skills are concerned, writing and speaking are also fostered since students are required to transform their previous knowledge and the information they find on the topic at hand in order to create an original product. In the same way, communicative competence and fluency are further developed due to the fact that students have to engage in a number of communicative situations with their peers where they are expected to make use of different strategies,

such as negotiation of meaning, that will enable them to build up and expand their interlanguage. As a matter of fact, this integration of the four skills is very much in tune with the communicative approach or CLT, which will be further discussed in more detail later on.

According to Stoller (2006) PBL needs to meet certain criteria in order to be considered as such; the whole process starts with a problem that needs to be solved over several sessions, this is known as a driving question that is raised by the teacher to get the ball rolling so students can start investigating. From that point onwards, the involvement of the students becomes paramount for the correct implementation of PBL. One of the main features of PBL for teachers is that it provides a useful way of dividing the teaching units in comprehensible steps. This proposal is sequenced following the seven steps recommended by Gil (2019) in the subject *Diseño, organización y desarrollo de actividades para el aprendizaje de Inglés* (68564). Regarding the organisation of the classroom and the activities, students have to work in teams and individually, and show involvement since they are given power to make decisions about the tasks and the project. This means that they can choose how they are going to approach the activities and the final product they are going to deliver at the end of the unit. PBL is also characterised by the integration of language skills, as aforementioned, but these cannot be taught in isolation, there must be also content learning on the side of the students; therefore, the teaching of language is assimilated within a topical context. Finally, PBL must enable students to reflect critically and consciously about the learning process, their production and their own performance.

In terms of adaptability, PBL provides a perfect scenario in order for teachers to bring to the fore cross-curricular content and for students to work cooperatively and make connections with other subjects in order to create deep shared understanding.

The development of understanding is a continuous process that requires students to construct and reconstruct what they know from new experiences and ideas, and prior knowledge and experiences ... learners actively build knowledge as they explore the surrounding world, observe and interact with phenomena, take in new ideas, make connections between new and old ideas, and discuss and interact with others. (Krajcik & Blumenfeld, 2006, pp. 318-319)

In essence, in PBL students are expected to recall their previous knowledge from other subjects and their personal experience and put it to use in combination with their critical

thinking capabilities. By doing so, not only do learners consolidate said knowledge but also learn to value its usefulness as they see its pragmatic applications. On top of that, by means of cooperation and collaborative learning, students combine their efforts in order to complete the project. This collaboration prompts them to develop a deep conceptual understanding by sharing and debating ideas which in turn contribute to one another's learning process.

### **3.3 Communicative Language Teaching (CLT)**

The CLT approach has been common practice in English Language Teaching (hereinafter referred to as ELT) since the late 1970s due to its effectivity to make students communicate real meaning in the TL. We need to bear in mind that there are many versions of CLT since the term *communicative approach* is, as Finney (2002, p. 69) puts it, “an umbrella term”; however, there is something all of those versions have in common, that is the focus on fluency over accuracy. Nonetheless, this does not mean that accuracy should not be targeted in class, it means that the ultimate goal of CLT is to achieve communicative competence because grammatical competence does not guarantee an efficient use of the language by itself, as contended by Richards: “While grammatical competence is an important dimension of language learning ... one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication” (2006, p.3).

In spite of CLT being a broad ELT pedagogy that can encompass a number of different approaches, Brown (2007) offers a comprehensible list of seven main characteristics that define CLT. In essence, he argues that there should be a focus on all aspects of communication and use of language, this is to say that even though fluency and meaningful use of language are usually the focal point, organisational patterns and accuracy must be appropriately addressed when necessary. As far as roles in the classroom are concerned, being a student-centred approach, CLT requires that learners become active agents of the learning process instead of delegating that responsibility to the teacher. Consequently, teachers become facilitators and advisors rather than authority figures in possession of all the answers. This also implies that students must show involvement and certain degree of autonomy to make sure that the learning process also takes place outside the school. Regarding the materials used in the classroom, a CLT class must prepare students to communicate independently and off the cuff in a number of real-

life scenarios; therefore, materials must be authentic whenever possible. The activities designed for CLT should put a strong emphasis on providing as many opportunities for cooperative interaction as possible using a variety of different configurations. The reason for this is that these interactions are meant to bring about certain benefits for the learners that require the exchange of information with others, according to Richards (2006) students can learn how to use the language and how to communicate ideas from the way other students express themselves. They also have the opportunity to produce more language than they would in teacher-fronted exercises because in CLT errors are tolerated and seen as a natural occurrence in the process of developing communicative competence and fluency.

As I mentioned earlier, PBL and CLT go hand in hand due to the fact that both have a strong focus on a meaningful use of the TL and on the integration of all language skills in a contextualised manner. Moreover, CLT also allows for the use of cross-curricular topics and themes, hence enabling students to express themselves in a natural manner so they can bring to the table their own ideas and interpretation of the world, hence making the learning process more relatable for the students.

### **3.4 Task-based Language Teaching (TBLT)**

Some experts consider Task-based language teaching (hereinafter referred to as TBLT) as a separate approach on its own that is independent of CLT. Conversely, other academics like Ellis view it as an extension that develops from the communicative approach (Brown 2007). The main purpose of TBLT is not grammatical accuracy nor repetition of language structures, in fact it is quite the opposite, it focuses on communicativeness specifically through problem solving. Being a CLT approach itself, its aim is to provide students with interaction opportunities in order for language acquisition to take place; the singularity that TBLT brings to the table is that there is always a gap that must be fulfilled by any means within the students' reach. According to Prabhu (1987) there are three types of gaps in TBLT:

- *information gap*: this is when a student is in possession of certain information that the rest of the students do not have; therefore, in order to complete the task the learners must exchange said information and do something with it.
- *opinion gap*: in order to complete the task, students share their point of view, personal preferences, how they feel, or the perception they have about something.



- *reasoning gap*: in order to close this gap, students have to use their critical thinking and infer new information from the implications of the explicit information they are provided with.

Regardless of the gap the students need to close, they have to produce language in order to complete the task. The language they use sprouts from the context and the communicative necessity the students perceive at that precise moment. This means that the language used cannot be predetermined since the students have to engage in a series of communicative interactions in which they will have to use negotiation of meaning, ask for clarification and make use of other linguistic strategies and their metalinguistic skills in order to close the gap. This process in which learners are given the freedom to choose what to say and how to say it in order to achieve a goal faithfully replicates genuine real-world communication.

It is undeniable that TBLT relies on purposeful communicative exchanges, but that does not mean that grammar acquisition is not compatible with this approach. In fact, “advocates of TBI argue that grammar and other dimensions of communicative competence can be developed as a by-product of engaging learners in interactive tasks” (Richards, 2006, p. 30). However, despite all the literature that has been written about the perks of using TBLT in ELT, the concept of *task* has proven to be exceptionally elusive. Many definitions of *task* have sprung over the years that ascribed it a number of characteristics in order to pinpoint what it is exactly. Regardless, for the purpose of this dissertation, we will consider the criterial features of a task put together by Rod Ellis given the fact that they are the most commonly accepted among the proponents of TBLT.

The following criterial features of a task can be identified:

1. A task is a workplan ... for learner activity.
2. A task involves a primary focus on meaning ... To this end, a task will incorporate some kind of ‘gap’ ... The gap motivates learners to use language in order to close it.
3. A task involves real-world processes of language use.
4. A task can involve any of the four language skills.
5. A task engages cognitive processes.
6. A task has a clearly defined communicative outcome ... non-linguistic outcome, which serves as the goal of the activity for the learners. (Ellis, 2003, pp. 9.10)

All things considered, TBLT is the perfect travel companion for PBL since it offers many possibilities for teachers to develop an engaging curriculum that situates learners in authentic real-world contexts that promote genuine purposeful communication. Besides, as we will further see in **section 4.4**, Ellis also stated that TBLT itself is a workplan that provides a useful means for sequencing lessons in smaller, comprehensible and more attainable parts as recommended by the Council of Europe (2006).

### **3.5 Motivation and Autonomy**

At the end of the 1970s, Krashen developed his Monitor Model and introduced the idea of the *Affective Filter*. This determines how receptive a student is to the input they receive in the TL. According to him, those students that have a strong affective filter show a higher degree of resistance towards any input to which they might be exposed; conversely, those students with a lower filter will be more open to receiving input in the TL and more likely to explore without being prompted (Mitchell et al., 2013). Even though Krashen's proposal was vague and difficult to prove, it brought to the fore the importance of the learner's emotions in ELT. For example, among the components of L2 motivation, there are two rather emotionally charged features, namely *self-efficacy*, which is the perception a student has of their own abilities, and *self-confidence*, which is the belief a student has in their own capability to accomplish things (Dörnyei, 1994). These two elements have a strong effect on the relationship a student will have with the acquisition of the TL because their level of development will dictate how motivated the learner will feel throughout the different stages of the learning process.

As a matter of fact, motivation is a good indicator of how invested a student is in a subject. The more invested the student is, the more interest they will have and the more likely they will be to expose themselves to said subject on their own initiative. That is why it is difficult to separate motivation from autonomy since the latter is reliant on the former and vice versa. In fact, some researchers assert that both features influence and build on each other since “autonomous learners draw on their intrinsic motivation when they accept responsibility for their own learning and commit themselves to develop the skills of reflective self-management in learning; and success in learning strengthens their intrinsic motivation.” (Little, 2007, p. 2). Although it can be stated that autonomy finds

its origin in the intrinsic motivation of the learner, “in the context of language learning, it cannot be exclusively developed in isolation. Learning a language is a social activity in which interaction, communication and interdependence are essential for the learning process” (Vázquez, 2016, p. 94).

Therefore, not only should we nurture the students’ intrinsic motivation for obvious reasons, but also their extrinsic motivation since language learning autonomy is achieved through cooperative and social interactions. Also, extrinsic motivation can help to make students lower their affective filter and develop a personal interest in the subject. In order to promote a motivational and autonomy-supportive environment for the students, this learning unit will draw on the motivational strategies recommended by Dörnyei (1994) that take place at three different levels, namely *language level, learner level and learning situation level*.

### **3.6 Methodology**

As it has already been discussed above, this teaching proposal finds its origin in the conclusions this author drew during his school placement period. The main issue identified was the students’ lack of motivation and involvement caused by the perception of uselessness they had about the content of the course and the passive role they had adopted. Additionally, the teacher-centred class pattern, and the grammar-based materials offered little or no opportunity for meaningful interaction between students in the TL.

In order to counter this situation, this proposal takes as its main theme news and media literacy given its versatility regarding the introduction of cross-curricular topics that can be made relatable to the students. Moreover, CLT and PBL have been chosen as the main methodologies for their focus on purposeful communication, cooperative interaction, and its student-centred nature. Both decisions are justified by their potential to develop key competences and by the fact that they are endorsed by the general methodological principles provided in *Orden ECD/489/2016, de 26 de mayo*. After that, I used backward design so I first established the learning goals of the unit and the skills students will acquire. Regarding the assessment, there are two main elements, namely the final project of the unit and a portfolio in order for the teacher to make a continuous assessment of each student. It is worth mentioning that the portfolio also includes self-assessment questionnaires and thinking routines so student can reflect on the learning process.

Although the implementation of the teaching unit this author designed for his placement period succeeded at fostering the motivation among the students, the materials used in that teaching plan followed a traditional approach by recommendation of my mentor (these observations can be contrasted in *Portafolio de Prácticum 2*, and H. Brown & H. Callén's report *Students' autonomy of learning: a comparison of two methodologies*, see Appendix 1). Therefore, the design of the materials used in this learning unit strive to deliver authentic real-world materials that promoted the four skills in a constructivist manner, so students are in charge of actively building and sharing knowledge themselves. Having a special focus on communicativeness, these materials foster the development of critical thinking by means of purposeful communicative interactions where students will have to use their linguistic and metalinguistic skills.

#### **4. Critical Comment of the Teaching Proposal:**

##### **4.1 Contextualisation**

This unit plan has been designed to be implemented in a 4<sup>th</sup> year of ESO classroom of the privately-owned but state funded school La Anunciata. This school is located in San Pablo district, a low-income neighbourhood in Zaragoza. It was in this school where the author of this text spent his placement. During that period, I had the chance to experience first-hand the reality of a secondary education school and the day-to-day routine of teachers and students. It was surprising to see that despite the fact that most students came from low-income families, the school had made the effort to equip every classroom with a projector and a computer. Furthermore, all students were also requested to buy a Chromebook once they reached their 3<sup>rd</sup> year of ESO. This clearly points to the school's commitment to the integration of the new technologies in education.

In an effort to make use of these pieces of technology, the English teachers in the school came to the agreement of starting their lessons every day by playing a video from Youtube or social media in the TL in order to prompt a short discussion where students were meant to share their thoughts on the topic. At first, this seemed to be a good practice, the teachers and students were making use of the ICTs and it was an inviting way to encourage students to use the TL by exposing them to the English language and providing them with the opportunity to use language meaningfully to express their opinion. However, after attending the classes of the three English teachers, it was shocking to see

that only my mentor was able to spark conversations in her classroom when using this technique. The reason for this was that the other two teachers chose the videos themselves and used to prepare a set of questions to ask the students about their content. Instead, my mentor let students take turns to choose the videos they were going to watch the next day. The content of the videos the students chose could not be thematically further apart from the ones the teachers chose. This made me realise that those students needed something relatable in order to become involved in the lessons.

In the sessions I attended as to get acquainted with the group I was going to teach, I soon realised that, in general, the students did not seem to be invested in the learning process. Many of these students did not plan to continue their studies further than the first stage of secondary education and in many cases, they struggled with their marks. There was also a student who had been diagnosed with attention deficit hyperactivity disorder. This particular student proved to be slightly more challenging than the others when it came to engaging in the classwork we were doing; despite this, when dealing with a topic or an exercise he felt enthusiastic about, he showed great involvement and demonstrated skills above expectations. In regard to the students' command of English, it could be said that the level of the group was between A2 and B1. Despite the fact that the learners had a very low perceived self-efficacy because of their low marks and their poor performance when dealing with the topics proposed by the syllabus, their oral production was remarkably better than expected when they had the chance to talk about their own interests. Surprisingly, they were able to get across complex and abstract concepts that would seem to be out of their reach based on their performance in prior observations of in-class activities.

After seeing the little advantage the educators took of the technology they had at their disposal and that the students' performance was spontaneously enhanced by the topics and sort of exercises they were presented with, I came to the realisation that the paradigm shift we experienced in terms of access to information and data gave rise to a number of transformations that have reshaped the way we interact with the world. This is especially true for the young since they are the biggest consumers of online content and have new ways of sharing and creating knowledge. Therefore, if we want to make the learning process truly significant for our students, as educators, we need to make an effort to compromise on the procedures and how we present the materials and contents we want to teach so they resemble the way the young access and manage information nowadays.

