PODCAST: ENHANCING ARGUMENTATIVE PRODUCTIVE COMPETENCES IN EFL LEARNERS

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Bogotá

2020

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DEDICATORIA

En primer lugar, dedico mi trabajo a Dios porque Él le da sentido a todo lo que hago y básicamente a mi vida.

A mis padres, por ser una muestra del amor inagotable de Dios en mi vida y la bendición más grande que me ha dado. A mi hermano Elkin Alfonso por ser mi persona favorita y por estar ahí para mí siempre.

Los amo profundamente, este logro no es mío sino nuestro.

AGRADECIMIENTOS

A Dios por ser mi fortaleza, mi refugio, darme la sabiduría para recorrer este camino y, por darme la oportunidad de servirle a través de la enseñanza

A mis padres por su amor, esfuerzo, apoyo incondicional y por todos los sacrificios que hicieron para ayudarme a alcanzar esta meta.

A mi hermano Elkin Alfonso y a Marisol Pinzón, por su apoyo, motivación y sus palabras de aliento en momentos de debilidad y dificultad.

A mis compañeros, por su compañía y todos los momentos gratos que dejaron guardados en mi memoria. Los recordare siempre con gratitud y aprecio.

A los docentes del departamento por todo lo que aportaron a mi crecimiento intelectual y profesional.

Finalmente, agradezco a la Universidad Pedagógica Nacional por darme la oportunidad de vivir allí una de las mejores etapas de mi vida.

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CHAPTER I

This proposal started as an action research carried out at Instituto Pedagógico Nacional in Bogotá- Colombia. However, this investigation only reached the first stage, which included observations. Given the situation presented by the Covid-19, this research became a proposal for pedagogical innovation.

Local Context

As previously mentioned, the initial research was developed at Instituto Pedagógico Nacional. This is a public school in Bogotá City on 127 street No. 11-20 in Usaquén. This locality borders with the following localities: Chía, Chapinero, Cerros Orientales and Suba. Besides that, Usaquén is considered the locality number one in Bogota and is divided in nine urban subsections: Paseo Los Libertadores, Verbenal, La Uribe, San Cristóbal Norte, Toberin, Los Cedros, Usaquén, Country Club and Santa Bárbara. In terms of transportation the main roads are Carrera 7.ª, Avenida Novena, Avenida Carrera 19, and la Avenida Carrera 15.

Apart from that, Usaquén has 472.908 inhabitants which means 5.93% of Bogota's total population. This locality covers over 334.143 of residential properties with 142 inhabitants for each of these. Regarding the business area, the formal and informal businesses in Usaquén benefit the economic development of the city.

Institutional Context

Instituto Pedagógico Nacional (hereinafter "IPN") is oriented to the education from kindergarten to eleventh grade and special education, all of them in single shift from 7:00am to 3:00pm. This school is associated with Universidad Pedagógica Nacional (UPN) and serves as the principal practice center of its teachers in training. This institution opened for the first time in 1927 with the aim to educate women teachers and eventually incorporated different changes such

as: the Annex School for teaching practices in 1929, the kindergarten in 1934, the establishment of the Universidad Pedagógica Nacional for postsecondary studies for women in 1955, the integration of education for special needs in 1968, the education for high school in 1994, and lately, the implementation of the full school day.

IPN is also an institution that experiments to find new pedagogical strategies in order to face the educational needs at the time. Accordingly, it tends, by the education of critical, autonomous, ethical-political, diverse subjects with a social sense, that contribute to the understanding and reality transformation therefore its philosophy reflects the concern of the current social conditions which is essential for its mission of leading the educational processes of children, youth and adults, taking into account their diversity, (PEI, 2018). In addition, the vision of the IPN is to educate children, youth, adults and teachers that promote and build up a pluralistic and pacific community. This institution follows the school active pedagogical model as its theoretical basis for teaching, which highlights the importance of learning in connection with the real context. Likewise, IPN considers the student as the reason of the educational process and the teacher in charge to educate the student from an integral perspective.

On the other hand, this institution is divided as follows: preschool, which has five classes; special needs, with three levels; primary, from first to fifth grade and high school, besides the common zones and administrative areas. Furthermore, IPN has big green areas, a central square for events, 2 food stands, a cafeteria, two soccer fields, one basketball and tennis field and a gym. Likewise, it has: an English lab and three labs for biochemistry, chemistry, and physics, a farm, a music classroom, and a library with internet access. This institution currently holds more than 1322 students.

Participants

The participants who this research was designed initially for were 34 tenth graders, 18 female and 16 male students. Their age ranges from 15 to 16. These students attended three hours of English class a week, and among four emphasis the institution has, they chose social studies as the one they were interested in.

TheThe survey (Appendix B) implemented in order to know students' backgrounds showed that most of the students lived in Usaquén and Suba localities. They reported to use the school bus or public transportation to arrive at the school and most of them had studied at IPN for more than five years. This evidenced that most of the students belong to middle class and they knew each other for a long time.

Regarding their hobbies, the activities they preferred the most were: listening to music, practicing a sport, painting, drawing, listening to music and watching movies in English. Most of them spent more than 3 hours doing homework out of school and got help from a relative to do them. In addition, they considered to know English important for the lives and half of them practice this language out of the school through online courses, videos, and music. Knowing the students' interests was important for the development of this proposal since this information led researcher to create an accurate proposal according to that information, as Puchta and Schratz (1993) suggest: part of the problems with teenagers are caused by "… the teacher's failure to build bridges between what they want and have to teach and their students" (cited in Jeremy Harmer, 2001).

Class observations revealed that the students respected to each other and the teacher. They sat and got organize when the teacher came into the classroom and the teacher did not have to scold them to have their attention. However, they developed the activities proposed by the

teacher, but they take more time than expected by him, because they talked about things not related to the task assigned or spent time of the class to completed their homework. On the other hand, they listened to each other when someone participated and worked collaboratively with no complain or discontent.

Diagnosis

During the second semester of 2019 the researcher observed the students in tenth grade to become aware of their behavior, performance, and English level in class. Thus, the teacher-researcher observed the student's behavior in English class and registered the data in field notes (see Appendix A). Likewise, the researcher applied a survey (see Appendix B) to identify their background, the diagram "Observing on-task/ off task behaviors" (see appendix C) to recognize the times the spoke to participate in class and a test design for B1 English level (See appendix D) on the four communicative skills: listening, reading, writing and speaking to acknowledge the student's needs regarding English language.

The students showed a different performance between their performance in productive skills and in receptive skills in the English language. To begin with, the most relevant aspect of the information collected was the lack of practice regarding speaking skills. Students did not speak English to each other or during class development. The consequences were evident in the test when they had to answer a question about social media, and they claimed not to have enough vocabulary to provide the answer, and some of them did not attempt to speak at all. Half of them failed with the lowest grade in grammar and fluency. Likewise, in writing, most of the students could answer questions but making mistakes in grammar, vocabulary, and spelling. The rest of them did not answer what was asked but wrote coherent sentences or did not answer anything at all. However, in terms of listening and reading the students understood most of the listening and

reading material in English since they could identify the topic they were being told about, follow instructions and answer questions about it, even if they sometimes want to respond in Spanish because, as mentioned above, they saidy that they dido not know how to do it in English.

The above allowed knowing some of the teaching strategies in English class. The observations brought out into open that the English class was not completely developed in this language. The teacher explained grammar in Spanish and provided instructions in English but translated after into Spanish. Besides, the students did not speak in English to each other or to ask questions to the teacher about the grammar exercises. Additionally, the students had to do writing exercises as filling the gaps of an English coursebook, and the teacher also asked them to write single sentences and short paragraphs to practice the grammar already explained. Some of them asked questions to the teacher individually to clarify. Here, it is pertinent to mention that after writing, they hade to share their sentences, and this was the speaking part for them to practice in class.

On the other hand, as registered in the field notes (see Appendix A), the students hadve English Lab every other week. There, they listened to audios from thede book like instructions for exercises they should follow. Likewise, they did online activities like listening to songs in intermediate level (they chose the level) to complete the lyrics. In like manner, reading was a proficient skill. The students finished reading an adapted version for foreign English learners of the book “Dracula”. They had to read it out of the regular class time. Most of them correctly answered some questions correctly and shared their opinions about the story. It is also appropriate to mention that a specific approach for the English class was not identified. The classes were linguistically divided among the four communicative skills, but a communicative goal was not clearly established.

Considering then the above and the information obtained throughf the data collection instruments; the students did not show interest in practicing productive skills and participate more in activities that involved receptive skills. It was evident by the fact that most of them hardly ever spoke in English to share ideas, ask questions, or promote debates to enrich the class. This should be an unusual fact, considering that they chose social studies as their emphasis. Besides, when the teacher asked questions for the students to speak, they expressed the did not want to do it because they were not sure if the answer was correct or they did not want to make pronunciation mistakes. This fear of speaking and making mistakes was also revealed in the test. Likewise, the diagram "Observing on-task / off-task behaviors" (see appendix C) revealed that few students spoke to answer the teacher's questions and they were the same over each activity. It can be said, then, that investment (Norton's construct, cited in Ron, 2016) was low in class, even when the students listen to each other respectfully. Nonetheless, they seemed to be more enthusiastic when doing the listening and reading activities than for speaking, since more students rose their hands to participate than usual.

To sum up, the students' fear to be wrong when speaking disabled them to practice this skill in class. Besides, their writing production was limited to practice grammar. Therefore, they did not make the effort to communicate in English because even the teacher spoke in Spanish to explain or provide instructions. Nonetheless, they participated more in listening and reading activities with authentic material.

Statement of the problem

Considering the diagnosis, it is pertinent to mention that the students did not seem to feel confident enough to speak in English and they did not write to communicate but to practice

grammar. This lack of proficient practice led them to be under the B1 level they were supposed reach as stated in the English Language Learning Standards (MEN, 2006) in Colombia. These standards present that students in tenth grade should be able to speak confident and spontaneously in conversations on topics of their interest using clear and simple language. Likewise, they should be able to write short or middle length texts explaining their preferences, decisions, and behavior. In this sense, they should consider writing as a possibility to express their ideas and thoughts.

Taking into account the mission of IPN of educating a critical and autonomous person that can reflect upon the concern of the current social conditions, and the demand of today's society for the development of 21st-century skills, among which is the capacity for argumentation, the English class presented a problematic situation since the students did not even use this language to express their ideas or thoughts. In other words, they were not preparing to handle or understand critically the changes of today's society.

Rationale of the study

Nowadays, most of countries recognize the importance of learning English as a foreign language. In fact, English is considered a lingua franca since most of the people around the world use this language to communicate when they do not share the same native language (Harmer, 2007; Rodríguez, 2012). Likewise, the "International Journal of Communication Research" pointed out that "English is the most spoken language around the world and 1 out 5 persons understands it" (Petruta, 2012). Therefore, this is the language of capitalist societies and fields such as business, tourism, science, technology, and the most common way of communication. The effectiveness of a person to carry out a conversation in the foreign language works as an indicator of success (Nunan,1991).

In line with this, a person who speaks English can break the barriers of culture and have more opportunities of development in the different professional fields. In like manner, writing is another way for people to express themselves. Tench (2003), sates “writing is the ability to communicate messages clearly and concisely is one of their differentiating skills” (p. 39). This affirmation can be complemented by the affirmation that the writing process involves brainstorming ideas, discussion, research, drafting and re-editing (Harmer, 2007). It is pertinent then to assert that the effective development of productive skills might allowallows the student to communicate with people of different cultures, to find many resources in the diverse areas of knowledge, broad their perspective, construct solid arguments and enhance his critical thinking.