In this sense, *Breaking Down News* is a proposal with a clear focus on media and news literacy in order to equip students with the skillset they will need in order to deal with new challenges in information management such as misinformation, disinformation, or information overload among others. The foundations of this teaching unit are authentic real-world materials relatable to the students so they can establish links between what they are learning in class and their own reality. In order to appeal to the students' personal interests and bearing in mind the way they handle the information they receive, the unit comprises a number of interactive digital activities where they will have to use communication in a purposeful way but on their own terms. Finally, the PBL approach bolsters the cooperation and collaboration between students so they can use their own ideas to build a shared understanding. It also provides a great opportunity for students to experience real-life scenarios where they will have to face challenges similar to those professionals find in their different disciplines in real life. In essence, all these elements are meant to get students involved in the learning process by building up their motivation and learning autonomy.

## 4.2 Contribution to Key Competences

The European Union decided to integrate the key competences for lifelong learning in the education curricula of their member countries as stated in *Recomendación 2006/962/CE, del Parlamento Europeo y del Consejo de 18 de diciembre de 2006 sobre las competencias clave para el aprendizaje permanente*. The adoption of the key competences in the Spanish curriculum was made effective when *Ley Orgánica 2/2006, de 3 de mayo, de Educación* (LOE for short) was issued. This decision was ratified later on by *Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa* (LOMCE for short). This unit takes into account *Orden ECD/65/2015, de 21 de enero* and *Orden ECD/498/2016, de 26 de mayo* that specifically recommend PBL as one the most effective methodological strategies to develop the key competences and the integration of cross-curricular values.

As previously mentioned in **section 2** of this dissertation, even though this teaching proposal puts special emphasis on four of the key competences, it endeavours to develop all seven of them as follows:

- *Competence in Linguistic Communication:* Regardless of the grammatical and linguistic elements that are targeted in this proposal, the unit prompts the use of the TL without restrictions and proposes a number of activities in which the students have to make use of the four skills in an intertwined manner. Regarding comprehension skills, students are required to identify, understand, interpret, analyse, and infer information in genuine interactions and communicative exchanges with other students, and in authentic and adapted written and oral texts such as newsbreaks, podcasts, journalistic articles, and educational videogames. Furthermore, the unit has a special focus on production skills and provides many opportunities for students to make use of the TL in a meaningful way. The most notable production activities of the unit are the writing of a journalistic article for a news outlet, a game of *Among Us*, and a debate. In all these activities, students must combine their comprehension and production skills in order to complete them since they will have to process the input they receive in order to produce appropriate and relevant output that contributes to the completion of the task. Some activities, like the writing of an article or the debate, are intended to show the students the value of the English language as a source of information since they are required to do some autonomous research and use their findings to create a product. All in all, the unit does not only pay attention to the grammatical part of the ELT, but it also requires that students make use of their sociolinguistic and metalinguistic skills as the activities will place them in several different scenarios where learners will have to identify the purpose of communication and act accordingly.
- *Learning to Learn Competence:* As it has already been stated in this dissertation, this teaching unit is intended to promote motivation and learning autonomy among students so they can become the centre pieces of their learning process rather than just passive elements. The constructivist inspiration for this learning plan is to facilitate that students use their own ideas in order to construct significant understanding and learning. The idea behind many of the exercises is that students come to identify with the learning process and develop an inherent responsibility to work on the activities on their own initiative. This is especially the case in the elaboration of the final project of the unit, where students have to do autonomous research about topics of their choosing in order to write a

journalistic article. The debate activity also has the aim of fostering processes and techniques that will enable students to conduct autonomous research and manage information efficiently. It is through promotion of the students' interest in the subject and involvement in the exercises that they will discover and develop their own way of learning.

- *Digital Competence:* The main theme of the teaching proposal is media literacy, and it pays special attention to online and social media. In addition, all the contents of the unit will be made available for students on Google Classroom and the use of Chromebooks, laptops, smartphones, and other devices is a pivotal element of the unit. The reason for this is that the unit comprises a number of activities that require the use of the ICTs in order to be completed by the students. For instance, the interactive online videogames *BBC's IReporter*, *Among Us*, and *Factitious* can only be accessed through an electronic device with connection to the Internet. Students are also required to read articles from online news outlets and social media posts. As a final project learners must create a news website where to upload several articles and a short newsbreak video that they will also have to create and edit using appropriate software for such purpose. Lastly, all the exercises, charts, thinking routines, questionnaires, etc. will have to be uploaded by each student to their individual portfolios. All these activities have the purpose of helping students to get used to using the ICTs when working or studying and show them the usefulness of the digital tools they have at their disposal.
- *Social and Civic Competences:* Among other things, this unit promotes media and news literacy, critical thinking, and a responsible use of the ICTs and social media. Responsible citizens are those that are able to participate in and actively contribute to the civic and social life of a country in a respectful manner. In order to do that, a citizen needs to be well-informed about how their country is run and about relevant political, economic, and social concepts and events that take place around the world. Given the fact that nowadays almost all the information that is consumed is found and shared online, media literacy has gained a great deal of importance. Living in the Information Age students need to learn how to handle all the information they are going to be exposed to; this teaching plan strives to teach them how to discriminate and manage that information by developing a critical attitude towards online and media content.



- *Cultural Awareness and Expression Competence*: The fact that this proposal gives students the opportunity to research topics of their own choice has the intention of making them see the value of the English language as a means of access to information. Not only that, it also intends to make learners reflect on the fact that the English language also serves as a vehicle for communication between people and cultures around the globe, especially on social media and the creation and sharing of online content in general. Respectful interaction of ideas and different standpoints is bolstered in this learning unit, students are welcome to explore topics in order to build an opinion and express their own views in a number of ways such as the creation of a *meme*, the writing of an article, or their participation in a debate. These activities are also devised in order for students to appreciate and respect other points of view by addressing the importance of cultural and intellectual diversity to guarantee the free exchange of ideas that help us advance as a society.
- *Mathematical Competence and Competence in Science, Technology, and Engineering*: Even though this competence is not addressed directly, the exercises and activities in the didactic unit provide opportunities for students to use and interpret statistics, models, graphs, and charts in order to solve problems, fill informational gaps, or to illustrate their articles. The unit will expose students to a vast number of texts and many of them talk about scientific discoveries and environmental issues which require certain basic knowledge in science to understand. In fact, since many of the tasks require students to conduct autonomous research and then expound their findings, they will have to make use of their logical thinking to interpret the data and draw evidence-based conclusions.
- *Sense of Initiative and Entrepreneurship Competence*: All the different steps in the learning unit build towards fostering the students' self-efficacy, self-confidence, motivation and autonomy. These elements are essential for students to develop a positive self-concept that will enable them to face challenges inside and outside the classroom and become a confident individual in their professional careers. In order to complete the tasks presented to them in this unit, learners will have to utilise a series of skills that are highly regarded in the professional world. The most important one is learning autonomy or autonomy of work, developing this skill showcases that the student takes the responsibility of their own learning

process upon themselves, it also implies the ability to make decisions and accept their outcomes. This is mostly achieved by the final project and the debate tasks, in which students will conduct autonomous research and will have to decide how they are going to deal with the task, what they are going to do with the information they gather, how they will transform it, and how they can make it valuable for their project. Secondly, most of the activities require students to work in groups or in pairs in a collaborative or a cooperative manner. Being able to work in teams and manage groups of people in order to deliver a product is also a highly regarded skill in the job market. Finally, they will also be required to speak in public to give their own point of view about something, to debate, or to present the website they will create as their final project, where they will have to be able to explain the rationale they followed to make the decisions that led to the completion of the project as they would have to do when presenting a product to a client or their own company team.

### **4.3 Objectives and Specific Contents of the Teaching Proposal**

As it has already been discussed, the main objective of this unit is to motivate students so they can become autonomous learners. Nonetheless, this is a broad objective that needs to be broken down in smaller parts as to provide a comprehensible plan so students can set more concrete and attainable goals. In order to set the specific learning objectives of the unit (see Appendix 2), this proposal has taken into account the objectives provided by the methodological guidelines and the specific evaluation criteria compiled in the legal provisions of the Aragonese Curriculum (*Orden EDC/489/2016, de 26 de mayo*).

The rationale behind the selection of the learning outcomes of this teaching unit finds its inspiration in Yalden's (1987, cited in Finney, 2002) proportional syllabus. Yalden proposes the combination of three principles in order to design a language syllabus. These principles are "a view of how language is *learned*, ... how language is *acquired*, ... and a view of how language is *used*." (p. 76) These views result in the development of syllabus that have a focus on grammatical structures, linguistic processes, and linguistic functions, respectively. What Yalden proposes is "a proportional syllabus, with a semantic-grammatical organisational base, a linguistic component based on language functions and themes based on learner's interests." (Finney, 2002, p. 76) This model allows the designer to establish and focus on objectives that integrate all the

dimensions of the language at the same time and facilitates the later creation of tasks and activities appealing to the learners.

Since the planning of the unit used a backward design, these objectives were set before choosing a specific methodology or assessment method. Consequently, they also provide the foundations for the specific contents of the learning unit, and therefore, the purpose of the specific contents is to reach those objectives. The specific contents are also in line with the legal provisions and the recommended contents for 4<sup>th</sup> year of ESO stated in the curriculum, which are arranged in four blocks and pay attention to comprehension and production skills of oral and written texts. These contents establish the grammatical structures that the unit must include, but they also observe other elements of the language like the sociocultural aspect, the communicative function sought, and the pronunciation of phonemes among others.

In addition, the lessons will require students to complete a number of tasks that will become more difficult as the unit progresses. This is due to the fact that the learning plan draws on Bloom's taxonomy (1956) as its framework to establish an order of complexity regarding the cognitive skills involved in the completion of the tasks and activities. Therefore, as the students advance through the unit, they will have to use their cognitive behaviours and will see how every lesson will demand more complex thinking skills from them. This increase in the difficulty of the student's thinking processes will be progressive, it will start in the lowest level of Bloom's hierarchy where students are meant to remember, find, or identify information in oral and written texts and will eventually build up towards the highest level where students are meant to create a product.

#### **4.4 Sequencing of Activities and Methodology**

As it has already been discussed in the theoretical framework in **section 3.4**, TBLT is a workplan for learner activity. This workplan divides each lesson in three smaller parts as proposed by Ellis (2003) and recommended by the Council of Europe (2006). Hence, in order to provide students with a more comprehensible and attainable workplan, each lesson in this unit follows these sequencing. In addition, as it has already been mentioned as well in the theoretical framework in **section 3.2**, for the configuration of the unit in different lessons, this teaching proposal relies on the PBL seven-step sequence provided

by Gil (2019) for the subject *Diseño, organización y desarrollo de actividades para el aprendizaje de Inglés* (68564).

Most lessons in this unit plan are divided in three parts, namely *pre-task*, *task*, and *post-task*. The *pre-task* serves as an introduction to the *task*. Here, students activate their previous knowledge and are given the instructions or guidelines, usually by presenting a model of what they are going to have to do in the following stage. In the *task* stage, students have to interact in groups or pairs in order to close a gap. Lastly, the *post-task* serves as a “cool-down” phase where students can take some time to reflect on the task by creating something with what they have learnt. However, even though the lessons take this method as a basis for sequencing, in some cases they do not follow these specifications to the letter but take them as guidelines that can be interpreted when in need of a more flexible structure.

As far as the sequencing of the didactic unit is concerned, for the purpose of this learning plan that only consists of six lessons, two of the PBL steps have been combined in the same lesson. The lesson plans can be found in Appendix 5 where a detailed description of all the activities is also included.

The first session, *Activation*, is intended to activate students’ previous knowledge about the topic. It serves as an introduction to the theme of the unit, and also provides the students with all they need to know about what is expected from them, the evaluation criteria (see Appendices 6.32, 6.33 & 6.34), and the final project for which they will be provided a creation guide (see Appendix 6.4). They will also have to form the groups for their final project. Finally, students will be asked to play the BBC’s videogame IReporter (see Appendix 6.7) at home and to complete a compass point thinking routine (see Appendix 6.8) as to establish a bridge between the *Activation* session and the *Discovery* session.

For the main task of the second session, *Discovery*, students will have to play the videogame *Among Us* (see Appendix 6.13). Even though the main grammatical feature of the unit is introduced in the *pre-task*, the main *task* requires students to play the cooperative videogame *Among Us*, in which the language used will be decided by the students according to the communicative needs they identify and will not be limited nor predetermined. Ideally, students will play this videogame in groups of six; however, the

game allows to change the number of participants and offers a number of customisable options. Students will also be required to read some articles on how to spot fake news (see Appendix 6.14) as homework in order to establish a bridge between sessions again.

In the third session, *Deepening*, students will have to apply what they have learnt throughout the unit so far to identify fake news and complete the main *task*, which in this case is another interactive videogame named *Factitious* (see Appendix 6.19). In the *post-task* students will be explained the debate *task* (see Appendix 6.22) for the next day. As an activity bridge between sessions, students will read a number of articles (see Appendix 6.23) in order to prepare and plan for the debate.

Session four takes the name of *Planning*, even though the best part of the session will be devoted to the debate, the planning will take place, as aforementioned, before the debate, but also in the *post-task* and after the session as they will complete an organiser and an exit ticket (see Appendices 6.28 & 6.29) in order to reflect on their final project. After the session, students will have to find and gather the resources they will be using in the next lesson for the writing of their article.

Session five, *Creation*, does not follow the TBLT sequencing since all the time of the session is devoted to the writing of a journalistic article.

Session six combines two steps of the PBL sequencing, *Publishing* and *Assessment and Reflection*. Here, students will present their group projects in front of the class and answer questions about them. Every student will complete a peer-assessment about the other students' projects (see Appendix 6.30) and will also fill in an online Google Form questionnaire (see Appendix 6.31) to reflect and provide feedback on their learning throughout all the sessions, the materials and methodology used, and the teacher's performance.

#### **4.5 Materials and Resources Used**

CLT and the students' motivation together with the legal provisions had an important weight in the decisions made in the creation process of the teaching materials. According to *Orden ECD/489/2016, de 26 de mayo* and *Orden ECD/65/2015, de 21 de enero* the teachers must have an active involvement in the design and delivery of all the materials and contents. This legal framework also recommends the integration and implementation

of the ICTs as a means for the students to explore and learn. It has been with these principles in mind that the materials of this unit have been selected and elaborated.

According to the characteristics of CLT outlined by Brown (2007), there must be a focus on the use of authentic materials in order for students to be exposed to real-life situations where they have to use the TL. Regarding this principle, this proposal includes many instances of authentic materials like the DTV Newsbreak (see Appendix 6.5), news headlines (see Appendix 6.9), or the articles students have to read (see Appendix 6.23) among others. Moreover, many of the materials specifically created for this teaching unit are meant to resemble real-life materials like the Whacky World News podcast (see Appendix 6.16), and the final project which is intended to reproduce the activity of professional journalists in the real world. In addition, most of the activities also follow the TBLT tenet that language cannot be restricted and must have a purpose, meaning that they can use any communicative resource students consider fit to complete the task and not just a specific grammatical feature. This is to say that genuine and purposeful communication in the TL is encouraged in the unit in order to solve problems and complete tasks like the videogame *Among Us* (see Appnedix 6.13) or the debate.