Thus, the relevance of speaking and writing lies in the opportunity to express oneself. However, it is important for the students to understand that it is not about talking or writing for themselves. Albeit they express their ideas, they not only convey information but can also change the perspective of others and even transform society. Due to this, expressing oneself requires doing it clearly, demonstrating that one has knowledge that transcends one's perspectives, prejudices and remains in mere opinion. Hence, argumentation is one of the twenty-first century skill in new pedagogical models (Scott, 2015), and it is not only necessary for academic purposes but also professional success. However, opportunities in schools to develop argumentative writing skills in a foreing language are not common (Neff-van, 2013).

Besides, there are some common problems that teachers face to make students speak in English. One of the most common problems English learners show is language anxiety. Jones (2004) states that this phenomenon occurs as a fear provoked when the nonnative speaker is asked to speak in the foreign language in public, with the risk of social embarrassment. In this sense they fear to speak in second a language because they do not want to make mistakes and

feel dumb towards others. Teenagers can be even more anxious because of the acceptance of their peers is highly important for them. Jeremy Harmer (2001) states that one of the key issues in teenagers, “is the search for individual identity… identity has to be forged among classmates among classmates and friends” (p. 39). As previously mentioned, peer approval is fundamental for adolescents, so they want to fulfill and if possible, overcome the expectations of their classmates. They want to create and image of respect and avoid the perception of being incompetent.

In view of the above, it was appropriate to consider the podcast as a good tool to enhance the argumentative productive competences in English. The creative process of the podcast required basically to write a script about any topic and based on that record the audio. In this sense, considering their interest in social studies, argumentation as a 21st century skill and the mission of IPN, the students could develop an argumentative podcast about social issues. Harmer (2001) suggests: “if teenagers are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them” (p.39). Additionally, with the podcast the students can record themselves as many times as they want and provide self-feedback and cooperative feedback without exposing themselves to public. This could reduce the speaking anxiety and improve their speaking skills. In this respect, Man and Sze (2006), suggest that podcasts can help "less confident students as producing podcasts involves performing behind the scenes" (p.122). Considering all above, it is appropriate to analyze the use of the podcasts in English classes.

Research Question and Objectives

How does the use of the podcasts following the TBLT approach enhance the argumentative productive competences of EFL students in tenth grade at Instituto Pedagógico Nacional**?**

General objective.

To analyze the use of the podcasts following TBLT approach on the development of the productive argumentative competences of EFL students in tenth grade at Instituto Pedagógico Nacional.

Specific objectives

- To design a pedagogical intervention based on a set of tasks that lead the realization of the argumentative podcast.
- To identify the students' responses to the use of a set of tasks based on controversial topics to create a podcast in order to improve their argumentative productive competences in EFL.
- To analyze and describe the role of the podcast with social content on the development of argumentative productive competences in EFL.

CHAPTER II

This chapter presents first, different previous studies that reveal the impact of using podcast for the development of argumentative skills. Second, the theoretical framework in which the three constructs that underpin the current proposal will be defined and characterized based on three constructs that underpin this research study. The first construct to address is the podcasts and it includes the steps to developed them and their use in education. The second construct is Task-Based Language Teaching and its characteristics. The third is productive argumentative skills in which each term is defined separately and then they are blended into a single construct.

Literature review

The first study considered for this proposal was “Speaking Skill Development through the Implementation of Multimedia Projects” developed by Ospitia, Garzón and Garcés (2016), in a school in Ibague- Colombia. It aimed to examine the way the implementation of podcasts, videos and PowerPoint projects improved the speaking skill specifically in the areas of vocabulary, pronunciation and fluency in EFL sixth graders. They followed the Action research methodology and used as instruments of data collection an initial diagnosis and a final development test, a focus group interview and students’ artifacts derived from podcast, video and PowerPoint projects. Regarding to the use of podcast, learners created scripts to practice, and they identified y their own mistakes while listening TO their recordings. The results of the final development test evidenced that the students improved their pronunciation and showed more self-confidence and A better attitude towards the speaking tasks. This study is important for the present document due to it grounds the proposal of using the podcast to teach English since its results present that the use of the podcast can help students to improve the speaking skill and

overcome their lack of confidence when they have to speak in English. However, this study differs because it only involves the practice of speaking without writing and argumentation.

Apart from that, in the article “Oral Skills Development Through the Use of Language Learning Strategies, Podcasting and Collaborative Work” Devia and Smith (2017), describe an action research project carried out in a school in Ibague, Colombia. This research was held through a qualitative approach with the implementation, monitoring and evaluation of speaking tasks based on contextualized and meaningful scenarios. The participants were tenth graders and the was to work in the development of their oral skills. To collect data, the researchers used surveys, questionnaires, and the podcast. As a result, they found that students improved their fluency, accuracy, and vocabulary. In addition, their self-confidence increased when they had to participate in the oral tasks. In this way, this article contributes to this proposal since it evidences that podcasts are an effective tool to consider in order to help the students to break the boundaries of fear when it comes to speak in a second language since it is t is an easy-going tool to practice. Nonetheless, it does not take into account the content only focusing on pronunciation, fluency, vocabulary and basically in the skill.

Similarly, in the case study “Refining Speaking and Listening Skills Using Podcast” by Prada (2014), the researcher used the podcast with tenth graders at a school in Tunja – Colombia to develop listening and speaking skills. The students developed podcasts adapting topics related to their likes, interests and needs. For this study, the researcher applied surveys and interviews which results showed the students did not feel confident about their listening and speaking skills. As conclusions for this research, the researcher mentioned that the podcast was an excellent tool to encourage the students to learn English with no pressure and avoiding the shame of speaking in English. All this information confirms the relevance of this study for using podcast as an efficient tool to encourage high school students to learn English in a way the liked, feel confident

and speak with no fear or shame. However, similarly to the previous study the researcher focused on the elements of speaking skill and the students' attitude at this what differs to this project in which the content of the podcast is highly important.

Conjointly the case study, named "The Use and Development of Podcasting as a Technological Tool in Secondary Education in Greece" carried out by Darra and Nikolou in 2018, presents how podcasting can be implemented as a supportive technological tool in teaching English. The participants were 28 pupils of the first grade of high school at an educational institution in Greece. It was conducted with an experimental group of 15 students and a control group of 13 students. The results evidenced that the students found the podcasts interesting, helpful, and relevant to the lesson. Besides this, all learning styles benefited from the educational podcasts, each one of them in a different way. They also concluded that this tool enhances student performance in English. In this way, this study evidences that the podcast can raise a positive perspective of the students about English and their motivation towards this language. This demonstrate that podcasts help them to improve the different skills of the second language, which is important to consider for this study since the aim is the students can change their perspective about English and also enhance their argumentative productive competences.

Another relevant study was the undergraduate monography "Authentic videos: a proposal to enhance productive skills within a cooperative learning environment in the EFL" by Monzoque in 2019. The partcicipants were fifth graders and the objective was to disclose the use of authentic videos to enhance productive skills in an EFL classroom. It was developed under the qualitative action research paradigm and the researcher used field notes, surveys, artifacts, and recordings as instruments to collect the data. The results revealed that the use of authentic videos was significant and valuable for students because the topics were chosen by them and they had a

connection with their contexts. Likewise, oral production occurred when the students were able to articulate the contents of the script and present them by interacting to each other in the video.

Considering the previous information, it can be said that the process of developing the videos is very similar to the process of the podcast, since the students have to write the script and record themselves, what leads to think that the students could enhance their writing and speaking skills with this tool. Also, the research evidenced that the students choosing the topic for the videos was very significant for them, which suggests that the tenth graders could be more motivated to develop the podcast since it is based on their emphasis. However, the fact that students have to expose themselves in camera and not only record an audio presents a different experience. For this project the aim is to avoid tenth graders to be to much expose and feel the pressure of being judge. Therefore, even though the main strategy of this research can be similar to this project, the experience for the tenth graders can be highly different.

Finally, the qualitative study " Graphic Organizers Support Young L2 Writers' Argumentative Skills" developed by Mora, Anderson, and Cuesta in 2018, reveal the influence of graphic organizers on the development of written argumentative tasks in a group of sixth-grade Colombian L2 English learners. For this study, the researchers used a questionnaire, a survey, a focus group, a teachers' journal, and students' written artifacts to collect the data and analyzed it through the grounded theory approach. They found that using graphic organizers influenced learners' argumentative writing skills positively, which showed that learners can develop complex argumentative writing skills in a second language.

Additionally, in their conclusions it is mentioned that in education it has been given little attention to the improvement of argumentative skills, especially in a L2. Indeed, it is remarkable how students are often expected to acquire linguistic competences that require little more than lower-order thinking skills. Therefore, the previous results and conclusions highlights the

importance of implementing this proposal to enhance argumentative skills of the tenth graders, even when considering this in a second language. It is evident then, that it is appropiate to encourage the development of critical thinking in tenth graders while learning a L2, instead of only consider to shape their linguistics competences and fulfill their needs to communicate, express themselves, and cope with real world issues aside.

Theoretical Framework

Podcasts in EFL

Nowadays technology is a present element in people's everyday life. Through the different tools of technology people can find many digital platforms and content. Podcast is one of the alternatives in which digital content could be delivered. Hammersley (2004) states that podcasts are digital materials that are recorded, shared, and downloaded from the internet. Podcasts are also an automated technology that people can use to listen audio shows (Flanagan & Calandra, 2005). Therefore, it can be said that the podcasts are recorded audios, based on any kind of content, available on digital platforms.

According to Google Podcasts and PRX team (2019), the development of a podcast involves three important aspects. The first is the format, which has to do with the way in which the content is going to be presented. The most used formats are: Solo Host, which is just a person speaking into the microphone; Chatcast, where people have a conversation or discuss a topic; interview, is a show with guests; Reported Narrative, which is a reported documentary, and Fiction. The second is Length, which refers to how long the podcast will last. Here it is suggested that shorter is better since not much time is spent editing. Finally, the third has to do with the Frequency in which a new episode should be released. For the case of this intervention, the students should develop a Chatcast in which in groups of three, they can discuss about a

controversial social issue. This podcast should not last more than five minutes, and the frequency is not considered since it is going to take only one episode.

Additionally, Williams (2007) states that the use of podcast is perfect for students learning a foreing language since they can use it "to learn, hone, or review skills" (p.45). He also suggests that with this tool the students can demonstrate their learning so the teacher can direct them toward a goal. Considering these characteristics, it can be said that the podcasts allow the students to practice their language skills in L2, avoid the public embarrassment (since podcast is an audio file), provide self-feedback and track their learning process. Furthermore, for the students, the experience of creating their own content can engage them with English and the satisfaction with their learning process can increase (Chester , Buntine, Hammond, & Atkinson, 2011). As they make their podcast according to what they are interested in, their experience from learning a second language only focus on grammar can change to use the language to communicate and express their ideas, opinions and thoughts.

Finally, Villano (2008), explains that "podcasting is a lot like speechwriting" (p.1). Accordingly, he suggests that to prepare a podcast the students should "know their audience, pick a theme, research talking points, and practice. Like speeches, podcasts require a beginning, middle, and conclusion" (p.1). Following this structure, the tenth graders should choose a topic and research information to underpin their stands and write the script; then practice their writing skills and the speaking skills as they record it several times. This author also mentions as next steps to focus on sound while recording and then edit it aiming for the best quality.

Task-Based Language Teaching (TBLT)

According to Ellis (2013) TBLT is "an approach to teaching a second/foreign language that seeks to facilitate language learning by engaging learners in the interactionally authentic

language use that results from performing a series of tasks" (p.1). To this respect, the students in tenth grade have to solve a different set of writing and speaking tasks using authentic materials in English (such as realia and multimedia materials) that communicate meaning and allow them to learn and practice this language.

Ellis (2013) also defines tasks as "workplans that provide learners with the materials they need to achieve an outcome specified in communicative rather than linguistic terms" (p.2). These tasks can be "focused" or "unfocused". Both aim to simulate communicative language use, but the first are designed to elicit use of some specific linguistic feature, it could be of grammar, while in the second the topics are drawn from real life (Ellis, Task-Based Language Learning and Teaching, 2003). Supplementarily, Richards & Rodgers (2004), affirm that "engaging learners in task work provides a better context for the activation of learning processes" (p. 223). Along these lines, in this proposal the teacher provides the input and output necessary for language acquisition by the use of authentic material such as videos, podcasts, magazine and journal articles through the sequence of unfocused tasks. The content to be addressed can be critically analyzed by the students due to their controversial topics and they have to collect the information and acquired the vocabulary needed to develop the argumentative podcasts.

Additionally, for the case of this proposal it was considered the framework for designing task-based lessons illustrated in table 1 by this Ellis. According to this model, for the pre-task the teacher presents awareness-raising activities; during task stage the students develop communicative activities with the assessment of the teacher; in the post task the students share their understanding with the group and the teacher. Nonetheless, the design of the lessons plans following this model can be seen in more detail in chapter 4.

Table 1.
A framework for designing Tasks-based lessons.

Pre-task (consciousness-raising activities)	Framing the activity (e.g. establishing the outcome of the task) Regulating planning time Doing a similar task
During task	Time pressure Regulating topic
Post-task (Focused communication activities)	Number of participants Learner report Repeat task Reflection

Note: retrieved from Ellis (2003) in his book "Task-Based Language Learning and Teaching"

Argumentative productive competences

In order to understand this construct, it is necessary to address the meaning of speaking, writing and argumentation separately.

Speaking and writing are known as the productive skills. On one hand, speaking is defined by Burns & Joyce (1997), as an interactive process of constructing meaning that involves producing, receiving, and processing information. Therefore, when the students speak, they can interact with others or influence their point of view (Clark & Clark, 1979). The correct development of this skill requires the knowledge of certain amount of vocabulary, grammar, and a clear pronunciation (Baker, Westrup, 2003).

In Fact, Brown & Yule (1983), suggest that speaking can have an interactional or transactional function. The first, serves to establish and maintain social relations. The second, is focused on the content and making oneself understood clearly. For the case of this proposal,

speaking has a transactional function since the aim for speaking in the podcast is to talk about a specific controversial topic and in a clear and argumentative form.

On the other hand, writing is the process of using symbols to communicate thoughts and ideas but in a readable form. It also includes knowledge of grammar, vocabulary, and punctuation (Benwell, 1997). Besides, this kind of production can work to enable the student to produce a readable product and to prepare for another activity (Harmer, 1991). This is the case of this intervention since the students have to write the script in order to produce it orally in the podcast.

Considering all above, these productive skills allow the students to express themselves and communicate to others. As Jaramillo and Medina (2011) suggests, productive silks are an important form of expression used to persuade or convince other people as well as to share ideas and feelings" (as cited in Iqram , 2015).

Thus, the idea of developing these productive skills is for the students to express their perspectives and ideas not only in a clear form but also with accurate information to support them. That is to say, the students should be able to argue their points of view. According to Solís (2007), argumentation is one of the discourse organization modes that uses analytical (deductive, syllogistic), rhetorical (authority, quasi-logical, fallacies) or dialectical sequences, that influence the construction of mutual images and the privilege of one or other orientation. Moreover, Pipkin and Reynoso (2010), suggest that argumentation is a rational activity oriented to defend a point of view that becomes acceptable to a critic who takes a reasonable attitude. They also mention that it can be developed either spoken or written. However, the most accurate definition for this proposal is the one provided by to Van Eemeren, et al (1996):

> Argumentation is a verbal and social activity of reason aimed at increasing (or decreasing) the acceptability of a controversial standpoint for the listener or reader, by putting forward a costellation of propositions intended to justify (or refute) the standpoint before a rational judge (p.5).

Hence, the students should think reasonably about a controversial social issue and try to justify their stand. Here is important to mention that this kind of reasoning occurs when the student explains the issue to his conversational partner in the podcast for informative reasons (Asterhan & Schwarz, 2007).

For the last term, competences, Fernández and Rubau, (2012) define competences as the capability to deploy an articulated set of knowledge, abilities, and skills of attitudes to perform appropriately in a specific context and a problem situation. Likewise, MEN (2002), suggest that competences are a set of skills, abilities, attitudes that people develop and allow them to understand, interact and transform the world in which they live.

Considering all above and for the purpose of this study argumentative productive competences are understood as the ability to articulate a set of knowledge, attitudes, and skills in the development of a written and spoken discourse drawn to express a rational, analytic and rhetorical point of view in a clear form that leads to reflect on controversial social problems in order to transform owns and others perspectives which lead to face the challenges that arise from the accelerated changes in today's society (see figure 1).

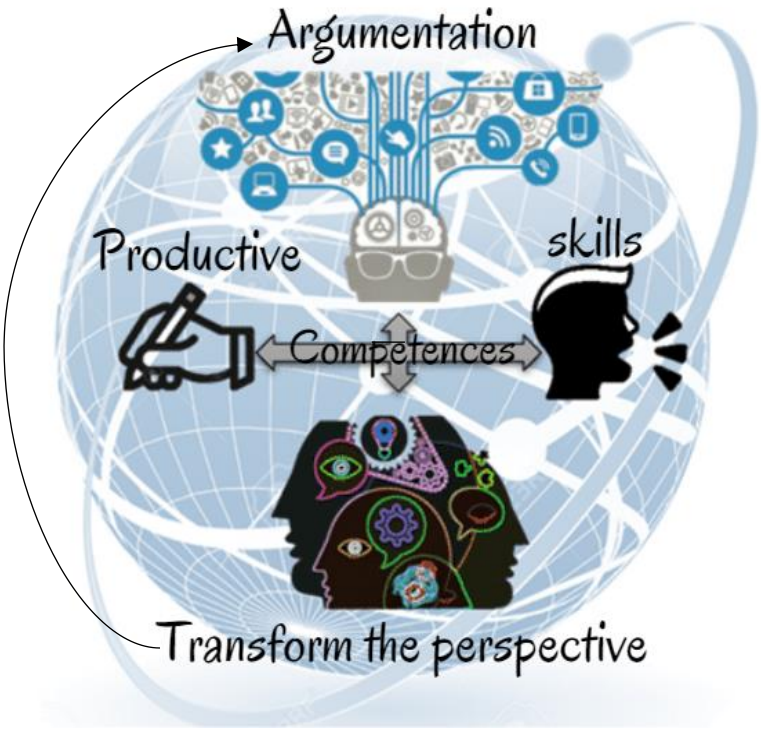

Figure 1. Visual representation of the construct
"Argumentative productive competences"

CHAPTER III

This section of the studyproposal presents the methodological framework that guided the development of the proposal. Firstly, this work is situated in a research paradigm and the type of study that was attempted to be carried out is characterised. After that, the instruments that were used in order to collect data for the diagnosis stage are presented, and finally, the data collection procedures that were followed and some ethical considerations are described.

Research paradigm

This study was carried out under the perspective of qualitative research since one of the aims of the researcher was to understand the situations that involve students' English learning process. Hernández, Fernández and Baptista (2014) suggest that qualitative investigation is based on an inductive process that allows the researcher to go back to previous stages as needed and uses the participants' perspectives and their interaction to collect the data. Therefore, following these characteristics the researcher observed. consideredate and registered all the information about the behavior of the students in English classes, their perspectives and their English learning process.

Type of study

First of all, it is important to clarify that this proposal initiated following the model of the action research study. Mills (2003) asserts that action research is carried out by a teacher researcher to collect data with the goals "of gaining insight, developing reflective practice, effecting positive changes in the school environment and on educational practices in general, and improving student outcomes" (as cited in Hopkins, 2008, p.48). In this sense, the author of this project was considered as a pre-service former teacher and a novice researcher with the aim of enhancing the argumentative productive competences of tenth graders at IPN.

Moreover, the researcher intended to accomplish the study adopting the model of action research established by Elliot (1991). Thus, the initial plan consisted of three main stages that were related to the primary study as follows: 1. General idea: for the research the idea was to use the podcast as a pedagogical resource to enhance the students' argumentative productive competences 2. Implementation: the students solve a set of tasks based on controversial topics from real scenarios to create their argumentative podcasts. Then, the researcher was supposed to evaluate the results of the students' based on the artifacts and the final argumentative podcasts and provide the feedback to the students. Finally, the researcher should reflect upon the process of creating the podcast following the TBLT approach and its impacts in enhancing the argumentative productive competences with the information of the students' interviews, artifacts field notes and the final podcasts.

However, due to the pandemic situation it was not possible to carry out the research as previously planned. In Colombia, educational institutions were closed throughout the year 2020 since March. Therefore, it was only possible to reach the first stage and with the information collected the research became into a pedagogical and didactic innovation proposal. In parallel to the action research this type of proposal proceeds from the teacher's critical reflection about his own practice and the way in which students learn. It is also made up of planned actions that seek a concrete transformation (Pabón, 2019). However, it does not imply to apply it, collect data results, and analyze the information.

Data collection instruments and procedures

In order to collect reliable information from the students and their context, the researcher observed them and recorded the information in field notes, applied diagrams, questionnaires and collect the students' artifacts to finally triangulate the results. Okuda and Gómez (2005) state that

triangulation is made by using multiple methods (qualitative or quantitative), data, theories, researchers or the context of a phenomenon. Therefore, this methodology allowed the researcher to consider and compare all the multiple data collected from the different instruments, which underpin the reliability and the validity of the results. As Phillips and Carr (2010) says: “the more relevant data, the more trustworthy the research” (p.84)

Implemented Instruments

Field notes. One of the instruments usedconsidered to collect data were the field notes. Freeman (1998), mentions that “field notes are notes taken by participant observer in another teacher's classroom … to provide descriptions of teacher or student behavior with emphasis on the setting, group structures, nonverbal information, and interactions among participants” (p.209). In this sense, the researcher noted down information about the students’ behavior in seven English classes the teacher’s behavior and teaching, the characteristics of the classroom and the environment the students were involved (See Appendix A)

Diagram on- or off-task behavior. This diagram (See Appendix C) was used to collect information about students’ participation in two English classes in September 2019. According to Hopkins (2008) “the aim of a diagram is to produce a record of what happens in the classroom. It records in diagrammatic form a series of classroom interactions” (p.89). This instrument allowed to identify who and the times they spoke in English in class.

Questionnaires. Two questionnaires were used in order to know the students’ context (see Appendix B) and to diagnose their English level (see Appendix D). Hopkins (2008) suggests that a questionnaire ask specific questions that allow the researcher to obtain broad information from pupils in a quick and simple way. These characteristics were a significant reason for the

researcher to apply them considering the time to observe the students and the specific data needed.

Suggested instruments

Artifacts. Another way to collect data is through artifacts. Mc Millan and Schumacher (2005) assert that artifacts are tangible evidences that describe the people experiences, their knowledge, their behavior, and values. For this study, the researcher suggests collecting students' notebooks, worksheets, and the podcasts. Even though, the student-made artifacts allow to obtain close data regarding their performance in each task and identify issues that emerge with careful analysis, it is important to consider as a limitation for this type of instrument that the students may not all be equally articulate and perceptive doing the activities.

Tape Recordings. According to Button & Lee (1987) the use of tape-recordings is a practical strategy for apprehending the data naturally occurring and making it available for extended analysis. For the case of this study the students record audios in their cellphones to complete some tasks. Considering the definition preciously mentioned, these tape records are useful for the researcher in two ways: first, to evidence students' oral production; second, to identify their improvement in their speaking skill since the teacher-researcher can compare the first audios with the last ones. However, it is important to consider that one of the disadvantages of this instrument is the time taken to transcript all the information. Although, this can be overcome using apps such as Google drive that allows to convert audios to texts.