Furthermore, Dörnyei (1994) also points out the importance of real-world materials together with the integration of sociocultural components in order to motivate students by adapting materials to their interests and making them relatable to the learners' reality. This is in part achieved by the fact that the unit relies heavily on the use of the ICTs since all the materials are available in digital form and most of the work students have to do involves the use of digital devices like the recording and editing of a video, the creation of a website, or researching a topic on the Internet. In fact, there are several exercises that encompass all the characteristics mentioned in this section like the videogames *BBC's Ireporter* (see Appendix 6.7), *Among Us* (see Appendix 6.13, and *Factitious* (see Appendix 6.19), or the creation of a *meme* (see Appendices 6.20 & 6.21). All these are materials that provide real-life scenarios and require a purposeful use of the TL; they also involve a pertinent use of the ICTs and appeal to the interests students have inside and outside the classroom.

## 4.6 Evaluation Criteria

This learning unit abides by the stipulations regarding the specific evaluation criteria for 4<sup>th</sup> year of ESO indicated in the legal provisions of the Aragonese Curriculum (*Orden ECD/489/2016, de 26 de mayo*). A table is provided in Appendix 4 with a detailed explanation of the specific criteria and learning standards that are used to measure the performance of the students together with their acquisition of key competences. Furthermore, in compliance with the Spanish legal provisions (*Orden ECD/65/2015, de 21 de enero*), this unit provides a continuous evaluation of the students' performance and integrates peer-assessment and self-assessment in order for students to reflect on their learning process and facilitate that they identify their own strengths and opportunities for improvement.

Given the number of opportunities for assessment provided in every lesson, this proposal opts for a continuous evaluation of the students' performance instead of using a final exam or test to measure the students' acquisition of knowledge. Therefore, the teacher will use rubrics (see Appendices 6.32, 6.33, & 6.34) to evaluate the students' performance in the activities conducted inside and outside the classroom. These rubrics integrate the assessment of comprehension and production skills at the same time for oral and written exercises.

Students will be given the chance to assess their own performance and give themselves a grade out of ten points. The mark students give themselves will constitute the 10% of their final mark as long as it does not differ from the teacher's in more than two points. Oral in-class activities will be assessed on the spot by the teacher and will make up 20% of the students' final mark. The main element of the continuous evaluation will be a portfolio that students need to elaborate individually. This will amount to 30% of the students' final mark. The last element of the evaluation is the final project which adds up to 40% of the student's final mark.

This proposal combines some elements of formative and summative evaluation. On the one hand, it allows students to reflect on their learning and provides feedback for teachers to identify students' needs. Thinking routines, the elaboration of a portfolio, and the several communicative activities included in the learning plan give teachers many opportunities to monitor the students' progress as they advance through the unit. This type of assessment allows teachers to make the necessary adjustments in order to

personalise the learning for each student. On the other hand, this personalisation is limited by the fact that the proposal also draws on summative assessment. Ultimately, the students' performance is assessed using standardised rubrics and they must deliver a final project at the end of the unit. The reason for this is that the Spanish educational system still demands that students are graded based on their level of achievement of the curricular competences.

## **5. Conclusions:**

The elaboration of this proposal has the purpose of tackling the shortcomings I observed during my placement period. The most pressing matter addressed in this dissertation is the lack of motivation and autonomous learning among the students in the ELT classroom. As it has already been pointed out, there is a dissociation between the way students see the world and the instruction they are receiving. They no longer see the usefulness of the contents they are being taught because it is difficult for learners to relate to those contents and apply them to their own reality. Furthermore, the teacher-centred lessons and the lack of meaningful communication have relegated the students to a passive role in the learning process.

As a response to this predicament, this proposal aims to provide students with relatable materials and opportunities for purposeful communicative language production. The teaching unit also observes the way the young access and deal with information nowadays through the use of ICTs and reproduces those processes by means of social interactions in person and online. The theme of media literacy offers a great opportunity to introduce a number of different real-world topics so students can establish links between what they are being taught and their lives outside the classroom. It also allows them to research and investigate topics they find appealing and share what they know with other learners. Moreover, this teaching unit demands that students use their critical thinking and cognitive skills in order to solve challenging tasks and develop a personal involvement in the subject. Ultimately, this involvement will lead students to become active agents in the learning process, and will share, transform, and construct knowledge themselves with a specific purpose in mind rather than merely receive it passively.

In order to accomplish that, this proposal implements active methodologies that promote the acquisition of key competences and cross-curricular values that will enable



students to become the best version of themselves in the future. According to the legal provisions, PBL is a methodology that allows students to reach all those goals by making them take responsibility of real projects in which they need to make use of their knowledge and skills in a holistic manner. Furthermore, the implementation of CLT and TBLT in this learning unit also gives students the freedom to use the TL as they consider appropriate with a focus on contextual and meaningful communication without traditional grammatical restrictions. One last relevant element of this proposal that we need to take into consideration is that it promotes the interaction between students by means of cooperative learning and shared responsibility of the projects.

Even though this proposal is based on solid education theories and originates from the ambition of improving the current educational approach, it is not without its flaws. The first obstacle we might encounter when implementing this teaching unit is that students could misinterpret the objective of putting them in charge of their learning process and end up not putting in the effort that is expected from them in the realisation of the tasks and activities. Secondly, not all students develop the same level of responsibility at the same age, therefore, some students could struggle with the amount of workload they need to deliver. Furthermore, it is difficult to measure the real impact this proposal would have in a group of students since it only deals with one unit; therefore, even if we could measure whether it is effective or not, its success could be incidental. In order to have significant results, we would need to design a whole course following the same principles as this learning unit and then contrast the performance of a group of students who followed this program and another group that did not.

All things considered, this proposal has the potential of offering students a more natural and effective alternative for learning a language than traditional grammar-based instruction. It also sends the message that engagement, personal involvement and responsibility are key in the learning process. Ultimately, it inspires students to take the helm of their education instead of delegating their learning to others.

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## **7. Appendices:**

### **7.1 Appendix 1: Assignments Used as Evidence of the Necessity of Improvement**

1. *Portafolio de Prácticum 2: Diseño Curricular y Actividades de Aprendizaje en Lenguas Extranjeras, Inglés:*

<https://drive.google.com/file/d/1walhOXJa0y4pOLQKFwWDBIVtZc9yD3IX/view?usp=sharing>

2. *Students' autonomy of learning: a comparison of two methodologies:*

<https://drive.google.com/file/d/1p1aHbhVmYzdEGWvSixuk3F5nf4Eu3kNU/view?usp=sharing>

## 7.2 Appendix 2: Learning Objectives of the Unit

By the end of this unit, students will be able to:

- Identify and understand general and specific information in interactions with other students, Youtube videos, podcasts, and real-world news articles regarding relevant topical issues that are trending on social media and news outlets.
- Gather factual information from real-world news articles, videos, and podcasts, synthesise said information and reformulate it in order to discuss and check their understanding of said topics with other students.
- Engage in spontaneous and autonomous conversations without linguistic restrictions with other students to solve a number of problems, informational gaps, and conundrums posed by several activities like the games *Among Us* or *Factitious*.
- Plan and develop a debate in teams with other students about the topic of Fake News in social media using their own research to expound and support their views on the topic, and observing the conventions of a debate and respectful social interaction.
- Read and understand a diverse range of written texts such as real-world news articles about topical issues with the intention of consciously fact check them and detect signs that hint at the reliability of the sources.
- Research, plan and produce written texts about trending current affairs and issues of their choosing using different formats like news articles and memes observing factuality and the appropriate writing conventions.
- Utilise reliable literature as a source of relevant information in order for them to build their own critical opinion.
- Design and create in groups a news website where they can publish their own articles and informational videos.
- Design and create in groups a newsbreak that offers a summary of the content of the articles they will publish on their website.
- Give an oral presentation in the form of a press conference where each group will have to explain the purpose and goals of their news outlet, present their newsbreak, and answer questions about the stories in their articles.
- Assess their own performance by means of thinking routines like a compass points routine or an exit ticket that make the students reflect on their own learning.
- Assess their colleague's performance when giving a press conference and the newsbreak and website they create as final project of the unit.

- Appreciate the use of the English language as a vehicle for intercultural exchange of factual information in combination with a responsible use of social media, and the creation of online content to share with other peoples and spread media literacy all over the globe.

### **7.3 Appendix 3: Contents of the Unit**

#### Comprehension and production abilities and strategies:

- Understanding of general and specific information regarding Fake News, media literacy, and topical issues in authentic oral and written texts such as teacher's explanations, group discussions, Youtube informational videos, newsbreaks, podcasts, debates, press conferences, articles, websites, etc.
- Autonomous reading of long written texts of their choosing in order to carry out a research on topical issues of their choosing.
- Interpretation of messages identifying the main ideas and other specific details in oral and written texts such as Youtube videos about media literacy, face to face interactions and articles.
- Differentiation between factual information and points of view, and other elements of the discourse in oral and written texts such as register, tone and genre conventions.
- Utilisation of comprehension strategies like activation of previous knowledge about Fake News and media literacy.
- Understanding and inference of meanings and general ideas without having to understand all the communicative elements at play.
- Production of well-structured oral discourse in group discussions, a debate, and a press conference in order to expound specific points of view, explain topical issues and share their previous knowledge on the topic.
- Spontaneous interaction in group discussions about Fake News, social media, media literacy, and certain associated issues such as fact-checking and censorship observing the relevant conventions.
- Production of a comprehensible oral summary of specialised texts regarding topics related to media literacy in general making use of the appropriate linguistic and extralinguistic features in order to get their message across.

- Reflection on the use of language and use of autocorrection strategies in order to improve their speaking skills regarding specific linguistic features like the pronunciation of the *-ed* inflection.
- Production of creative written texts such as a meme or an article for a news outlet observing the writing conventions for each type of text, the target reader, and the appropriate register.
- Make use of the necessary linguistic tools and the new technologies to produce oral and written texts and correct them in order to deliver a well-rounded final product like an article, a newsbreak, or a press conference.

#### Sociocultural and sociolinguistic aspects:

- Observing social and courtesy conventions in interactions like debates and the different linguistic registers depending on the type of text and the situation.
- Appreciation for the English language as a vehicle of global and intercultural information exchange and promotion.

#### Communicative functions:

- Description of physis and abstract qualities of events and activities related to trending topical issues widely discussed on social media and the news.
- Narration of past and recent events in a news article and a newsbreak.
- Exchange of personal opinions and points of view regarding current affairs in debates and spontaneous conversations.
- Expression of the speaker's attitude towards certain topics like expressing agreement, disagreement, certainty, intention, need, and obligation.
- Establishing and efficiently structuring the discourse to hold communication.

#### Syntactic discursive structures:

- Tense review: Present simple/present continuous; past simple/past continuous; will/be going to; present simple and continuous with future meaning; present perfect simple and past perfect simple.
- Modality: Ability (*can, be able to, could*); possibility (*could, may, might*); prediction (*will*); positive deduction (*must*); negative deduction (*can't*); obligation (*must, have*

to); no obligation/no necessity (*needn't, don't need to, don't have to*); prohibition (*mustn't, can't*); advice (*should*).

- Voice: Passive (present, past and future); passive questions.
- Quantifiers: (*a*) *few, (a) little, a lot of, lots of, plenty of, several, etc.*
- Nominal clauses: *that* clauses (e.g. *I'm sure that he will come*); Yes-No interrogative clauses (e.g. *Do you know if/whether the banks are open?*).
- Nominal clauses: *to*-infinitive clauses (e.g. *He decided to try Skype*); *-ing* clauses (e.g. *Using this phone is easy; I like cooking*). Gerunds after prepositions (e.g. *She's keen on travelling*).
- Adverbial clauses of time (*when, as, while, until, after, before, since, as soon as*); place (*where, wherever*); reason or cause (*because, as, since*) and purpose (*to + infinitive; for + -ing*).
- Connectors: Additive, reinforcing (*also, moreover, in addition*); concessive, contrastive (*however, nevertheless, on the other hand, though*); result (*therefore, as a result, consequently, for this reason*); summative (*in conclusion, to sum up*).

#### Common-use lexis:

- Use of vocabulary related to mass media, social media, media literacy, and topical issues.

#### Accentual, rhythmical and intonational patterns:

- Identification and pronunciation of the *-ed* inflection (/d/ /t/ /ɪd/).
- Identification and pronunciation of contracted forms (*'ll, won't, 'd, wouldn't, shouldn't*).

#### Spelling patterns and conventions:

- Use of appropriate punctuation conventions.



#### 7.4 Appendix 4: Evaluation Criteria of the Unit

KEY COMPETENCE	CURRICULAR EVALUATION CRITERIA		SPECIFIC EVALUATION CRITERIA (The student can...)	TOOLS AND RESOURCES
CCL-CMCT-CD-CAA-CSC-CCEC	Crit.IN.1.1	Est.IN.1.1.1	Identify general and specific information and details in videos and other oral texts about media literacy, Fake News and other topical issues that are trending on social media and news outlets. Use the retrieved information to complete a chart and answer open questions.	Appendix 6.2 Appendix 6.3 Appendix 6.4 Appendix 6.6 Appendix 6.7 Appendix 6.8 Appendix 6.11 Appendix 6.15 Appendix 6.16 Appendix 6.25 Appendix 6.26 Appendix 6.27 Appendix 6.30 Debate Final Project
CCL-CMCT-CD-CA-CSC-CIEE-CCEC	Crit.IN.2.1 Crit.IN.2.2	Est.IN.2.1.1 Est.IN.2.1.2 Est.IN.2.2.1	Production of oral texts in rehearsed presentations and informal exchanges of information making use of previous knowledge in order to share different points of view and adjusting to the different communicative situations by observing register, tone and use of language appropriate for the course level.	Appendix 6.1 Appendix 6.2 Appendix 6.3 Appendix 6.4 Appendix 6.10 Appendix 6.13 Appendix 6.15 Appendix 6.22 Appendix 6.25 Debate Final project
CCL-CMCT-CD-CAA-CSC-CIEE-CCEC	Crit.IN.3.1 Crit.IN.3.2	Est.IN.3.1.1 Est.IN.3.1.2 Est.IN.3.2.1	Understanding of texts of a variety of registers and their linguistic conventions. Understanding of general and specific information in	Appendix 6.4 Appendix 6.7 Appendix 6.9 Appendix 6.11 Appendix 6.14 Appendix 6.15

			written texts and their implications and application of those to the pertinent tasks carrying out some research if needed.	Appendix 6.18 Appendix 6.19 Appendix 6.20 Appendix 6.21 Appendix 6.22 Appendix 6.23 Appendix 6.24 Appendix 6.25 Debate Final project
CCL-CD-CAA- CSC-CIEE- CCEC	Crit.IN.4.1 Crit.IN.4.2	Est.IN.4.1.1 Est.IN.4.2.1	Production and planning of texts like articles for a website with a well-rounded and comprehensible structure about media literacy, Fake News and other topical issues that are trending on social media and news outlets conducting research and observing appropriate grammar, always use of language and genre conventions.	Appendix 6.3 Appendix 6.4 Appendix 6.6 Appendix 6.8 Appendix 6.11 Appendix 6.18 Appendix 6.21 Appendix 6.22 Appendix 6.24 Appendix 6.27 Appendix 6.28 Appendix 6.29 Debate Article Final project