Interviews. Considering the definition and types of interviews by Bloor and Wood (2006), interviews are instruments in which the resarcher elicitates data trough the questioning of respondents. For this proposal the researcher recommends to apply the semi-sturcture interview, which involves a series of open-ended questions based on the topic areas to cover. (Mathers,

Fox, and Hunn, 2002). In this sense the teacher who implement this project has a preselected topic to cover and discuss it in more detail if needed with open questions to acknowledge students' opinions about the use of the podcasts and the activities in English based on controversial topics.

Table 2
Triangulation plan

RESEARCH OBJECTIVES	DATA SOURCE # 1	DATA SOURCE # 2	DATA SOURCE # 3	DATA SOURCE # 4
To design a pedagogical intervention based on a set of tasks that lead the realization of the argumentative podcast.	Field notes	Diagram on- or off-task behavior	Questionnaires	
To analyze and describe the role of the podcast with social content on the development of argumentative productive competences in EFL.	Field notes	Artifacts	Students' interviews	
To identify the students' responses to the use of a set of tasks based on controversial topics to create a podcast in order to improve their argumentative productive competences in EFL.	Field notes	Artifacts	Students' interviews	Tape recordings

Note: this table presents instruments to collect the data according to the proposal objectives

Procedures

The development of this study started on September the third in 2019 and due to ethical considerations, a consent form (see appendix E) was sent to get parents' permission for using students' information. All the records collected from the students were confidential and kept carefully, securely, and responsibly by the researcher as were considered only for academic purposes.

The first classes were exclusively to observe the students and registered the information in the field notes. On September 24th, the questionnaire of characterization was applied (see Appendix B). The students answered this questionary individually and it was given in Spanish since the aim of using this instrument was to acknowledge a few of their personal information such as their background, their interests, and their perspective about learning English. Two classes after, the diagnostic test to evaluate the four English skills was applied (Appendix D). They did the reading and listening part in the lab in one class, and they took another class to resolve the writing and speaking part. The next classes the Diagram "Observing on-task/ off - task behaviors" was applied (see Appendix C) and the researcher continued observing and registering the data in the field notes (see Appendix A).

Data analysis methodology suggested

The researcher The researcher suggests the grounded theory (GT) for data analysis. "This theory strives to understand and explain human behavior through inductive reasoning processes" (Elliott & Lazenbatt, 2005 as cited in El Hussein, Hirst, & Salyers, 2014). It requires to identify theoretical cathegories derived from the data collected by a constant comparative method (Glaser & Strauss, 1967; Hammersley, 1989). Therefore, through the use this method the teacher can explain students' behavior in English class and in considering and analyzing all the data collected from the field notes, artifacts, tape recording and students interviews he can achieve a strong intellectual justification for using qualitative research to develop theoretical analysis (Goulding, 1998). El Hussein, Hirst, & Salyers, (2014) also recommend to assum "a reflexive position to stay engaged while interacting with the data" (p.1). In addition, the GT follows steps that allow to analyze the implementation of this proposal since it has an initiating research

question, data selection, data collection, data analysis, and finally a conclusion of the research (El Hussein, Hirst, & Salyers, 2014).

To conclude, this chapter aimeds to present the process and instruments used to gather data and how this information was analyzed. Hence, since this study was developed under the qualitative paradigm the main technique was observation and the instruments derived to gather data were field notes, diagrams, questionnaires, and artifacts. Finally, the results of each instrument were triangulated to present the conclusions.

CHAPTER IV

Pedagogical and Didactic proposal

This chapter presents the educational perspectives from which this project emerged the instructional design that describe how this pedagogical intervention should be carried out. The first perspective is the curricular vision which embraces the Emancipatory Curriculum. The second is the vision of learning that the researcher aims to follow with the students and is based on social interaction; and the last one is the vision of the classroom understood as a learning environment. Finally, the instructional design described in detail to be applied and evaluated.

Curricular vision

Considering the objective of promoting argumentative productive competences, it is appropriate to underpin the curricular approach on the Emancipatory Curriculum. This curriculum is rooted in the "Critical pedagogy" led by Freire followed by Giroux, and McLaren. In general, this vision suggests that education should be a political act in which teachers and students become "cultural workers" (Freire, 1998) who can identify and redress the injustice and myths of the oppressive world (as cited in Gruenewald, 2003). In this sense, this curriculum is structured with the aim of educating students that can reflect critically about their selves and their environment to make decisions that can transform the reality for the collective welfare.

Additionally, Freire (1970), proposes three educational objectives for this curriculum (as cited in Nouri & Sajjadi, 2014): first, "humanization", which stands for enabling teachers and students to reflect critically on their relationship with the world and be consciously aware of their context and their conditions as human beings; for the case of this study, the students should reflect their relation with the social media they use and how these networking influence their human condition. Second, "critical conscientization", that is "to learn to perceive social,

political, and economic contradictions and to take action against the oppressive elements of reality" (Freire, 1970, pág. 17), considering this, the students should recognize fake news in social media and create an argumentative podcast on how to cope the disinformation problems. Third, "establishing a problem-posing Education System" that suggests a dialogic relationship between the teacher and the students; therefore, the researcher teacher's intervention is intended to establish ongoing dialogue in which she can also learn from the students.

Vision of learning

This study embraces Vygotsky's (1978), and Nunan's (2004), perspective about learning. Vygotsky states that higher thinking results from social interaction when a child has to solve problems with the guidance of adults and peers. Following the TBLT, Nunan (2004), suggests that learning is a process in which the students can focus on a language learning target through simulating real situations in the classroom. In this sense, the tenth graders might have the opportunity to enhance their language competences by interacting among each other and with the teacher when they develop a set of tasks about controversial topics. This because the students will receive the guidance of the teacher to accomplish each task as needed, and they also have to share respectfully the information searched and their perspectives to reflect about each topic based on reliable information and understanding that the different points of view can help them to widen their mind set and address issues in a rational way.

Vision of language

Considering TBLT approach, language is a tool "for communicating and for 'doing" (Larsen & Anderson, 2011, pág. 201). Regarding this, the students in tenth grade can learn English by solving a set of tasks and using this language to communicate in real contexts. Besides, Utrecht Institute of Linguistics OTS (2012) states that "people use language in specific

discourse contexts, to share information with others, and to persuade or otherwise affect them". In like manner, Rabiah (2012), suggests that "language is a communication tool used by everyone in their daily life as a means to convey information and arguments to others…language has close relation to the attitude or behavior of groups of speakers of the languages" (p. 1). Therefore, for the development of this proposal language is considered as the tool that the tenth graders can use to share information, express their thoughts and arguments about the controversial social issues.

Vision of classroom

One of the main characteristics of a podcast is that it can be developed and listened to in any place at any moment. That is an important reason to say that this instrument as a pedagogical tool breaks the perspective of a classroom only as a specific place to learn. Hugo Cerda (2001), suggests that a classroom is "a socio-affective environment where the encounter and the interaction between the two protagonists of the educational process takes place (…) any place can become an educational classroom" (p. 13). Here it is important to mention that the protagonists can be two students helping to each other in their educational process.

Similarly, in the article from the Guardian journal *A classroom for the 21st century: where are the best places for learning?* (2013) it is presented that a classroom is a learning environment so it does not only of "tables and chairs, usually arranged so that children face a teacher and an interactive whiteboard" since " learning can, and does, happen anywhere and everywhere". In this sense, a classroom can become any place at school where students work together or even alone developing the podcast, reflecting and searching about the topics addressed in class and practicing by recording their audio files for the podcast.

Instructional design

This proposal requires students to produce a podcast about the issues emerged by the use of social media and in this manner to enhance their argumentative productive competences. For this end and considering the action research which was the initial method of research to develop this proposal, the pedagogical intervention is drawn to be developed in three cycles in thirteen weeks considering that the students have one English class of 1 hour and 30 min per week. It is pertinent to clarify that this division was established considering the initially design under the action research method.

To begging with, the cycle one named “Lifestyle on social media” includes 3 lessons plan for 6 classes to present expectations for the final task and the introduction of the topic of social networks. Thus, it starts with an explanation of what podcasts are, a brief description of the process to create one, and an example. Secondly, the topic of social networks is approached through controversial topics, such as: reasons to close all the social media, the falsehood of beauty and its influence on people, and the standards of lifestyle promoted by influencers. Each session begins with a task to introduce the topic, a development task that includes a review of vocabulary related to physical appearance and leisure activities, and a final task that poses a question that can be controversial for students in light of their perspectives. Given the above, the two objectives of this cycle are first that the students acknowledge the final task and secondly reflect and share their opinions in writing and orally about beauty, their self-esteem, motivations in their lifestyles to strengthen both their language skills and their reflective capacity.

The second cycle, named "Disinformation” involves two lessons plan for three classes for students to recognize misinformation on social media. It starts presenting the types of disinformation and some fake accounts created on Facebook that the students have to analyze.

Subsequently, the different types of argumentative fallacies are addressed, and the students have to identify them in memes on social media. In the same way, as in the previous cycle, there is an initial task related to the topic; a development task that in this case includes learning vocabulary about: fallacies, expressing a position, argumentative speech, and linking words; and a final task that presents a controversial question or statement to which students should answer or reflect based on reliable information. They also have to organize their reflections in writing and share them orally through audios. Thus, the goal of this cycle is for students to be able first, to recognize the lies in the information exposed on social networks and other similar media; second, to identify sources of reliable information; finally, to reduce the spread of false information by teaching others to pinpoint it.

Finally, the third and last cycle, titled "I'm a conscious podcaster" has one lesson plan for three classes. Here, the students create their argumentative podcasts. As in the previous cycles, each session has an initial, development, and final task following the TBLT approach. In the first session, the students take into account the topics covered in the previous classes to define the content of their podcasts and choose the information that will support their statements. In the next class, they should write the script taking up the vocabulary previously learned. Subsequently, the tenth graders must record and edit the audios to deliver them to the teacher in the last session.

Table 3

Pedagogical ProposalChronogram

CYCLE	LESSON	TOPICS	OBJECTIVES	LANGUAGE VOCABULARY
1. Lifestyle on social media (6 sessions)	Lesson plan: 1 N'	Podcast and social media	-To identify the steps to create a podcast -To record a short audio reflecting on the reasons	**VOCABULARY** • Key social media terms

	classes: 2		about quitting social media	
	Lesson plan: 2 N° classes: 2	Fake beauty	-To review vocabulary about physical appearance -To recognize the falsehood of beauty on social media -To identify how beauty standards, influence self-esteem -To write a short paragraph about their perspective of beauty.	**VOCABULARY** • Physical appearance (idioms) • Linking words
	Lesson plan: 3 N° classes: 2	Fake lifestyle	-To talk about the falsehood behind the lifestyle of some influencers. - To write a basic script about the reasons of faking in social media. -To record the script as a short audio.	**VOCABULARY** • Leisure activities • Linking words
Data collection			students' artifacts, tape recordings, field notes	
2. Disinformation (3 sessions)	Lesson plan 1: N° classes: 2	Fake news Argumentative fallacies Types of false information	-To acknowledge the types of argumentative fallacies - To recognize the types of false information. To reflect on the consequences of spreading false information.	**VOCABULARY** • Stating a position • Fallacies
	Lesson plan 2: N° classes: 1	Argumentative speech	- To identify the characteristics of an argumentative speech. - To stand a point of view about a controversial statement.	**VOCABULARY** • Argumentative speech
Data c collection			students' artifacts, tape recordings, field notes	
3 I'm a conscious podcaster (3 sessions)	Lesson plan 1: N° classes:3	Argumentative Podcast	-To use the vocabulary and information presented in previous classes to create a script -To record and argumentative podcast about a problematic consequence of using social media.	**VOCABULARY** • Physical appearance • Leisure activities • Linking words
Data collection			students' artifacts, tape recordings, field notes, semi- structure interviews	

Possible impacts

It is expected that with the development of this proposal, the students in tenth grade can enhance their argumentative productive competences and reflect on issues related to their context and so developing their critical thinking to address the myths in their reality. In addition, as they practice their speaking in class, it is assumed that the students can increase their self-confidence to speak in English and in that way feel more motivated to continue with their learning English process.

To conclude, this chapter presents the researcher's perspective about curriculum, language, learning and classroom. Likewise, the intervention proposal with the aim that the students in tenth grade can create an argumentative podcast is presented. It is also described in detail the three cycles of intervention involving the topics about fake beauty, fake lifestyle and false information to be developed in twelve classes, the general activities and resources to collect the data.

Lesson plan 1: Podcast and social media

Lesson plan: 1	**Session:** 1	**Time:** 90 min
Grade: 10-01	Level: intermediate	
Task based sequence: This is a writing and speaking lesson		

Lesson Objectives
• To recognize the topic of social media and the podcast. • To recognize terms related to social media • To review simple present

	Pre-task
15 min	**Priming:** Ask the following question to the students: What radio programs do you usually listen to? What are they about?
	Present to the students the short podcast "Facebook fun!" (Annex 1). According to the previous activity, the students should answer: What is a podcast? What kind of topics do you usually listen to from the podcasts? What do you think is the difference between a radio program and a podcast? Teacher tells the students that a podcast is the project they are going to develop.
	During task
30 min	The students read the script (Annex 2) of the previous podcast "Facebook fun" carefully and underline the sentences in present simple. They also look for the underknown vocabulary. They listened the short podcast again. Teacher asks the student: Are there any interesting groups that you belong to now? Then they write a short paragraph (5 lines) explaining why they have a Facebook account.
20 min	Teacher presents short videos to understand how to podcast. She also stops the videos occasionally and check students understanding by doing questions. **Video 1:** What is a podcast? (3 min) **Video 2:** Early things to consider-Podcasting (4 min) The students should take notes about the steps to podcast and the important things to consider from the video.

Post task	
15min	By groups of three students they share their answers and the important things to considers about the podcast (orally). The teacher walks around the groups to give language advice.
10 min	**Peer quiz** Each student writes two questions related to the information presented in the previous videos. After that, teacher gathers the questions, mix and distribute them among the students (individually). They answer the questions and return them to the teacher.

Podcast and social media 2

Lesson plan: 1	**Session:** 2	**Time:** 90 min
Grade: 10-01	Level: intermediate	
Task based sequence: This is a writing and speaking lesson		

Lesson Objectives
• To introduce the topic of social media and the podcast. • To review simple present • To recognize terms related to social media • To talk about quitting social media

Pre-task	
10 min	**Priming:** teacher presents a slide (Annex 3) with social media terms and asks the students: what do you think these terms are related to? After they answer, teacher asks the questions: What is a social network? What are the features of a social network?
During task	

25 min	Teacher presents the rest of the slides which have a key word, a picture related to its meaning and the pronunciation. By teams of three students, they write a short definition or sentence using each word as the teacher presents each slide with pictures. The teacher randomly chooses 3 teams to read their definition aloud and clarifies the meaning whether is needed.
20 min	After that teacher asks the students if they know who about Jaron Lanier is or if they have heard about the book "Ten Reasons Why You Should Quit Social Media" Then, teacher provides biographic details about Jaron Lanier and his book "Ten Reasons Why You Should Quit Social Media" Now, by their teams of three people the students have to read the article "Jaron Lanier: "Ten Reasons Why You Should Quit Social Media" (Annex 4), the teacher gives different reasons of the article to each student. That is to say, the first student receives the first 4 reasons, the second the next 3 and the last one the last three.
Post task	
35min	After reading, the students share the reasons they read and write their opinions about the article in a template (Annex 5). Then they write a short dialogue mentioning their opinions and using the vocabulary learned in class. Once this is done; they should record it as an audio in their cellphones and send it to the teacher. The teacher walks around providing language advices.

Annex 1. Podcast "Facebook fun".

Annex 2. Transcription of "Facebook fun".

FACEBOOK FUN!

(transcript)

Speaker 1 (00:05): We've been using Facebook a lot recently, keeping in touch with friends and family, and we've also joined a number of Facebook groups.

Speaker 2 (00:14): So, for this week's podcast in english.com, we're talking about two groups which we've joined. So, Jackie, tell us a little bit about one of the groups that you joined then.

Speaker 1 (00:24): Well, the one I like most at the moment is called recreate artworks with things you find at home, it's a private group you have to ask to join.

Speaker 2 (00:36): So, when did this group start then?

Speaker 1 (00:38): It started on the 8th of April, 2020. So not quite a month and already it has 55,489 members.

Speaker 2 (00:50): Wow. So, Jackie, why did you join this group then?

Speaker 1 (00:53): Well, first start is fun. It's a game. Really? The rules are simple. You choose a painting, then you stage a photo recreation of it using only stuff you already have at home.

Speaker 2 (01:07): So, it's just about art then. Is it?

Speaker 1 (01:09): Choosing the picture is one thing, but it's much more about the dressing up and wearing funny makeup and the correct lighting and looking around the house or flat and seeing what could be used.

Speaker 2 (01:23): And who does these things, who's it for?

Speaker 1 (01:26): Well, it's quite a family friendly group and there's a, there's a whole range of people who are taking part. So that is men, women. And I said, certainly children too.

Speaker 2 (01:36): And what do you enjoy most about this group then?

Speaker 1 (01:39): It's the extraordinary creativity. There's a mixture, some very serious attempts to, to recreate the, the painting exactly as it is. Um, but there's some very funny versions as well. I've laughed out loud a few times. So, it makes you feel better.

Speaker 2 (01:58): And are there any particular posts that, uh, that you've liked? Wow.
Speaker 1 (02:02): There's one painting. That's very popular and has been recreated many times. It's called the girl with the Pearl earring.

Speaker 2 (02:10): Oh, I know that one. Yes. Very famous. Yeah.

Speaker 1 (02:13): Right now some people have tried to recreate it. So, it's exactly the same, but others have used their dogs. Men have done it with beards. Um, people have used spoons or a tennis ball instead of the Pearl earring. It sounds a bit strange, but it's very funny.

Speaker 2 (02:30): So now my final question, Jackie is, have you posted anything to this group,

Speaker 1 (02:35): No, but I'm thinking about using UC the dope or something. So, Richard, you've got a Facebook group you've joined. Would you like a lot? What's what's it called?

Speaker 2 (02:44): Yes. My group is the self-isolating bird club. It's a public group. So, anybody can join a Nike or is it only started very recently. It was the 22nd of March, 2020. And how many members? How's it gone? Not as many yours, but there are about 33,000 members.

Speaker 1 (03:02): So it's a, it's about watching birdwatching

Speaker 2 (03:07): It's for people to share pictures and videos of wildlife across the world. But obviously the title is the bird club. Most of the photos are of birds. It's a nature thing. It's definitely a nature thing. Yes. And who's it for it's for all ages, really? For children, families, everyone. Why did you join this group? What do you enjoy about that, you know, I love nature, don't you? And I just love what looking at the pictures, browsing through the, the pictures of the birds that people have put up. It's just a little bit of fun.

Speaker 1 (03:40): And was there any posts, particular that you've enjoyed?

Speaker 2 (03:44): Someone puts up a bit of a shocking video actually of a, I think it was a weasel or a stout carrying off this enormous rabbit over someone's lawn, which was a bit of a shocker, not very popular with a lot of the people, but I just thought it was amazing.

Speaker 1 (04:01): Now you take lots of photos. Have you put anything up on the, on the Facebook group yourself?

Speaker 2 (04:06): I have actually, I put up a photo today of our blue tits, late Jane.

Speaker 1 (04:11): They have a look at that. So those are our favorite Facebook groups at the moment. What about you, the listeners? Are there any interesting groups that you belong to now? We'd love to hear from you.

Retrieved from: https://www.podcastsinenglish.com/pages1/level2.shtml

Annex 3. Key social media terms

Annex 4. "Ten Reasons Why You Should Quit Social Media"

Ten reasons why you should quit social media

by **Jaron Lanier** Published **June 6, 2018**
Lanier is a VR pioneer who has worked for Google and Microsoft. Ten Arguments for Deleting Your Social Media Accounts Right Now (The Bodley Head), is out now

1. You're losing free will

Smartphones enable us to be tracked and measured and receive engineered feedback, gorging on data about you every second. What kind of links do you click on? What videos do you watch to the end? Where are you when you do these things? Who are you connecting with in person and online? What were you doing before you decided to buy something, deciding whether to vote or not? What was once called advertising must now be understood as continuous behavior modification on a titanic scale.

2. Quitting social media is the most targeted way to resist the insanity of our times

OK, so the problem is not only that people are carrying devices around that are suitable for mass behavior modification, and it's not only that users are crammed into online environments that bring out the worst in us, or that so much power is so concentrated — namely at Facebook and Google — and is controlling giant 'cloud' computers. No, the problem is when these phenomena are driven by a business model incentivized to modify someone else's behavior. Your 'feeds' are constantly tweaked to change behavior. Social media amplifies negative emotions more than positive ones, so it's more efficient at harming society than improving it.

3. Social media is turning you into an asshole

Social media is a world where ordinary people are brought together in a setting where the main — or only — reward is attention. Ordinary users can gain only fake power and wealth, not real power or wealth. This attention-seeking flavors the entire social media machine.

4. Social media is undermining truth

When people become fake, everything becomes fake. You might think you've never interacted with a fake person online but you have. You bought something because it had good reviews but most of them were artificial. You looked at a video because others had but most were fake. Armies of fake people and tweet bots steer the world. There's a whole industry selling counterfeit humans to change your opinion and alter your behavior.

5. Social media is making what you say meaningless

Social media mashes up meaning. Whatever you say online will be contextualized and given meaning by the way algorithms, crowds and fake people mash it up. You have to be crazy extreme if you want to say something that will survive — even briefly — in an unpredictable context.

6. Social media is destroying your capacity for empathy

The world you see online is invisible to the people who misunderstand you and vice versa.

7. Social media is making you unhappy

It puts you and other people into stupid competitions you didn't ask for. Why aren't you sent as many cool pictures as your friend? Why aren't you followed as much? This constant dosing of social anxiety glues people in, terrified to be left behind. This global game takes up the whole earth, pitting everyone against everyone, and most of us always lose.

8. Social media doesn't want you to have economic dignity

The business plan of social media companies is to take data from you and make money from it. Look at how rich Facebook and Google are. Their wealth is made from data you gave them.

9. Social media is making politics impossible

Companies like Facebook and Google are neither liberal nor conservative but they are, it seems, pro-paranoia and pro-irritability. The politicians, the parties or the causes that pay are the only ones that exist in the world of social media.

10. Social media hates your

When you use social media, you implicitly accept a new spiritual framework. You accept having less free will. You support companies like Google and Facebook by using them, even though you know of their perverse incentives. You allow the undermining of truth. This 'spiritual anxiety' has profound consequences. Delete your accounts.

Retrieved from: https://www.metro.news/tne-reasons-why-you-should-quit-social-media/1089535/

Annex 5. Template

Name: _____ Teacher: _____

Grade & Section: _____ Date: _____

MY OPINION PIECE

Write an opinion piece based on the topic. Follow the structure to organize your thoughts. Use linking words and phrases, such as "because", "therefore", and "since" to connect your reasons to your opinion.

Topic: should people quit social media?