## 7.5 Appendix 5: Lesson Plans

SESSION 1 - ACTIVATION		
<b>Objectives of the session:</b> <ul style="list-style-type: none"> <li>• Understand and infer specific information regarding the topic of Fake News and media literacy from a video that tackles said issue.</li> <li>• Participate in short conversations and share their opinions on the topic of Fake News and media literacy.</li> <li>• Reflect on their thoughts and ideas about Fake News and media literacy.</li> </ul>		<b>Materials (available online):</b> <ul style="list-style-type: none"> <li>• Projector or smartboard</li> <li>• Computer</li> <li>• Chromebook or smartphone</li> <li>• Appendix 6.1</li> <li>• Appendix 6.2</li> <li>• Appendix 6.3</li> <li>• Appendix 6.4</li> <li>• Appendix 6.5</li> <li>• Appendix 6.6</li> <li>• Appendix 6.7</li> <li>• Appendix 6.8</li> <li>• Appendix 6.32</li> <li>• Appendix 6.33</li> <li>• Appendix 6.34</li> </ul>
Session stages		Timing
<b>Pre-task</b>	<ol style="list-style-type: none"> <li>1. The teacher will pose a number of questions to the students related to the topic of Fake News and media literacy. (Appendix 6.1)</li> <li>2. Students will be asked to form groups of four for the following activity.</li> </ol>	10'
<b>Task</b>	<ol style="list-style-type: none"> <li>1. Students will be handed a chart with some questions about the video they are going to watch. Learners will have to fulfil the chart individually with information from the video and they will also be encouraged to add their own ideas about the topic. (Appendices 6.2 and 6.3)</li> <li>2. In groups, students will be asked to put their answers in common and share what they know about each issue mentioned in the video.</li> <li>3. Students will be asked to share the answers of their groups with the rest of the class and will discuss those answers and personal contributions regarding the topic at hand. Students will upload their charts to their portfolios on Google Classroom.</li> </ol>	25'

<b>Post-task</b>	<ol style="list-style-type: none"> <li>1. The teacher will explain the main project of the unit and provide the students with a Creation Guide. A DTV Newsbreak video will be played so students know what they are expected to do for the Newsbreak they will have to publish on their websites. Then the teacher will explain the evaluation criteria for the different assessable assignments. Lastly, the students will be asked to make groups of 4 for the final project. (Appendices 6.4, 6.5, 6.32, 6.33, and 6.34)</li> <li>2. Students will be handed a KWL thinking routine where they will have to reflect on the topic of Fake News and the unit's project. Students will upload their worksheets to their portfolios on Google Classroom. (Appendix 6.6)</li> </ol>	15'
<b>Homework</b>	<ol style="list-style-type: none"> <li>1. The teacher will share a link on Google Classroom to the BBC videogame IReporter. The students will have to play this videogame at home and complete a Compass Point thinking routine that they will upload to their portfolios on Google Classroom. (Appendices 6.7 and 6.8)</li> </ol>	

## SESSION 2 - DISCOVERY

<b>Objectives of the session:</b> <ul style="list-style-type: none"> <li>• Understand specific information in real-world headlines and identify the main grammatical features used in said headlines.</li> <li>• Transform and reformulate active sentences into passive sentences to create powerful headlines.</li> <li>• Communicate using the passive voice and other relevant grammatical features to report events.</li> <li>• Recognise Fake News in the media and learn how to deal with it.</li> </ul>		<b>Materials (available online):</b> <ul style="list-style-type: none"> <li>• Projector or smartboard</li> <li>• Computer</li> <li>• Chromebook or smartphone</li> <li>• Appendix 6.9</li> <li>• Appendix 6.10</li> <li>• Appendix 6.11</li> <li>• Appendix 6.12</li> <li>• Appendix 6.13</li> <li>• Appendix 6.14</li> </ul>
Session stages		Timing
<b>Pre-task</b>	<ol style="list-style-type: none"> <li>1. The teacher will ask the students if they have any doubts about the project and what they saw in the previous session. Then the teacher will show the students several real-life articles that use the passive voice. The students will be asked to find patterns in those headlines, figure out the communicative function of the passive voice, how the passive voice affects the meaning of the sentence, and why they think the passive voice is used in news headlines. The students will be encouraged to share their conclusions with the rest of the class. (Appendices 6.9 and 6.10)</li> <li>2. The teacher will provide the students with a cheat sheet regarding the passive voice and will give a brief explanation. Then students will work in pairs to complete a worksheet where they will have to use the passive voice in order to create powerful headlines. Students will upload this activity to their portfolios (Appendices 6.11 and 6.12)</li> </ol>	10'
<b>Task</b>	<ol style="list-style-type: none"> <li>1. The students will be arranged in groups of 6; however, the number of students per group will vary depending on how many of them are in class. In this activity, students will play the game <i>Among Us</i> on their phones. In this game, players have to find an imposter among them or complete all the tasks to win. On the other hand, the imposter has to try to eliminate all the crewmates or sabotage their tasks in order to win. The game offers many possibilities for communicative exchange using any grammatical feature the students see fit. Reporting actions is also important in order to win the game; this gives students many</li> </ol>	30'

	opportunities to practise the passive voice. The teacher will assign one student per group that will be the host of each game, the teacher will also provide them with the appropriate settings, and the rest of the students in the group will join the game using their smartphones or chromebooks. (Appendix 6.13)	
<b>Post-task</b>	<ol style="list-style-type: none"> <li>1. The students will be asked to gather with their final project groups and will be given 10 minutes to work on the name and logo for their news website.</li> <li>2. The teacher will monitor the work the groups are doing to make sure they work cooperatively and will answer any questions the students may have.</li> </ol>	10'
<b>Homework</b>	<ol style="list-style-type: none"> <li>1. If a group does not finish the naming and/ or the design of their organisation, they will be asked to do it as homework for the next day.</li> <li>2. The students will have to read one article from the Huffington Post and another one from NPR News on how to recognise fake news. (Appendix 6.14)</li> </ol>	

### SESSION 3 - DEEPENING

#### Objectives of the session:

- Recognise and produce the past simple and past participle inflection -ed /d/ /t/ /id/ in regular verbs.
- Identify and fact-check Fake News, discern between reliable and unreliable pieces of news on the media, and rationalise whether an information source can be trusted or not.
- Understand messages and summarise the main ideas of news and media articles using the *meme* format and the passive voice.

#### Materials (available online):

- Projector or smartboard
- Computer
- Chromebook or smartphone
- Appendix 6.15
- Appendix 6.16
- Appendix 6.17
- Appendix 6.18
- Appendix 6.19
- Appendix 6.20
- Appendix 6.21
- Appendix 6.22
- Appendix 6.23
- Appendix 6.24

Session stages		Timing
<b>Pre-task</b>	<ol style="list-style-type: none"> <li>1. Students will be given a transcript of a short audio. Next, the teacher will play the Whacky World News podcast. Students will be asked to pay attention to the pronunciation of the -ed inflection of the verbs and try to identify three different pronunciations. Then the teacher will ask the students whether they appreciated any difference in the pronunciation of the -ed ending of the verbs and will help them to draw some conclusions. (Appendices 6.15 and 6.16)</li> <li>2. The teacher will hand the students a cheat sheet with the three pronunciations of the -ed inflection and will give a brief explanation. Then the students will be asked to listen to the podcast once again and to assign one of the three possible pronunciations to each verb that appears in the podcast and in the transcript. After this, students will share their answers with the rest of the class. Lastly, they will be asked to work with a partner and read the transcript out loud, the partner will have to take notes on whether their colleagues used the correct pronunciation of the -ed inflection. (Appendix 6.17)</li> </ol>	15'

<b>Task</b>	<ol style="list-style-type: none"> <li>1. First, the students will be reminded of the articles they were asked to read at home. The teacher will elicit answers from the students to summarise the main ideas of those text, so students can use them to complete the following activity.</li> <li>2. The students will be asked to sit with their groups and will be handed a fact-checking report to fulfil individually using the strategies provided in the articles they read at home. Students will be directed to the Factitious website, where they will have to read a number of short articles and swipe right or left if they think they are real or fake. In order to do this, students will have to apply the strategies previously mentioned and they will also have to fulfil the report worksheet where they will have to explain how they came to the conclusion that the article was real or fake. Even though every student will fulfil a report individually, they will have to debate with the other members of their groups why they think the pieces of news are real or fake and come to an agreement. After finishing the activity, students will be asked to upload their worksheets to their portfolios on Google Classroom. (Appendices 6.18 and 6.19)</li> </ol>	20'
<b>Post-task</b>	<ol style="list-style-type: none"> <li>1. The teacher will show the students a number of <i>memes</i> that make jokes about misinformation. The students will be questioned about whether they are familiar with the <i>meme</i> format, and the teacher will also ask them to break down and explain the memes they are being shown. (Appendix 6.20)</li> <li>2. After that, students will be asked to create a <i>meme</i> of their own that summarises, as accurately as possible, one of the news stories they fact-checked with their groups in the previous activity. After finishing the activity, students will be asked to upload their worksheets to their portfolios on Google Classroom. (Appendix 6.21)</li> <li>3. Before ending the class, the teacher will show the students the How to Debate file and will let them know that they will need to read a number of articles as homework in order to prepare for next session's debate. Students will also be provided with a Do Your Research for Debate chart in order to prepare the debate with their groups. These charts will also be uploaded to the students' portfolios on Google Classroom. (Appendices 6.22, 6.23 and 6.24)</li> </ol>	15'



<b>Homework</b>	<ol style="list-style-type: none"> <li>1. The students will be provided with several articles about fact-checking fake news and social media. They will have to use them to prepare for the next session debate and coordinate with their groups so they can defend for and against arguments on the topic of whether social media platforms should be held responsible for the spread of fake news and the content their users post. Students can also use additional evidence and examples. (Appendices 6.23 and 6.24)</li> </ol>	
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## SESSION 4 – PLANNING

<b>Objectives of the session:</b> <ul style="list-style-type: none"> <li>Retrieve ideas and facts from real-life texts such as news articles and reflect on their knowledge and conclusions regarding the topic of Fake News and social media.</li> <li>Hold a debate in groups regarding the topic of Fake News and social media by organising their discourse and the strategy to follow as a team, and observing the conventions of a debate.</li> <li>Retrieve and assess other students' ideas when not taking active part in the debate and reflect on them.</li> <li>Organise their final project in smaller parts, plan for what they will need to do and reflect on it.</li> </ul>		<b>Materials (available online):</b> <ul style="list-style-type: none"> <li>Projector or smartboard</li> <li>Computer</li> <li>Chromebook or smartphone</li> <li>Appendix 6.22</li> <li>Appendix 6.25</li> <li>Appendix 6.26</li> <li>Appendix 6.27</li> <li>Appendix 6.28</li> <li>Appendix 6.29</li> </ul>
Session stages		Timing
<b>Pre-task</b>	<ol style="list-style-type: none"> <li>With the help of the projector or the smartboard, the teacher will project a word cloud using WordArt.com. The teacher will elicit words and expressions related to Fake News, social media and media literacy from the students. They will be asked to go through their notes and the activities realised in the previous sessions in order to complete the word cloud. Finally, the students will be asked if they can think of any other terms that are not in the word cloud but that should be, and why they think those terms are relevant to the topic at hand. (Appendix 6.25)</li> </ol>	5'
<b>Task</b>	<ol style="list-style-type: none"> <li>The teacher will project the prompts for the debate on the blackboard using the projector and will also set a timer to keep track of the time each student uses. (Appendix 6.26)</li> <li>Each group will write their number on a piece of paper and will put that piece of paper in a basket. After this, the teacher will withdraw two papers to select the first two groups that will take part in the debate. In order to determine the stance and the first turn in the debate, a coin will be tossed and the group that wins the toss will pick stance and the loser will pick turn. The teacher will briefly explain the rules of the debate again using the How to Debate file. Each debate will go on for no longer than 15</li> </ol>	35'

	<p>minutes in order to guarantee at least two debates between four different teams. (Appendix 6.22)</p> <p>3. The students will also be provided with a Debate Notes chart that they will have to complete individually and upload to their portfolios once the debate is finished. They will fulfil this chart when they are not taking part in the debate. (Appendix 6.27)</p>	
<b>Post-task</b>	<p>1. In this lesson students will have to plan what is left of their final project. They will work with their final project groups for this task and every student will have to fill in an organiser in order to help them structure their final project. Each student will upload their organiser to their portfolios on Google Classroom at the end of the session. (Appendix 6.28)</p> <p>2. The students will be asked to complete an exit ticket where they will have to reflect on their final project based on what they have discussed with their groups in class today. They will also upload this exit ticket to their portfolios on Google Classroom. Students will be reminded that, for the following session, they need to bring all the resources they are going to use in order to write the article. (Appendix 6.29)</p>	10'
<b>Homework</b>	<p>1. Students will have to plan for the article they will write individually in the next session in class. They will be encouraged to find relevant and factual information regarding the topic they are going to write about and visual or audio-visual content to illustrate their article.</p>	

## SESSION 5 – CREATION

<b>Objectives of the session:</b> <ul style="list-style-type: none"> <li>• Reflect on the rubric provided for written tasks and apply it as best as possible to their articles.</li> <li>• Demonstrate their understanding of the unit and of the personal research they have done.</li> <li>• Write an article with factual and relevant information about current affairs that they find necessary to tackle.</li> </ul>		<b>Materials (available online):</b> <ul style="list-style-type: none"> <li>• Projector or smartboard</li> <li>• Computer</li> <li>• Chromebook or smartphone</li> <li>• Appendix 6.33</li> </ul>
Session stages		Timing
<b>Pre-task</b>	<ol style="list-style-type: none"> <li>1. The teacher will start the class by asking students if they have everything they need in order to write their articles. The students will be referred back to the rubric they were provided with in the first session regarding written tasks. The teacher will also remind them of the main grammatical feature seen in the unit, the Passive voice, and will let them know that they can use any resources in order to write their articles like cheat sheets distributed in previous lessons, activities realised throughout the unit, and any online resource they find fit. (Appendix 6.33)</li> </ol>	5'
<b>Task</b>	<ol style="list-style-type: none"> <li>1. The students will write their articles and the teacher will monitor their progress offering help and providing feedback and scaffolding.</li> <li>2. When the students finish writing their articles, they will upload them to their websites. If some students did not have enough time during the session to finish their articles, they will be asked to do it as homework for the next day.</li> </ol>	45'

## SESSION 6 – PUBLISHING, ASSESSMENT AND REFLECTION

<b>Objectives of the session:</b> <ul style="list-style-type: none"> <li>• Give a press conference in order to present their website and answer questions regarding the content of said website.</li> <li>• Evaluate their own project and performance and their classmate's.</li> <li>• Reflect on the unit, the learning process and the teacher's performance.</li> </ul>		<b>Materials (available online):</b> <ul style="list-style-type: none"> <li>• Projector or smartboard</li> <li>• Computer</li> <li>• Chromebook or smartphone</li> <li>• Appendix 6.30</li> <li>• Appendix 6.31</li> <li>• Appendix 6.32</li> <li>• Appendix 6.34</li> </ul>
Session stages		Timing
<b>Pre-task</b>	<ol style="list-style-type: none"> <li>1. The students will be given a few minutes in class in order to upload their projects or the link to the website to Google Classroom with their group number and the name of their organisation.</li> <li>2. The students will be also provided with a rubric in order to assess the video and the presentation of the website of each group. (Appendix 6.30)</li> </ol>	5'
<b>Task</b>	<ol style="list-style-type: none"> <li>1. In ascending numerical order, each group will play their video, present their website and answer any questions their classmates may have. They will have 8 minutes to do this.</li> <li>2. The students, individually, will use the rubric they were provided with at the beginning of the class to assess the videos and presentations of the websites. They will upload these assessments to their portfolios on Google Classroom. (Appendix 6.30)</li> <li>3. The teacher will use a rubric to assess the final project and another rubric to evaluate the performance of the students when presenting the project to the class. (Appendix 6.32 and 6.34)</li> </ol>	40'
<b>Post-task</b>	<ol style="list-style-type: none"> <li>1. After the presentations, the students will be asked to fill in a questionnaire on Google Forms about the unit. In this questionnaire they will have to reflect on the unit and the teacher's performance. (Appendix 6.31)</li> <li>2. Finally, students will have to send a private message to the teacher on Google Classroom in which they will have to write a self-assessment one-minute paper about their own performance and the consequent grade they think they deserve.</li> </ol>	5'

## 7.6 Appendix 6: Materials and Resources

### Appendix 6.1: Session 1 Pre-task prompts

1. Do you usually follow the news?
2. How do you keep abreast of what is happening in the world?
3. When you look for information on a topic, where do you find it?
4. Do you know if the sources from where you get your information are reliable?
5. Do you know what fake news is and how to spot it?