OPINION

_____

_____

_____

Reason 1 + Example 1

_____

_____

_____

_____

_____

_____

_____

Reason 2 + Example 2

_____

_____

_____

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Reason 3 + Example 3

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_____

CONCLUSION

_____

_____

_____

_____

Lesson plan 2: Fake beauty

Lesson plan: 2	**Session:** 1	**Time:** 90 min
Grade: 10-01	Level: intermediate	
Task based sequence: This is a writing and speaking lesson		

Lesson Objectives
• To recognize the falsehood of beauty on social media • To review vocabulary about physical appearance

Pre-task	
10 min	Priming: the teacher asks: What is beauty? What do you consider beautiful in a person? The students watch the video "Pizza turns out a woman" Teacher asks the students: what do you think is fake beauty? Then, she explains the meaning of the word "fake"
During task	
20 min	Describing appearance/ matching game (annex 1): the teacher shows a picture as a clue for the students to match the idioms related to physical appearance with their meaning. They also have to complete examples of usage.
40 min	The students read the text "The dark side of social media: How unrealistic beauty standards are causing identity issues" (Annex 2) and highlight the ideas that illustrate the unrealistic beauty standards in social media. The students choose an influencer they admired on Instagram. The students write a description of his/her physical appearance by using the previous vocabulary. Then, they answer the following questions: Is his/ her physical appearance a reason you follow him/her? Explain. Does the influencer fill in the unrealistic standards in social media? Explain (10 lines)
Post task	
15min	By teams of three people the students show the influencer they chose and share their answers (orally). Teacher walks around providing language advice.

Fake beauty 2

Lesson plan: 2	**Session:** 2	**Time:** 90 min
Grade: 10-01	Level: intermediate	
Task based sequence: This is a writing and speaking lesson		

Lesson Objectives
• To review vocabulary about physical appearance • To recognize the falsehood of beauty on social media • To identify how beauty standards, influence self-esteem

	Pre-task
15 min	**Priming:** teacher asks the students: how important is to be a good-looking person on social media nowadays? Then the teacher presents the video "Don't Judge me Challenge Compilation" Teacher stops the video occasionally and the students have to describe the person from the video using the vocabulary seen in the previous class.
	During task
15 min	By groups of three people: some groups look for the concept "self-esteem" and other groups look for what characterize a person with a health self-esteem. They create a poster with the information.
30 min	The students read the article "Social media diminishes self-esteem, encourages fake beauty" (Annex 3) Teacher asks the students to check the Instagram account "celebface" in their cellphones. This account reveals before and after surgery shots of celebrities and influencers so that students can see that some of these 'ideal' bodies are mad made.
	Post task
30 min	The teacher asks if the know the structure to write a paragraph. Then the teacher gives an outline (Annex 4) to the students of the structure of a paragraph and explains it. She also gives the students a poster (Annex 5) with linking words The students have to write a paragraph (7 lines) answering the following question: How do you think that beauty standards in social media have affected your perspective of beauty? The teacher walks around to provide language advice.

Lesson plan 2: Annex 1. Physical appearance matching game

Match the meaning with the idiom. After, complete the example sentences with the correct idiom.

1. be a bit overweight
2. getting old
3. be almost (a certain age)
4. so beautiful / handsome that people notice you immediately
5. be identical to someone
6. wear clothes to impress people
7. not very attractive
8. unattractive
9. so beautiful / handsome that people turn their heads to look at you

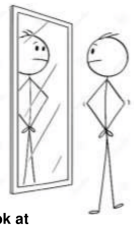
☐ **be the spitting image of someone / be the spit**

☐ **getting on a bit / knocking on a bit**

☐ **be pushing …**

☐ **a head-turner**

☐ **eye-catching**



☐ **not much to look at**

☐ **not a pretty sight**

☐ **a bit on the large side**

☐ **be dressed to kill**

"The woman who works in the shop is so _____."

"You're _____ today. Have you got an important meeting?"

"I'm not a _____ in the morning."

"I know she looks like a teenager, but she's _____30 you know!"

"My parents are _____ now, but they're still healthy and active."

"You're the _____of your mother!"
"He's _____ of his father!"

"Kardashian sisters are _____."

"Her new boyfriend isn't _____ at, but he's a seriously nice guy."

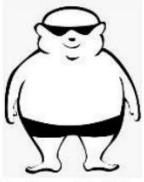
"He's been a bit _____ ever since he stopped smoking

be the spitting image of someone

a head-turner

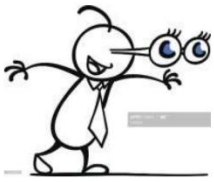
not a pretty sight

a bit on the large side



getting on a bit / knocking on a bit

eye-catching



be dressed to kill

be pushing …

not much to look at

Annex 2. The dark side of social media: How unrealistic beauty standards are causing identity issues

The dark side of social media: How unrealistic beauty standards are causing identity issues

NTIANU OBIORA
04/07/2020

These days, social media is doing more harm than good with young men and women becoming increasingly insecure due to unrealistic beauty ideals.

Social media is both the joy and the curse of the 21st century.

In one way, the digital age has opened us up to another world, created jobs we never knew could exist and connected people, the world over.

On the other hand, the pressure to keep up with what we see online has become a morbid cycle which is destroying lives one click at a time.

In particular, men and women have found themselves battling identity issues due to the unrealistic beauty standards set by what they see on social media.

Many have developed serious mental health issues, identity issues and even body dysmorphia trying to emulate the beauty standards that are simply unattainable.

How do we distinguish reality from the fake and how do we protect ourselves form the dark side of social media?

The first thing most of us do when we wake up in the morning is to instinctively reach for our phones. From the very minute we open our eyes, we are immersing ourselves in an alternate reality.

Just as most of us use social media to promote ourselves, tons of celebrities, influencers, models and brands, also use it to sell themselves by creating an image of perfection.

It's hard not to see a multitude of perfectly toned beauties, flat stomachs, plump breasts, impossibly long legs and perky, perfectly rounded butts.

Thousands of Instagram accounts promote images of perfectly sculpted men and women.

Whilst we may believe we are mindlessly scrolling though such content, our subconscious is soaking it all up and before we know it, those perfectly formed bodies have become the standard by which we measure everything else.

There is an apparent problem within this false world of idealism. Thousands of famous people and models on social media document their workout routines, eating habits, and other aspects of their lifestyle that contribute to the way they look. There is only one problem with this industry; it's all fake.

False representations and unrealistic standards

An Instagram model can post a picture of herself in a bikini, showing off her taut stomach, holding up a weight loss tea supplement. Her caption reveals that said supplement is the secret to her honed physique.

Annex 3. Social media diminishes self-esteem

Social media diminishes self-esteem, encourages fake beauty

universe.byu.edu/2016/01/11/social-media-diminishes-self-esteem-encourages-fake-beauty/

January 11, 2016

Instagram celebrity Essena O'Neill quit social media at the beginning of November. O'Neill is a 19-year-old Australian who had over half a million followers on Instagram.

In many pictures, O'Neill created an illusion. She would often post selfies or pictures of herself in a swimsuit; but what her followers didn't know was how much makeup she would put on beforehand or how she had starved herself all day to look skinny enough for a swimsuit shot.

Fake beauty comes in many forms. There are many products women can buy that are considered fake beauty. Eyelash extensions, hair extensions and dyed hair are examples.

Brockbank's Instagram shows a customer who has had her eyelashes extensions filled. Many women take extremes to fulfill their idea of beauty. (Instagram/@lashes.byliz)

"I do think people put negative connotations on certain beauty trends for women," Liz Brockbank, an aesthetician in South Jordan, said.

Brockbank is a licensed aesthetician who runs her own eyelash-extension business. She has clients ranging in ages from 17 to 55.

"I love all of my clients," Brockbank said. "I get to know them all really well because they come in here for an hour and a half every three weeks to touch up their eyelashes."

She has 55 regular customers.

"My clients come in to get their eyelashes done mostly out of convenience I think," Brockbank said. "I don't think any of my clients ever represent fake beauty."

BYU sophomore Hannah Stock said she doesn't think makeup has a negative connotation for women.

"Makeup doesn't make you fake," Stock said. "It makes you look put together and that you take care of yourself."

Stock said she thinks makeup can help raise girls' self-esteem. She said she thinks girls who have low self-esteem won't use makeup to enhance their looks, but rather use makeup to change their appearance.

"I feel the same way about other things people consider fake beauty," Stock said. "If girls do have eyelash extensions or hair extensions and it is just enhancing their beauty and not changing their appearance, I think that is great."

With the rise in social media over recent years, many studies have been conducted about the relationship between self-esteem and social media.

A study conducted by multiple professors at the University of Toledo hypothesized that those who use social media often have poorer self-esteem because of the comparisons they make on social media.

The results of the study showed that frequent visits to Facebook negatively impact self-esteem. Those who visited Facebook more often evaluated themselves more negatively.

A woman applies makeup and does her hair. Makeup and social media can potentially both negatively affect self-esteem. (Universe Photo)

Lee Essig is a life coach in the men's studies research lab at BYU and helps people with self-esteem. Essig said self-esteem issues about women are relevant in the media. He said men suffer from self-esteem issues just like women do, but it's not portrayed as much in the media. The most common self-esteem issue he has seen with BYU students is a feeling of inadequacy.

"Men do suffer from self-esteem issues just like women," Essig said. "The self-esteem issues do vary. For men, they have issues with if they have a good job or a good major. Muscularity is another self-esteem issue for men. It is prevalent among male students here at BYU."

Essig said men try to hide their insecurities by disconnecting socially and emotionally. The term for this is called alexithymia. For men, it can be defined more specifically as normative male alexithymia.

Haley Ahlman, a junior at BYU studying family and consumer sciences, agreed that some self-esteem issues may be heightened in the Utah Valley area compared to other universities.

“It is the necessity to be different, which is huge in Provo,” Ahlman said. “Everyone tries so hard to be different that they all end up the same.”

Many out-of-state students who attend BYU were at the top of their classes in high school. Some also come from communities with a low concentration of members of the church.

“All of a sudden, these students went from being so unique being Mormon and the only ones who dressed modestly, to being thrown into a school with 30,000 of the exact same people,” Ahlman said.

With BYU’s unique culture, other self-esteem issues may arise that wouldn’t be seen at other universities.

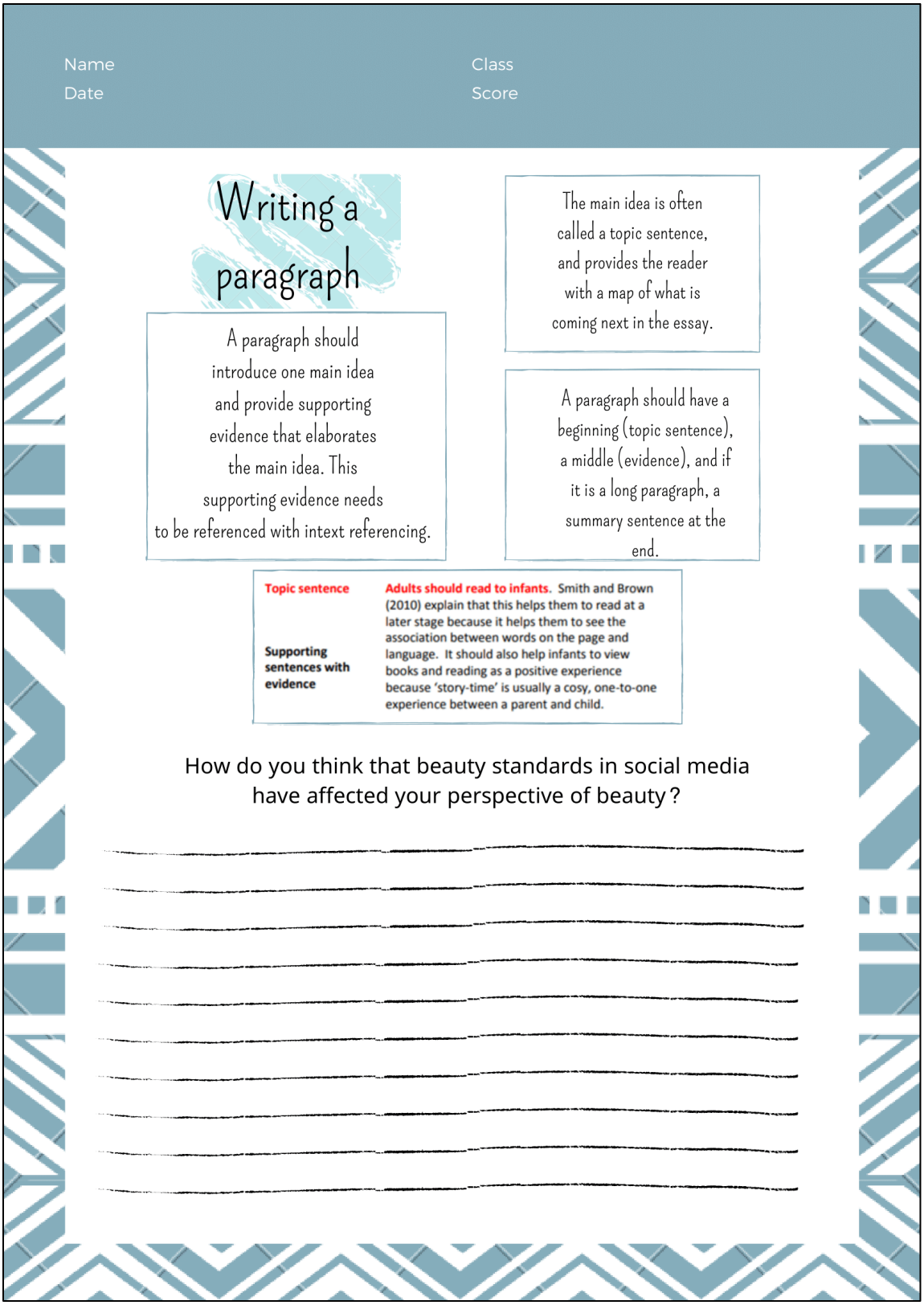
“I have seen that many students have a common misconception that if they are living a righteous life that they should automatically be happy,” Essig said.