### Appendix 6.2: Session 1 Task CBC News video about Fake News



Source link: <https://www.youtube.com/watch?v=UF3TrTIZbCA>

Appendix 6.3: Session 1 Task CBC News video chart

Complete the following chart with the information provided by the CBC News video about Fake News. Answer the questions and add more information based on your own conclusions and what you know about the topic.				
What is the difference between misinformation and disinformation?	Why do you think people share fake news?	What effect does repeated exposure have on people? Why do think this happens?	What is the advice of Prof. Taylor Owen regarding social media content?	To what extent do you think social media is responsible for fake news?

## **FINAL PROJECT CREATION GUIDE**

### **1. How do I create a website?**

In order to create your website, you will be using the free online website creator **Wix.com**. With this tool you can share your website with all the members of your group and all of you will be able to make changes from any electronic device at any time. You will also have to share your website with your teacher; in order to do so, click on the link below, you will also find a short tutorial on how to use Wix.com.

- Share your website: <https://www.youtube.com/watch?v=qQaSx6e8eK0>
- Wix tutorial: [https://www.youtube.com/watch?v=JTdK9q\\_iuE0](https://www.youtube.com/watch?v=JTdK9q_iuE0)

### **2. Name and logo**

First things first, you need to name your news website and create a logo to make it recognisable. In order to do this, you can use a free online logo creator like FreeLogoDesign, Hatchful or you can also use any other software or method of your choosing.

### **3. Newsbreak**

What is a newsbreak? It is a short video that gives an announcement concerning one or several news stories. In this case, this short video will have the purpose of giving your audience a summary of the content of the articles they will be able to read on your website. The newsbreak must be between 2 and 3 minute long and you will do it **IN YOUR OWN TIME OUTSIDE THE CLASSROOM**.

### **4. Articles**

Due to the informative nature of your organisation, your website must provide informative content about current world affairs to which you want to give visibility. Therefore, each member of the group will write an article of **around 300 words** about any topic of their choice as long as it is relevant to the task. Even though these articles will be written individually, they must be peer-reviewed by the other members of the group in order to guarantee the accuracy and objectivity of the texts. Remember to include visual content in order to illustrate your article.

### **5. Press Conference**

You will have to present your video and website in front of the class. When presenting your website, you will need to explain why you decided to address the topics you wrote about in your articles, the intended audience of your website, and answer any questions your classmates may have about the stories in your newsbreak and articles.






Appendix 6.5: Session 1 Post-task DTV Newsbreak



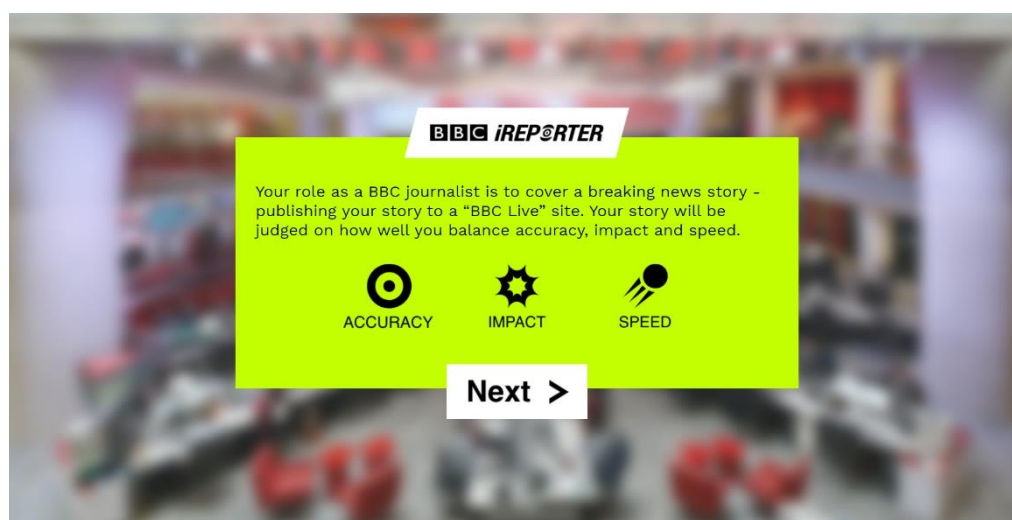
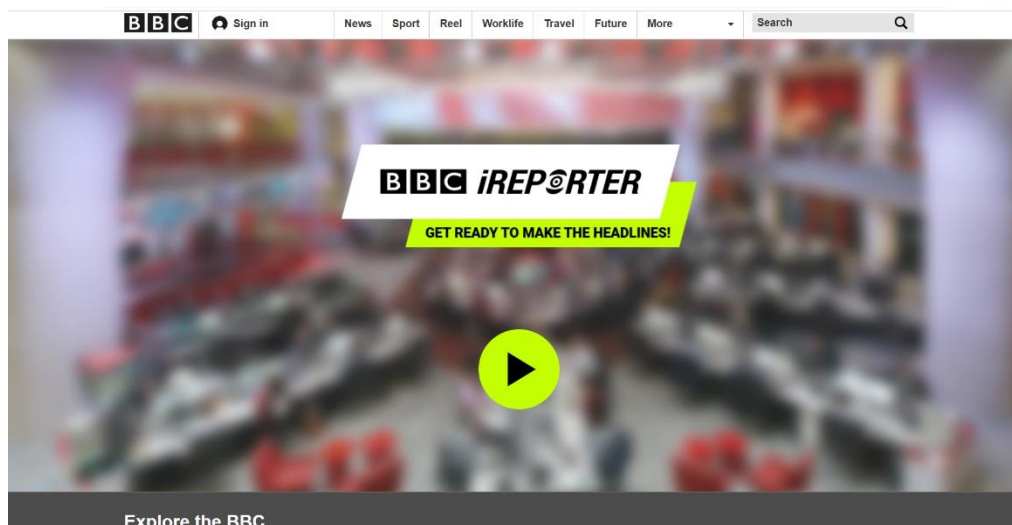
Source link: <https://www.youtube.com/watch?v=P6x4Ja72AzA&t=18s>

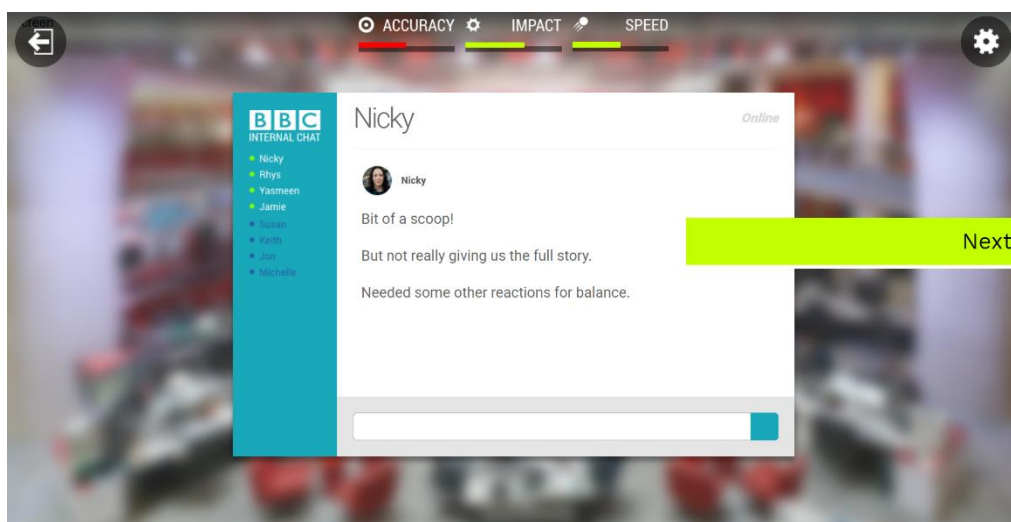
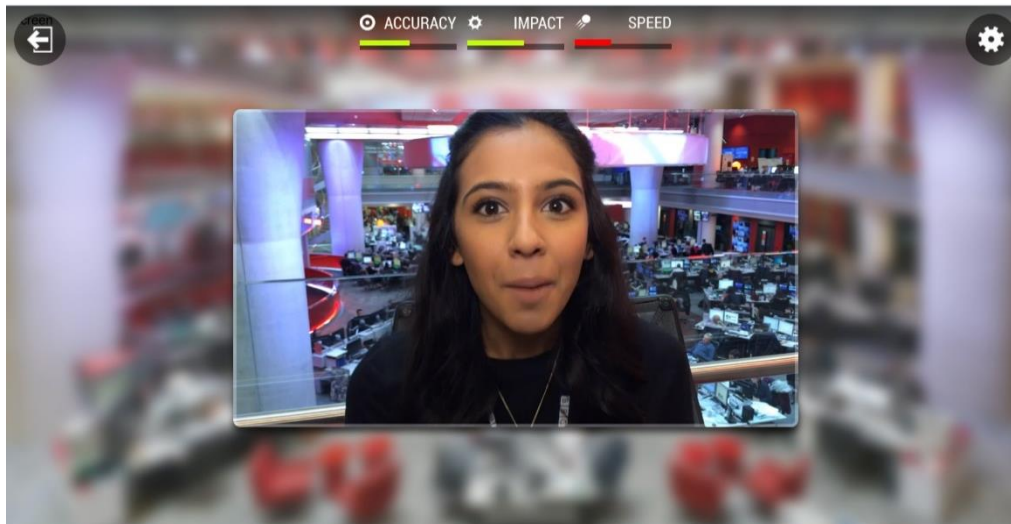
Appendix 6.6: Session 1 Post-task KWL thinking routine

<p>What I <b>K</b>now</p> 	<p>What I <b>W</b>onder</p> 	<p>What I <b>L</b>earnt</p> 
<p>What did you know about Fake News before this lesson?</p>	<p>What else would you like to know about Fake News?</p>	<p>Is there anything that you have learnt today that you did not know?</p>

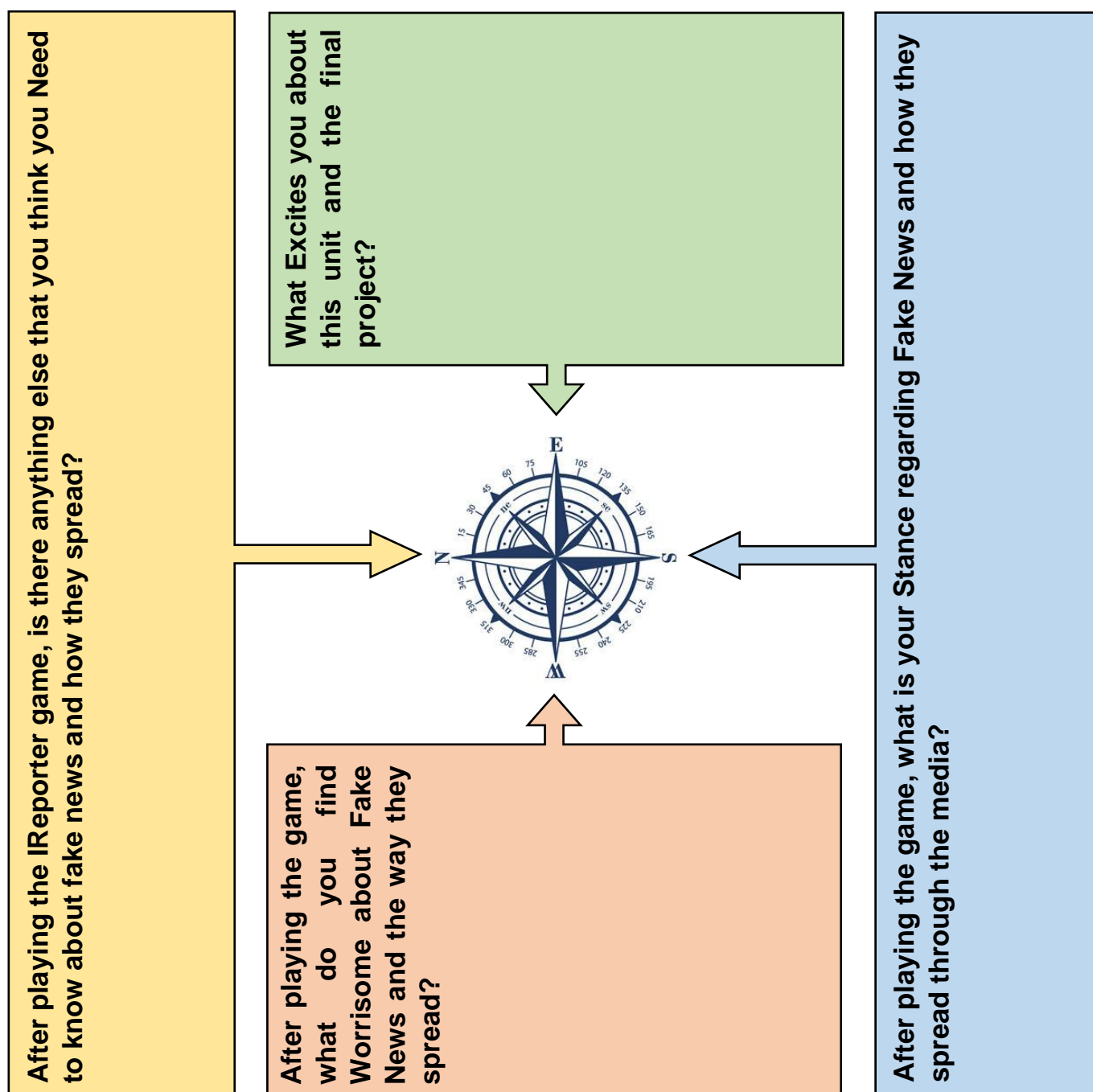
## Appendix 6.7: Session 1 Homework BBC IReporter game

Source link: <https://www.bbc.co.uk/news/resources/idx-8760dd58-84f9-4c98-ade2-590562670096>









## Appendix 6.9: Session 2 Pre-task real-life headlines using passive voice



Source link: <https://hyperallergic.com/631435/ancient-antikythera-mechanism-worlds-first-computer-reconstructed/>



Source link: <https://www.nytimes.com/2021/03/10/business/media/andrea-sahouri-des-moines-register.html>

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HEALTH

### 3 Distinct Subtypes of Multiple Sclerosis Have Been Identified in Brain Scans

MIKE MCRAE 7 APRIL 2021

For any one of the 2.8 million people around the world living with the autoimmune disorder multiple sclerosis (MS), life changes in ways that can be hard to predict.

Symptoms might come and go. Speech could falter. There may be pain, or

Source link: <https://www.sciencealert.com/ai-has-divided-multiple-sclerosis-into-three-new-subtypes-based-on-brain-scans>

CONTINUING COVERAGE - Vaccine Tracker

3

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NEWS

## 2 Sailors were injured in a shooting near Maryland's Fort Detrick. Here's what we know

By Madeline Holcombe, Steve Almasy and Chris Boyette, CNN Of the two sailors injured in a shooting Tuesday near a military installation in Frederick, Maryland, one remains in the hospital and one has been released,...

Wednesday, April 7th 2021, 4:41 AM EDT  
Updated: Wednesday, April 7th 2021, 10:56 PM EDT

By Madeline Holcombe, Steve Almasy and Chris Boyette, CNN

<https://www.wrcbtv.com/category/338735/vaccine-tracker>

TRENDING STORIES

Five states account for 43% of the country's new COVID-19 cases in the past week

CRIME STOPPERS: Lost wallet leads to shopping spree

Don't freak out if you get these side effects from a COVID-19 vaccine - they can be a good sign

1 in 3 COVID survivors suffers 'brain disease,' study finds

Local World War II veteran & Medal of Honor recipient Charles H. Coolidge dies at 99

Source link: <https://www.wrcbtv.com/story/43619003/2-sailors-were-injured-in-a-shooting-near-marylands-fort-detrick-heres-what-we-know>

# A new Resident Evil 8 demo has been uploaded to the PlayStation database

By [Hope Bellingham](#) 2 hours ago

Capcom seems to be delivering on their Spring demo promise.

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RECOMMENDED

Source link: <https://www.gamesradar.com/a-new-resident-evil-8-demo-has-been-uploaded-to-the-playstation-database/>

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## MLB All-Star Game Will Be Held At Coors Field In Colorado

April 7, 2021 at 8:00 am Filed Under: Around The Nation

COVERING COLORADO FIRST

All Star Game

12:00 53°

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☐ CBS may also share my information with CBS trusted marketing partners which may contact me by email or otherwise about their products and services. I understand I can unsubscribe directly from any marketing communications.

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Source link: <https://pittsburgh.cbslocal.com/2021/04/07/mlb-all-star-game-coors-field/>



### Appendix 6.10: Session 1 Pre-task passive voice questions

1. What do all these headlines have in common?
2. Can you identify any repeated grammatical construction?
3. What is the name of these grammatical constructions?
4. How do passive constructions affect the meaning of the sentences?
5. Why do you think news headlines use the passive voice?

### Appendix 6.11: Session 2 Pre-task write the headlines chart

 <b>USE THE PASSIVE VOICE TO TURN THE FOLLOWING ACTIVE SENTENCES INTO POWERFUL HEADLINES!</b>	
THE PRESIDENT WILL APPOINT A NEW TREASURY SECRETARY BEFORE NEXT WEEK.	
SCIENTISTS HAVE DISCOVERED A NEW POTENTIALLY HABITABLE PLANET OUTSIDE OUR SOLAR SYSTEM.	
THE EU AND THE UK SIGNED A NEW TRADE AGREEMENT TO OFFSET LOSSES RESULTING FROM BREXIT AFTERMATH.	
THE PUBLIC PROSECUTOR'S OFFICE ACCUSED FAMOUS YOUTUBER OF EMBEZZLEMENT.	
STREAMING SERVICE IS GOING TO PRODUCE OF A LORD OF THE RINGS PREQUEL SERIES THIS YEAR.	
OLYMPIC PROGRAM INCLUDES SKATEBOARDING FOR THE FIRST TIME IN HISTORY AT TOKIO 2021.	

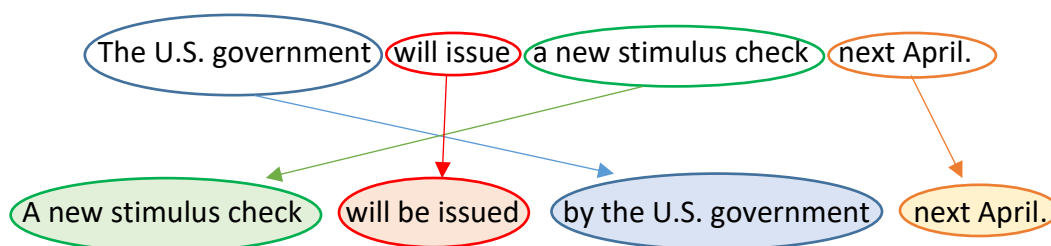
## THE PASSIVE VOICE

The Passive Voice is a very common resource used in news headlines and journalism in general for two main reasons:

1. It puts the focus of the information on the action itself rather than on the subject.
2. It distances the author from what is being said making statements seem more impersonal and objective.

### STRUCTURE

The structure of the Passive Voice is formed by placing the object of the action as the subject of the sentence, then we conjugate the verb to be in the tense we want to use followed by the past participle of the main verb. Whoever performs the action is not usually mentioned; however, if we want to mention them, we do it after the main verb or at the end of the sentence and always introduced by the preposition “by”.



### USE

We use the passive voice when:

- the agent (the person who performs the action) is unknown, irrelevant, or it is clear or implied by the context.

**Ex:** The criminal was arrested yesterday evening. (It is implied that the agent is “the police”)

- the action is more relevant than the agent or if we want to make a statement sound more formal.

**Ex:** The remains of an ancient civilisation have been unburied in Madagascar.  
(This sounds better than “Someone unburied the remains of an ancient civilisation in Madagascar”)

## THE AGENT

If we want to mention who performed the action (the agent) because we believe it adds relevant information, we do it by placing the preposition “**by**” and the **agent** after the main verb or at the end of the sentence.

**Ex:** The Baroness Byron was appointed Dame Commander by King George V in 1917.

## DOUBLE OBJECT

When a verb has an **indirect object** and a **direct object**, we can make any of the objects the subject of the passive voice. Customarily, it is the **indirect object** the one that is used as the subject of the passive. When using a **direct object** as the subject of the passive voice, you need to watch out for certain verbs that will require you to use a preposition before the **indirect object** as in the following example.

**ACTIVE VOICE:** The government will award the best students a \$10000 grant.

**IND. OBJECT:** *The best students* will be awarded a \$10000 grant by the government.

**DIR. OBJECT:** *A \$10000 grant* will be awarded to the best students by the government.

Appendix 6.13: Session 2 Task Among Us







## Appendix 6.14: Session 2 Homework articles on how to recognise fake news



### How To Recognize A Fake News Story

9 helpful tips to stop yourself from sharing false information.

By Nick Robins-Early



## HOW TO RECOGNIZE A FAKE NEWS STORY

- 1 READ PAST THE HEADLINE
- 2 CHECK WHAT NEWS OUTLET PUBLISHED IT
- 3 CHECK THE PUBLISH DATE AND TIME
- 4 WHO IS THE AUTHOR?
- 5 LOOK AT WHAT LINKS AND SOURCES ARE USED
- 6 LOOK OUT FOR QUESTIONABLE QUOTES AND PHOTOS
- 7 BEWARE CONFIRMATION BIAS
- 8 SEARCH IF OTHER NEWS OUTLETS ARE REPORTING IT
- 9 THINK BEFORE YOU SHARE

THE HUFFINGTON POST


#### TRENDING



Matt Gaetz Reportedly Sought Blanket Pardon From Trump In Final Days Of Administration



Kyrsten Sinema Says The Senate's Broken, But Don't Change The Filibuster







Jen Psaki Destroys Fox News 'Gotcha' Question About Georgia Voting Law





Lynne Patton, Former Trump Aide And HUD Official, Barred From Federal Employment


Source link: [https://www.huffpost.com/entry/fake-news-guide-facebook\\_n\\_5831c6aae4b058ce7aaba169?section=politics](https://www.huffpost.com/entry/fake-news-guide-facebook_n_5831c6aae4b058ce7aaba169?section=politics)




## Fake Or Real? How To Self-Check The News And Get The Facts

December 5, 2016 - 12:55 PM ET

WYNNE DAVIS  





NPR 24 Hour Program Stream  
On Air Now

• HOURLY NEWS • LISTEN LIVE • PLAYLIST

Source link: <https://www.npr.org/sections/alltechconsidered/2016/12/05/503581220/fake-or-real-how-to-self-check-the-news-and-get-the-facts?t=1617780922690>



Appendix 6.15: Session 3 Pre-task Transcript of Whacky World News podcast

This is a transcript of the podcast you are about to listen. Pay attention to the pronunciation of the **-ed** inflection.

---

Hello dear listeners, welcome back to my podcast. As you know, my name's Gary and this is Whacky World News. Let's take a look at the craziest news of the day.

The Huffington Post reported today that former manager of the Department of Defence has confirmed that UFOs exist and have been documented. Wow, just wow!

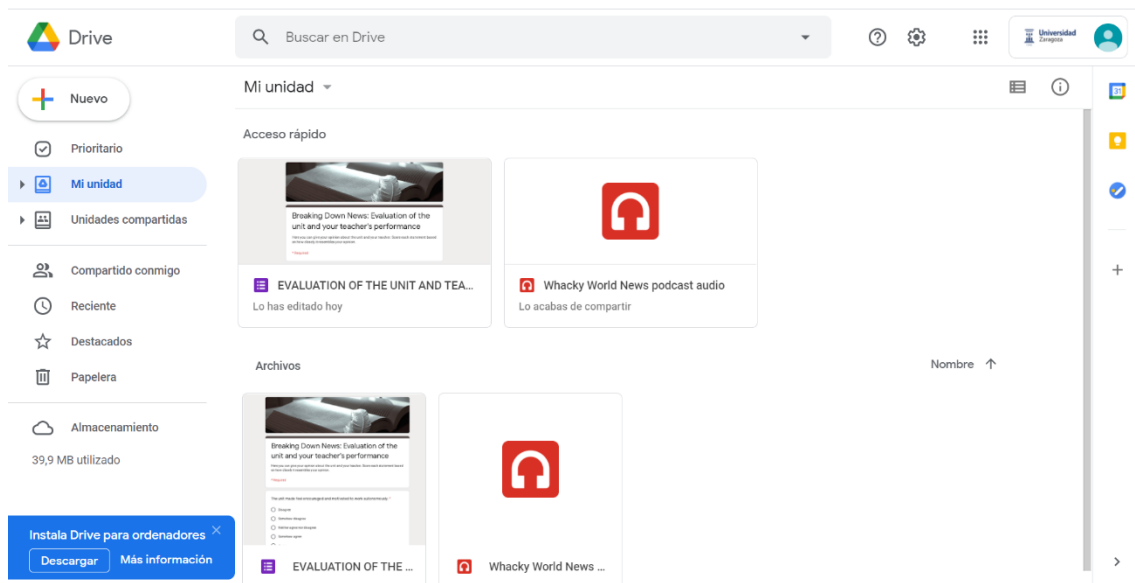
Next piece of news comes from my missed country of the United Kingdom. Police in England received a call about an escaped animal. When they responded to the scene they were left in disbelief when they saw a llama. They allegedly pursued the llama for thirty minutes to no avail. This... this is ridiculous.

Another story from the U.K. A Scotsman called emergencies after being hit by a sock at high speed. What? This can't be real. Apparently, this gentleman's washing machine literally exploded mid-cycle. The man sued the manufacturer and a judge determined he was entitled to compensation for any loss or damage suffered. Here it says that he received £1,000,000! Can you imagine when this gentleman is asked in his next tax return about his source of income? He will probably say "a sock to the face".

Well, that's all we have time for today, so let's wrap this up. I hope you enjoyed today's podcast and remember to subscribe if you haven't subscribed yet. Bye!

---

## Appendix 6.16: Session 3 Pre-task Whacky World News podcast audio






Link: <https://drive.google.com/file/d/13Mhgxmjyd2igY7RqiYZK4YkLxuAMkOfc/view?usp=sharing>



Appendix 6.17: Session 3 Pre-task cheat sheet for the pronunciation of the **-ed** inflexion

<b>-ed = /d/</b>	<b>-ed = /t/</b>	<b>-ed = /ɪd/</b>
Pronounce <b>/d/</b> when the last sound of the verb is a <b>voiced</b> consonant <b>/b, g, j, l, m, n, r, v, z/</b> except <b>/d/</b> or a <b>vowel /a, e, i, o, u/</b> .	Pronounce <b>/t/</b> when the last sound of the verb is a <b>voiceless</b> consonant <b>/f, k, p, sh, ch, s, x/</b> except <b>/t/</b> .	Pronounce <b>/ɪd/</b> when the last sound of the verb is <b>/t/</b> or <b>/d/</b> .
<b>Examples:</b> Agree Change Disappear Return Save	<b>Examples:</b> Help Fix Like Push Reach	<b>Examples:</b> Afford Decide Expect Include Pollute
<b>Vowels</b> are always <b>voiced</b> , but in order to know whether a consonant is <b>voiced</b> or <b>voiceless</b> , put your hand on your throat and pronounce the infinitive of the verb, try to elongate the last phoneme (sound), and pay attention to the vibration of your vocal cords. If they <b>vibrate</b> , that consonant is <b>voiced</b> and if they <b>don't vibrate</b> , that consonant is <b>voiceless</b> .		