He said if these students aren’t happy, then they think the best way to solve the problem is religiously through prayer, scripture study and temple attendance.

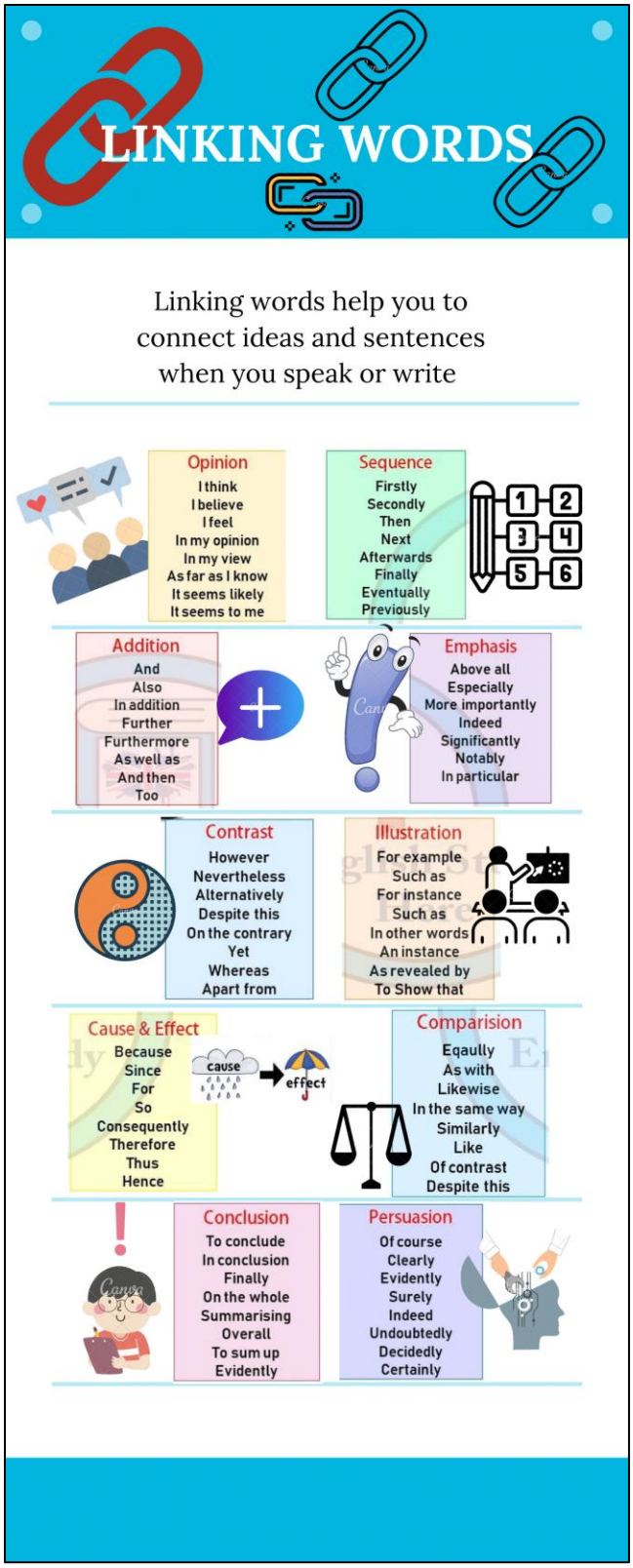
“I am not saying anything bad about these things, they are all great,” Essig said. “But sometimes it’s okay to cope with these things in better ways, which may involve a counselor. There is nothing wrong with that.”

BYU offers counseling and psychological services in the Wilkinson Center. The counseling center is open Monday through Friday 8 a.m. to 5 p.m. and offers individual counseling, group therapy, couples therapy, consultations and emergency services.

Annex 4. Outline of the structure of a paragraph



Annex 5. Poster of linking words



Lesson plan 3: Fake lifestyle

Lesson plan: 2	**Session:** 1	**Time:** 90 min
Grade: 10-01	Level: intermediate	
Task based sequence: This is a writing and speaking lesson		

Lesson Objectives
• To identify the falsehood behind the lifestyle of some influencers.

	Pre-task
10 min	**Priming:** the teacher asks the question: What do you like to do in your free time? Do you post what you do on your social media? Teacher presents the video "7+ Vocabulary for Talking About Free Time" that presents idioms for talking about free time activities. The students jot down the vocabulary in their notebooks.
	During task
20 min	The students have to choose one of the selfies they have posted in one of their social media accounts. Then they have to answer (by writing) the following questions: What is the story behind that picture? What is the reason you posted that selfie? Do you think about what other people could think of that picture before to post it? The students watch the video: "Are You Living an Insta Lie? Social Media Vs. Reality"
40 min	The class is divided into 10 groups of three students. In the groups from 1 to 5 the students are numbered by 1 to 3. In the groups from 5 to 10 the students are numbered from 6 to 8. They have to read an article (Annex 1) and highlight the main ideas. Groups 1 and 6: The inside story of one Instagrammer's fake trip to Disneyland Groups 2 and 7: Fake it till you make it, or maybe not: the disastrous story of a vegan influencer Groups 3 and 8: Instagram influencer Natalia Taylor fakes Bali vacation with Ikea pics Groups 4 and 9: Social Media Influencers Are Not Fitness Experts Groups 5 and 10: Instagram influencer slammed for 'fake traveling' photos
	Post task

20 min	The students gather by numbers, that is to say, number 1 in the same group, number 2 in the same group, number 6 in the same group, etc. They have to tell the information from the article they have read to their classmates.

Fake lifestyle 2

Lesson plan: 2	**Session:** 2	**Time:** 90 min
Grade: 10-01	Level: intermediate	
Task based sequence: This is a writing and speaking lesson		

Lesson Objectives
• To identify the reasons behind faking on social media • To record a short podcast

Pre-task	
15 min	The teacher writes down on the board the English aphorism "Fake it till you make it!". She asks the students if they know that aphorism and explain it. Then the teacher asks the students if they agree with the aphorism. The students watch the video: "Why Fake It Till You Make It Is Bad Advice" and jot down 3 reasons why fake it till you make it is a bad advice.
During task	
30 min	The teacher shows the video: "What life is today explained in five seconds with this selfie" After, the students read the text: "4 Reasons Why People Fake on Social Media" (Annex 2) The teacher writes on the board the following statement: "Profiles in social media are a filter version of who people really are". The students write a paragraph expressing whether they agree or disagree with the previous statement. They can use the template used in a previous session.

20 min	Then the teacher presents the short video "Writing Scripts". The students have to modify the paragraph as a script to record a short podcast. The teacher writes this basic template on the board: **Intro:** [Say your podcast name and topic, your name and who you are, what you're going to talk about, and your call to action] (Duration) **Topic:** [Set up your overall theme and discuss a point, topic, or segment in detail] (Duration) **Outro:** [Summarize theme, topics, and segments with conclusion] (Duration) **Closing Remarks:** [Thank audience, thank guests, talk about the next episode, and do one final call to action] (Duration)
Post task	
35 min	The students record the podcast (2 min). They listen to their own audios and record again and again until they consider it sounds good and it's understandable for their classmates. By groups of three people they share their audios to provide feedback.

Annex 1. "Fake it till you make it" articles.

The inside story of one Instagrammer's fake trip to Disneyland

BY AMELIA TAIT

Why did one influencer pretend to be 10 years younger, fake a trip to Disney, and edit herself a new nose?

In the cold, graveled backyard of her British home, 32-year-old Carolyn Stritch took a photo that would later accumulate over 18,000 Instagram likes. She wore a sunhat and sandals – even though it was March – and held out the skirt of her flowy summer dress. In the background were the red bricks and bent window blinds of her Sunderland home, with a patch of damp moss visible on the pavement outside.

The shot was vastly different from the glossy, stylized photos Stritch usually posts to her Instagram @theslowtraveler, where she has nearly 200,000 followers. For two and a half years, Stritch has posted pictures to the site and run her own personal blog, often being paid by brands to promote their products. "My images are all edited and styled to an extent," she explains. Each is light, bright, clean, and – like most pictures posted by Instagram influencers – incredibly aspirational.

"I'm sure some people look at my account and it makes them feel bad," Stritch says. "Look at my account and you might think I'm always either travelling or I'm lounging by the window with a coffee and a book."

It was this that inspired the Instagrammer to lie.

The photo 18,000 people liked on Instagram didn't look as though it was taken in Stritch's backyard. She used Photoshop to cut out her body and imposed it on a picture of Disneyland California she found on the web. "I've taken myself off to California. There I am in front of Sleeping Beauty's Castle – my crazy, self-indulgent 22nd birthday present to myself," she captioned the picture. "Tomorrow I'll be back home and it'll be like it never even happened!"

Of course, it never did.

"I wanted my fictional narrative to challenge the way I portray myself online and the effects of this portrayal," Stritch wrote in a blog post explaining her fake picture. She explained how she had "faked" other pictures in the past:

"I never read by the window – those windows, beautiful as they are, make my flat freezing cold. Sometimes that coffee cup I'm holding is empty. I suck in my stomach. I rearrange the furniture. I Photoshop out dirty marks made by bashing furniture off the walls. "Is it bad to do those things? I don't know."

Since the app launched in 2010, Instagram has been accused of encouraging fakery. The social network's filters have always made life look more magical than it really is, but the rise of influencers (people, like Stritch, who are paid to promote products to their followers) made things gradually faker. In October 2015, model Essena O'Neill called Instagram "contrived" and quit the site after rewriting the captions on her posts to explain the reality behind long photoshoots and brand deals. In May 2017, photographer Sara Melotti told the *New Statesman* about the "Instagram mafia", a group of influencers who like each other's pictures in order to seem popular.