Appendix 6.18: Session 3 Task Fact-checking report

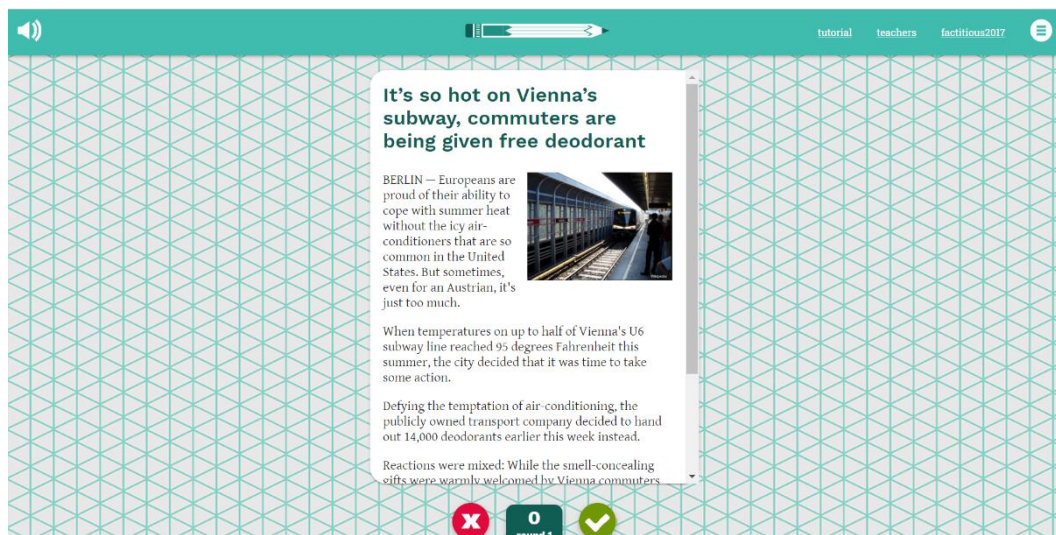
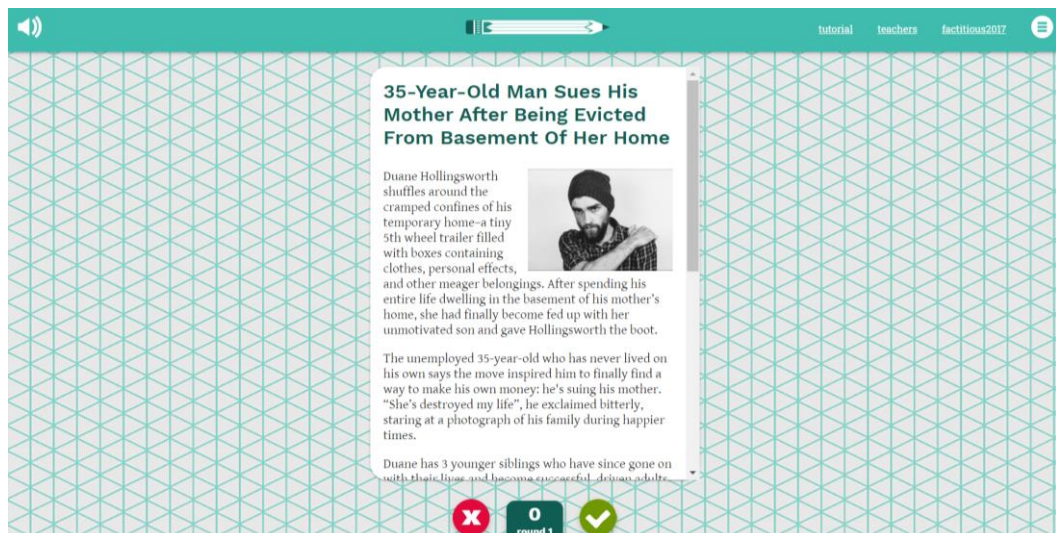
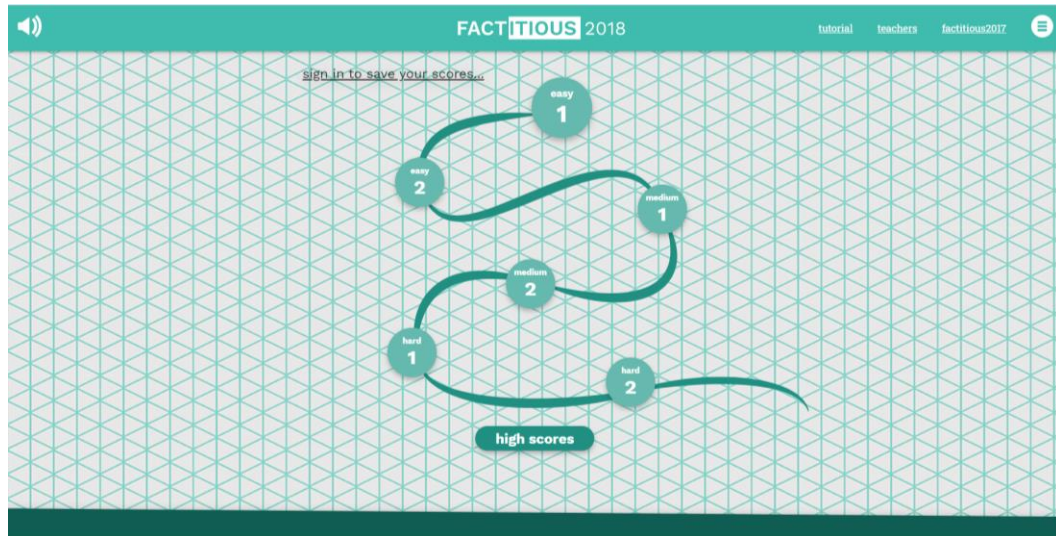


PUT IN PRACTICE WHAT YOU HAVE LEARNT ABOUT HOW TO RECOGNISE FAKE NEWS. COMPLETE THE FOLLOWING REPORT FOR YOUR FACT-CHECKING DEPARTMENT.

ARTICLE	FACT	FAKE	HOW CAN YOU TELL?

## Appendix 6.19: Session 3 Task Factitious articles

Source link: <http://factitious.augamestudio.com/#/>






tutorial teachers factitious2017

### And so it begins: Entire residential block in California suburb under forced quarantine, martial law

Residents of a Sacramento suburb were shocked when they found themselves forcefully quarantined by police for some time on Friday after a man died after contracting the deadly COVID-19 disease.



By Reuters/Peter

Sacramento County sheriff's deputies and Rocklin Police sealed off the area and were spotted wearing personal protective equipment such as masks and gloves while a police chopper circled the block from overhead ordering residents back into their homes.


The Placer County Health Department issued a statement after the lockdown stating: "Law enforcement partners are currently responding to

1 round 1

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### Search 'idiot', get Trump: how activists are manipulating Google Images

When you type the word "idiot" into Google's image search, Trump is the first returned result.



This is partly because the Green Day song "American Idiot" was used by protesters to soundtrack his trip to London. But since then, there's also been a concerted campaign to manipulate Google's algorithm, by linking the word to the picture. Mostly this involved people upvoting a post containing a photo of him and the word "idiot" on Reddit.

This may seem unfair to his most fervent supporters. But if there's one thing Google is keen to emphasize, it's that search ain't fair.


"A site's ranking in Google's search results relies heavily on computer algorithms using thousands of factors to calculate a page's relevance to a given

2 round 1

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### The Y Chromosome Is Disappearing - So What Will Happen To Men?

The Y chromosome may be a symbol of masculinity, but it is becoming increasingly clear that it is anything but strong and enduring.



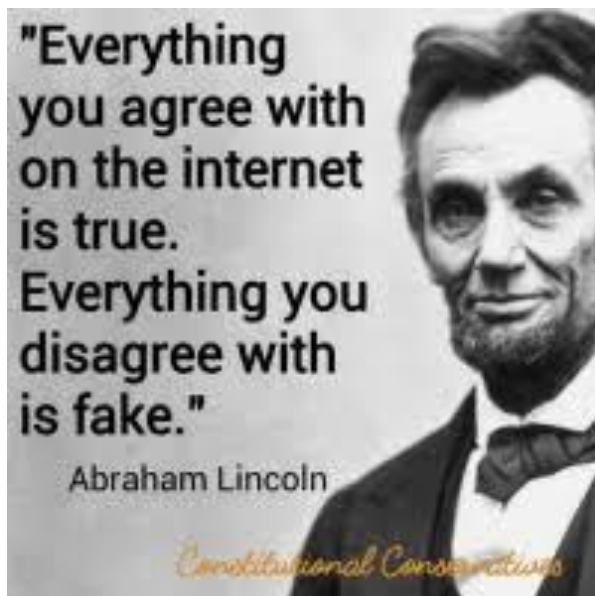
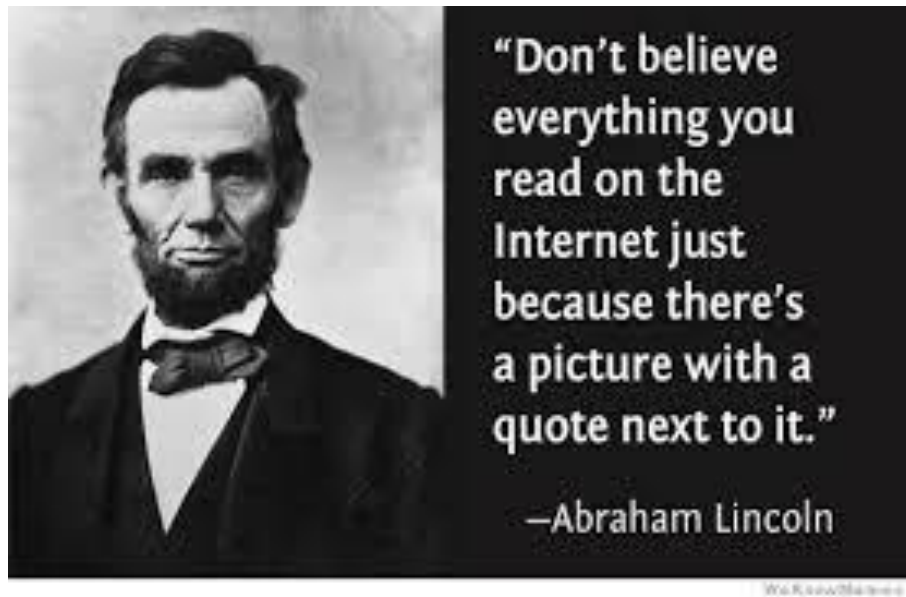
Although it carries the "master switch" gene, SRY, that determines whether an embryo will develop as male (XY) or female (XX), it contains very few other genes and is the only chromosome not necessary for life. Women, after all, manage just fine without one.

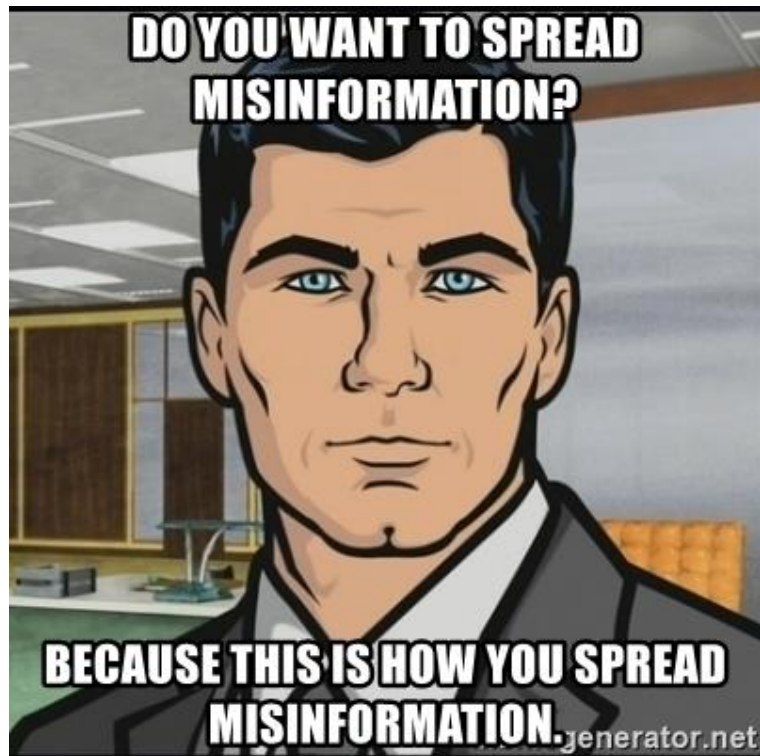
What's more, the Y chromosome has degenerated rapidly, leaving males with an X and a shrivelled Y. If the same rate of degeneration continues, the Y chromosome has just 4.6m years left before it disappears completely. This may sound like a long time, but it isn't when you consider that life has

2 round 1



Appendix 6.20: Session 3 Post-task misinformation memes





Appendix 6.21: Session 3 Post-task create a meme activity

AS YOU KNOW, THE MEME FORMAT IS COMMONPLACE ON SOCIAL MEDIA. IN MANY CASES, MEMES SUMMARISE A STORY, BUT THEY USUALLY LEAVE A LOT OF INFORMATION OUT OF THE PICTURE. PICK ONE OF THE NEWS STORIES YOU HAVE FACTCHECKED AND CREATE YOUR OWN MEME THAT ACCURATELY DEPICTS THE WHOLE STORY.

## **HOW TO DEBATE**

### **1. FORMAT:**

- Your teacher will moderate the debate and watch the time each participant has to present their claims.
- The groups debating will be selected by writing the groups' numbers on pieces of paper and putting them in a basket, two papers will be withdrawn, and these two groups will be the first to debate. A coin will be tossed to determine which group will take the first turn. The winner of the toss will choose their stance and the loser will choose whether to take the first turn or let the other group start the debate.
- The first group will be given a minute to present their first argument and the opponent team will be given another minute to rebut it. This process will be repeated until the end of the debate unless a group requests a counter-reply, in which case the other team will also be allowed a counter-reply if they see it fit. Counter-replies will take no longer than one minute.

### **2. PREPARE TO DEBATE:**

- To prepare for the debate, read the articles provided by your teacher and fill in the **"Do Your Research for Debate"** chart. You can also use other sources apart from the ones given to support your arguments.
- Make sure to share your arguments with your group before the debate starts so you have a strong case.

### **3. NOTE TAKING AND OUTCOME:**

- When listening to other groups debate on the topic at hand, you will have to be active and fulfil the **"Debate Notes"** worksheet for each debate you are not part of. Once the debate is finished, upload it to your portfolio.
- The outcome of the debate will not be assessed in terms of winners or losers since the main aim of this activity is to offer insight on a complex topic. Therefore, the conclusions you draw from it will be the final outcome.

## Appendix 6.23: Session 3 Homework articles for debate

HARVARD KENNEDY SCHOOL | SHORENSTEIN CENTER ON MEDIA, POLITICS, AND PUBLIC POLICY

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**Misinformation Review**

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NOVEMBER 2, 2020

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PEER REVIEWED

# Research note: Does the public support fact-checking social media? It depends whom and how you ask

Source link: <https://misinforeview.hks.harvard.edu/article/research-note-does-the-public-support-fact-checking-social-media-it-depends-who-and-how-you-ask/>

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ENDURING YEAR AFTER YEAR

future tense

## Social Media Fact-Checking Is Not Censorship


Despite what Trump says, Twitter using a pop-up to flag incorrect information is preserving free expression, not suppressing it.

BY RENEE DIRESTA JUNE 04, 2020 • 11:03 AM



Source link: <https://slate.com/technology/2020/06/twitter-fact-checking-trump-misinformation-censorship.html>









**Mark Zuckerberg says social networks should not be fact-checking political speech**

TECH

# Mark Zuckerberg says social networks should not be fact-checking political speech


PUBLISHED THU, MAY 28 2020-7:05 AM EDT | UPDATED THU, MAY 28 2020-8:28 AM EDT


**Salvador Rodriguez**  
 @SAL19

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**KEY POINTS**



- Facebook CEO Mark Zuckerberg told CNBC he does not think social networks should be fact-checking what politicians post.
- "Political speech is one of the most sensitive parts in a democracy, and people should be able to see what politicians say," Zuckerberg said in an interview.
- The company, however, does have lines that no one, including politicians, is allowed to cross, Zuckerberg said.



Super-charged operations set to fuel a \$5 trillion sprint into the future

Paid Post For Accenture


Source link: <https://www.cnb.com/2020/05/28/zuckerberg-facebook-twitter-should-not-fact-check-political-speech.html>



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**Latest on Fake news**




Social media groups under pressure to root out vaccine misinformation



Facebook left it too late to prevent deluge of misinformation, report claims



Facebook and Twitter resist calls to ban anti-vaxx campaigner




Australia's fight with Big Tech previews other battles to come

Opinion **Fake news**

## How 'fact-checking' can be used as censorship

What can be a powerful tool in the fight against online falsehoods is often abused

JEMIMA KELLY **+ Add to myFT**



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## DO YOUR RESEARCH FOR DEBATE

1. Do social media platforms have the responsibility to fact-check what their users post?

<u>FOR ARGUMENTS</u>	<u>AGAINST ARGUMENTS</u>

2. Should people be able to say whatever they want on social media?

<u>FOR ARGUMENTS</u>	<u>AGAINST ARGUMENTS</u>



## DO YOUR RESEARCH FOR DEBATE

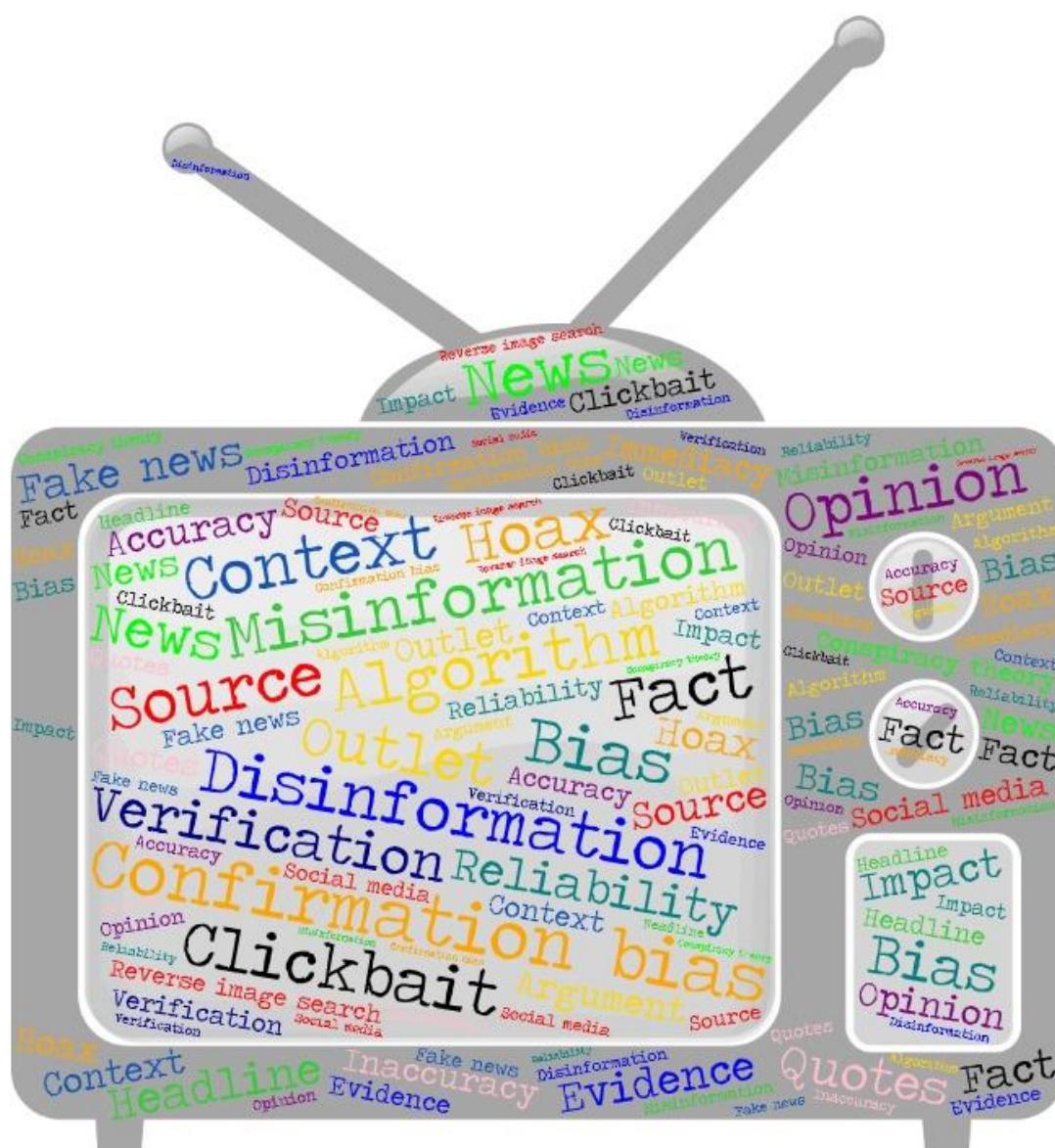
3. Can disinformation and misinformation be considered freedom of speech?

<u>FOR ARGUMENTS</u>	<u>AGAINST ARGUMENTS</u>

4. Can fact-checking be considered a form of censorship?

<u>FOR ARGUMENTS</u>	<u>AGAINST ARGUMENTS</u>

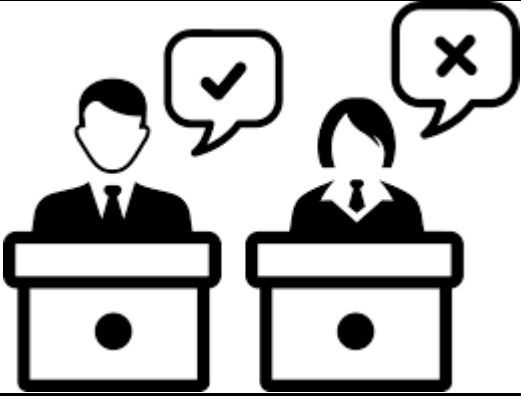
#### Appendix 6.25: Session 4 Pre-task Word Cloud with relevant vocabulary



Link: <https://wordart.com/edit/totrevc7mroz>

#### Appendix 6.26: Session 4 Task prompts for debate


1. Do social media platforms have the responsibility to fact-check what their users post?
2. Should people be able to say whatever they want on social media?
3. Can disinformation and misinformation be considered freedom of speech?
4. Can fact-checking be considered a form of censorship?

	<h1>DEBATE NOTES</h1>
<p>Group N° : Summarise the main arguments and rebuttals of the team.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>Group N° : Summarise the main arguments and rebuttals of the team.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>Conclusions: Say which team you agree with and which team you disagree with, and why.</p> <hr/> <hr/> <hr/> <hr/> <hr/>	

Appendix 6.28: Session 4 Post-task organiser for the final project

Group Nº:			
Who will do it or has done it?	What have you/ they already done?	What do you/ they still need to do?	How will you/ they do it?


Appendix 6.29: Session 4 Post-task exit ticket

	What is the strongest point of my group's final project?
	What am I unsure about my group's final project?

Appendix 6.30: Session 6 Pre-task peer assessment rubric

<b>Group Nº:</b>					
<b>Does the content of the video cover the topics in detail and in a comprehensive manner?</b>					1 2 3 4 5
<b>Are the aesthetics of the video appropriate for the topic and appealing to the viewer?</b>					1 2 3 4 5
<b>Do you find the aesthetics of the website appealing and appropriate?</b>					1 2 3 4 5
<b>Was the group's presentation organised and clear?</b>					1 2 3 4 5
<b>How was the overall performance of the members of the group?</b>					1 2 3 4 5
<b>What did you like most about the project of this group?</b>			<b>Is there anything that you would like to see improved?</b>		

Appendix 6.31: Session 6 Post-task Google Forms questionnaire



**Breaking Down News: Evaluation of the unit and your teacher's performance**

Here you can give your opinion about the unit and your teacher. Score each statement based on how closely it resembles your opinion.

*\*Obligatorio*

The unit made feel encouraged and motivated to work autonomously. \*

☐ Disagree  
☐ Somehow disagree  
☐ Neither agree nor disagree  
☐ Somehow agree

Link: <https://forms.gle/dSAJhX1qGwypS5rh9>

Appendix 6.32: Rubric for Comprehension and Production Oral Activities:

Criteria	MEETS AND... (4)	MEETS (3)	MEETS BUT... (2)	DOES NOT MEET (1)
<b>Content and information</b>	Content is relevant and engaging. The student shows a rigorous management of the information and the specific details are factual.	Content is relevant to the task. The student shows a somehow rigorous management of the information and the specific details seem to be factual.	Content is somehow relevant to the task. The information management shows some free interpretation of the facts.	Content has little relevance to the task. The information management is leniently interpreted and is not supported by the facts.
<b>Vocabulary</b>	The vocabulary and expressions used by the student are relevant to the task and the topic. Some terms are above the course level.	The vocabulary and expressions used by the student are relevant to the task and the topic and used accurately.	The vocabulary and expressions used by the student are relevant to the task and the topic, but they are not always accurate.	The vocabulary and expressions used by the student are of little relevance to the task and the topic, and they are rarely used with accuracy.
<b>Grammar</b>	The student uses a wide range of simple and some more complex structures with great grammatical accuracy. Mistakes might be present, but they are non-impeding.	The student uses a wide range of simple and some more complex structures with some grammatical accuracy. Mistakes might be present, but they are non-impeding in general.	The student shows control of simple structures but struggles to use some more complex expressions with grammatical accuracy. Several mistakes are present that might hinder communication at times.	The student shows little grammatical accuracy. Several mistakes are present that severely hinder communication in general.
<b>Pronunciation</b>	The student shows an excellent use of the English phonemes. It is easy to understand, and intonation is almost always accurate.	The student shows a good use of the English phonemes. It is quite easy to understand, and intonation is somehow accurate.	The phonemes used by the student are not accurate, but they can be understood without much effort. There is little accuracy in the intonation.	The student struggles to pronounce English words accurately making difficult to understand the message. Intonation patterns are imperceptible or always inaccurate.
<b>Overall fluency and delivery</b>	The student shows great fluency and a confident use of the language with little to no hesitation.	The student shows fluency and a somehow confident use of the language with some hesitation at times.	The student shows some fluency but hesitates in many instances. Nonetheless, communication is not heavily affected.	The student shows little fluency and hesitation heavily affects communication.
<b>Comments:</b>  <b>Total Mark: /20</b>				



Appendix 6.33: Rubric for Comprehension and Production Written Activities:

Criteria	MEETS AND... (4)	MEETS (3)	MEETS BUT... (2)	DOES NOT MEET (1)
<b>Content and information</b>	Content is relevant and engaging. The text presents a rigorous management of the information and the specific details are factual. It is clear for the reader what the aim and the angle of the author are.	Content is relevant to the task. The text presents a somehow rigorous management of the information and the specific details seem to be factual. The aim and angle of the author can be understood with ease.	Content is somehow relevant to the task. The information management shows some free interpretation of the facts. The aim and angle of the author is not always entirely clear.	Content has little relevance to the task. The information management is leniently interpreted and is not supported by facts. The aim and angle of the author is unclear.
<b>Vocabulary</b>	The vocabulary and expressions present in the text are relevant to the task and the topic. Some terms are above the course level.	The vocabulary and expressions present in the text are relevant to the task and the topic and used accurately.	The vocabulary and expressions present in the text are relevant to the task and the topic, but they are not always accurate.	The vocabulary and expressions present in the text are of little relevance to the task and the topic, and they are rarely used with accuracy.
<b>Grammar and use of English</b>	The text presents a wide range of simple and some more complex structures with great grammatical accuracy. Mistakes might be present, but they are non-impeding.	The text presents a wide range of simple and some more complex structures with some grammatical accuracy. Mistakes might be present, but they are non-impeding in general.	The text presents control of simple structures but struggles to use some more complex expressions with grammatical accuracy. Several mistakes are present that might hinder communication at times.	The text presents little grammatical accuracy. Several mistakes are present that severely hinder communication in general.
<b>Structure, coherence and cohesion (X2)</b>	The text is well organised and follows a coherent structure. The writer uses a variety of cohesive devices to transition between ideas. The student shows causal relations between events, compares them, and offers a satisfactory conclusion based on the arguments previously provided.	The text is organised and follows a coherent structure. The writer uses cohesive devices to transition between ideas and shows causal relations between events, compares them, and offers a conclusion based on the arguments previously provided.	The text is somehow organised and coherent. The writer uses some cohesive devices to transition between ideas although not always accurately. Causal relations between events can be seen with some effort from the reader. The text offers a conclusion that is somehow connected to the rest of the text.	The text lacks organisation and coherence. Several sentences are presented in isolation. There is far-fetched or no cohesion between ideas. There is far-fetched or no causal relations between events. The text offers no conclusion or an irrelevant one.
<p><b>Comments:</b></p> <p><b>Total Mark: /20</b></p>				

Appendix 6.34: Rubric for the Assessment of Unit Projects:

Criteria	MEETS AND... (4)	MEETS (3)	MEETS BUT... (2)	DOES NOT MEET (1)
<b>Content and requirements</b>	Content is relevant, appropriate and detailed. Meets all the requirements and the group has gone the extra mile in order to deliver the project.	Content is relevant, appropriate and shows some attention to detail. Meets all the compulsory requirements.	Content is somehow relevant. It does not meet all the compulsory requirements.	Content is not relevant. It does not meet all the compulsory requirements.
<b>Video Aesthetics</b>	Aesthetics are appropriate for the topic and very appealing for the viewer. The final result looks almost professional.	Aesthetics are appropriate for the topic and appealing for the viewer.	Aesthetics are somehow appropriate for the topic and decent for the viewer. Nonetheless, it does not seem finished.	Aesthetics are somehow inappropriate for the topic and poor. It seems unfinished.
<b>Website Aesthetics</b>	Aesthetics are appropriate for the topic and very appealing for the user. The final result looks almost professional.	Aesthetics are appropriate for the topic and appealing for the user.	Aesthetics are somehow appropriate for the topic and decent for the user. Nonetheless, it does not seem finished.	Aesthetics are somehow inappropriate for the topic and poor. It seems unfinished.
<b>Information Management</b>	The project shows a rigorous management of the information and the specific details are factual.	The project shows a somehow rigorous management of the information and the specific details seem to be factual.	The project shows average information management and some free interpretation of the facts.	The project shows a poor information management which is leniently interpreted and is not supported by the facts.
<b>Overall result of the final product</b>	The final product is excellent. The students have gone above and beyond in order to deliver a functional website and a video that looks almost professional.	The final product is good. The students have worked hard to deliver a functional website and an appealing video.	The final product is average. The students have delivered a functional website with some shortcomings and a video that somehow serves its purpose.	The final product is unfinished. The students have delivered a flawed website and a video that barely serves its purpose.
<b>Comments:</b>  <b>Total Mark: /20</b>				