Stritch's faked Disney pic is perhaps most similar to a scandal involving blogger Amelia Liana last year. In July 2017, Liana was accused of Photoshopping other tourists from her pictures, with some critics even claiming she superimposed herself on to tourist sites. "All my imagery is actually shot at the time in the location I specify," she said at the time. "I strive as far as possible to present images that have been shot using natural light and in real conditions." Eagled-eyed followers

noticed a flock of birds seemed to fly in the background of many of her pictures. Nowadays, hot air balloons are frequently seen in the background of her shots.

“I think we all have a shared responsibility to make social media better,” says Stritch, who reiterates that she faked the Disney picture in order to question her own practice, not others. Though a few of her followers asked how she managed to get a photo with no one else in shot, most simply admired the pic. “Wow amazing shot,” wrote one. Another: “This is so cool. Never seen Disneyland so empty before.” Multiple commenters used the word “magical”.

As part of the project, Stritch also faked her face. Via the photo-manipulation tool FaceApp, she made her face slimmer, brighter, and more flawless. “I was horrified when I saw my new face,” she says – her own mother didn’t question the image, assuming instead that her daughter had simply “gotten really good” at make-up.

Of course, exposing Instagram fakery is in itself now a solid Instagram PR trick. Instagrammers who take “real” pictures of themselves sans make-up, or explain in candid captions that their lives aren’t perfect, often gain publicity on the site. It’s a cynical news cycle, and one that so far seems to have come up with few answers on how to make social media a healthier place. Stritch’s fake pictures might not change the Instagram community – but she never wanted them to. “This project was about me questioning my own practice,” she says. “I have to work, study, exercise, clean the bathroom, do all the stuff everybody else has to do. I feel all the same pressures my followers feel. I want people to know that.”

Stritch doesn’t know where the line is when it comes to Instagram fakery, and admits she’s still figuring things out. “This project has thrown up more questions than it’s answered and it’s still something I’m trying to work out,” she says. “It’s about trying to make work that’s both responsible and good.”

Retrieved from:https://www.newstatesman.com/science-tech/social-media/2018/03/inside-story-one-instagrammer-s-fake-trip-disneyland

FAKE IT TILL YOU MAKE IT, OR MAYBE NOT: THE DISASTROUS STORY OF A VEGAN INFLUENCER

Instagram influencer Rawvana was dragged by fans after a photo of her eating fish was shared on Instagram. Were her fans being insensitive or was she being unethical?

APR 13, 2019

Courtesy of the Rawvana Facebook Page

Her name is Yovana Mendoza, but for her 1.3 million Instagram followers she is known simply as Rawvana, one of the most famous raw vegan influencers in the world. Last month, Rawvana flew to Bali, a destination that had long been on her bucket list because of its reputation as a plant-based paradise. Among the countless number of high definitions, envy-arousing photos posted by Rawvana, an Instagram story that should have never seen the light of day was shared on one of Rawvana's closest friend's account. The photograph posted on the Instagram story showed the world renowned raw vegan influencer eating fried fish at a local restaurant. Needless to say, the world of raw vegan instagrammers freaked out, threatening the poor young lady under her latest Instagram posts with personal attacks and insults. However, we feel it is important to remark the absurd and incomprehensible behavior of a certain section of the vegan community — the so-called fascist vegans — who constantly react aggressively when anyone tries to challenge their beliefs.

Some of these followers seem to lack the capacity to engage in a civilized and well-reasoned debate; the reactions against Rawvana are just the tip of the iceberg of a movement that too often resorts to verbal abuse instead of argumentation. While such personal attacks and insults are unacceptable, the frustration felt by Rawvana's raw vegan followers is indeed understandable. They took this 29 year old woman as an inspiration and a role model. She was the emblematic example that, through focus and determination, a healthy lifestyle, free of any meat, fish or animal

product was truly achievable. Of course, when they observed their much beloved superheroine eating fried fish, they witnessed their ideals being crushed by their role model.

On top of being fed false information on an "ideal lifestyle," Rawvana's followers also had to absorb a 33 minute long Youtube video in which Rawvana explained that she was forced by doctors to stop her raw vegan diet and reintroduce "foods of animal origin" due to severe illness, including intestinal and vaginal infections as well as an irregular menstrual cycle. This is where the greater problem arises. If Rawvana knew that her raw vegan diet was making her sick, why did she keep faking it on social media, putting at risk the health of many followers who decided to follow her steps?

The truth is that it is not easy to give up, from one day to the next, the persona that you have been building for years on your social media account. Especially if that persona not only gave you visibility and likes, but also gave you a job, a salary and the immeasurable power of shaping people's opinions.

Of course, a case can be made that Rawvana could still have kept her followers, if not augmented their numbers, by being honest and telling the truth before getting caught. However, this would have been a far riskier option, compared to the one of holding onto her loyal fanbase of raw vegan enthusiasts, by continuing to build a fake environment on her social media. Nevertheless, having a social media account with many followers along with other perks is no justification for abandoning the ethical responsibilities that come along with it. Rawvana had the ethical responsibility of informing her followers about her change of diet, since her page was directly promoting and supporting that kind of lifestyle. Now, did she deserve all of the personal attacks and insults she received from making that choice? Definitely not; Rawvana, like any other influencer on social media, has the right and freedom to make any lifestyle change she wants, including the one that made her famous in the first place, as long as she communicates it to her followers.

So, who is to blame in this contemporary social media soap opera? Ultimately, both Rawvana and her followers are both to blame. The former should learn that with great power comes great responsibility, and the latter ought to learn how to turn their frustration into well-reasoned arguments, rather than personal attacks and insults.

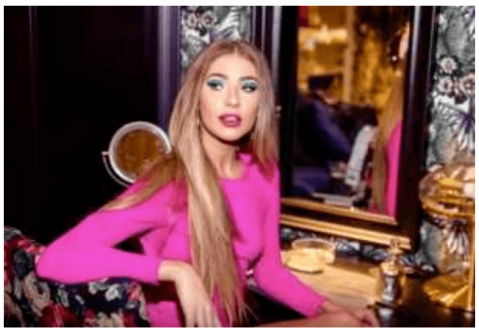
Andrea Arletti is Opinion Editor and Nicholas Patas is a contributing writer. Email them at feedback@thegazelle.org.

Retrieved from: https://www.thegazelle.org/issue/157/opinion/fake-it-till-you-make-it

Instagram influencer Natalia Taylor fakes Bali vacation with Ikea pics

Taylor wanted to remind people not everything they see on Instagram is the real deal.

Feb. 24, 2020 2:23 p.m. PT



Influencer Natalia Taylor faked her Bali vacation on Instagram by taking photos at Ikea to see if her followers would notice.

Visitors to Instagram influencer Natalia Taylor's page earlier this month might have felt a bit envious upon seeing all the glamorous photos and videos of her enjoying a vacation in Bali. But the exotic trip was all a lie. While pictures showed her relaxing in a fancy bathtub, drinking champagne and ordering room service inside a wood-paneled hotel room, Taylor took the photos at her nearby Ikea.

With photo captions like "The queen has arrived #bali," it was easy for her more than 330,000 Instagram followers to think the model was living her best globe-trotting life. But in an age when social media can lead people to think everyone else's lives are better, Taylor wanted to prove not everything on Instagram is real.

"Life on the internet isn't always what it seems; especially in this day and age where it's so easy to pretend to be anyone you want to be," explains in a video on YouTube, where she has 96 million followers. "So many influencers have actually been caught in the act pretending to be at a destination when they really weren't; it's just either Photoshop, or it's not even them."

Taylor dressed up and went to Ikea to take convincing vacation photos with the help of her photographer friend Ally Amodeo.

Taylor shows in the video that faking vacation photos is relatively easy at the store since it already has a variety of mini showrooms furnished with everything from chairs and pillows to art and mirrors on the walls.

As long as you're careful not to get price tags or other shoppers in the photos, your selfies can look like you're staying inside a trendy hotel or an Airbnb. Though Taylor did intentionally leave in a few price tags to see if her followers would notice.

The experiment seemed to work, judging by the comments posted under her Instagram photos.

"Our Bali Princess," one commenter posted.

Wrote another commenter, "She really out her living her best life."

Taylor wasn't just trying to prank her followers, but she wanted to prove a point that sometimes we forget what we see on Instagram isn't always real.

"Don't trust everything you see on the internet," Taylor said.

Bonnie Burton

Retrieved from: https://www.cnet.com/news/instagram-influencer-natalia-taylor-fakes-bali-vacation-with-ikea-pics/

Annex 2. Article, "4 reasons why people fake on social media"

4 Reasons Why People Fake on Social Media

Social Media has lost its purpose and has become a platform to fake. Who could fake better is the new logo!

Who could fake better is the competition!

We all have seen the happy family pictures being posted on social media. Is it all true or fake? Some are while others are not.

Fake it till you make it

Show off to the world

What you are not

Why is the need so strong?

Something that is wrong

Is it worth the shit?

Only to fit

The show is on

Innocence is gone

Falseness is accepted

Originality is rejected

We all know the kinds who do so! But the bigger question is why do they do it?

Some reasons why people live a false life on social media:

1) Fake a lifestyle

- Their own life is not that happening so they decide to fool everyone on social media by faking a false life.
- The pressure to fit in the society is so high that they fake it if they can not make it.
- If they can not afford a happy and glamorous lifestyle in reality they come on social media to fake it.
- They wear a false mask to show off a false life and smile that doesn't come from a genuine place and intent.

2) Hiding something

- If something seems to be shady chances are it is shady. Glitter is not always gold.
- People make use of this platform to mask their current situation.
- The more miserable they are in real life the happier they try to look on social media.
- Hiding their current location, status, or emotions by posting older pictures.

3) Competition

- It is to compete with their family, friends, and foes.
- If they do not like someone, they would try to post to have a better life than them.
- An intention to put someone down or to rub it on their faces if it triggers them.
- If they know someone would react to a post, they would post it for sure even if they have to fake it to appear real.

4) Being Popular

- A game of likes and comments and people go to any extent to gain it.
- To meet a certain benchmark that they think they should achieve.
- To have the approval of their friends and social circle.
- They think everyone is doing it so they should follow the norm.
- What is the takeaway message from here?

People fake it on social media for several different reasons but mainly because they have a miserable life and they want to make you believe what they show.

Author: Preeti Singh
French interpreter | writer-journalist | cinema artist

She just released her new book – Lost in the Dark, you may find a copy of it on Amazon and Barnes & Noble.

Link: https://m.barnesandnoble.com/s/In+the+darkness+preeti+singh

— Published on May 31, 2020

Lesson plans Cycle 2

Lesson plan 1: Disinformation

Lesson plan: 1	**Session:** 1	**Time:** 90 min
Grade: 10-01	Level: intermediate	
Task based sequence: This is a writing and speaking lesson		

Lesson Objectives
• To recognize false information.

	Pre-task
15 min	**Priming: Telephone game/ Chinese whispers** Teacher asks the following questions: • Have you ever received a request of friendship from a fake Facebook/ Instagram account? • Did you accept that request? • How did you know it was a fake account? • Have you ever created a false social media account? Yes/No
	During task
40 min	By groups of three students: the teacher provides one site to the students and, on their cellphones, she asks them to check and choose an article from the following Facebook pages and their websites: • Huzlers facebook: https://www.facebook.com/huzlers Huzlers website: https://www.huzlers.com/canada-legalizes-medicinal-cocaine/ • Infowars facebook: https://www.facebook.com/InfoWarCom Infowars website: https://www.infowars.com/ • The Burrard Street Journal: https://www.facebook.com/BurrardStreetJournal The Burrard Street Journal: https://www.burrardstreetjournal.com/ • National report online: https://www.facebook.com/NationalReportOnline National report online: https://nationalreport.net/ • Empire news FB: https://empirenews.net/ Empire new: https://www.facebook.com/EmpireNewsNet

	Teacher also asks the students to answer the following questions: • How many likes do the article posted have? • How many times was it shared? • Do you think the information of the article is reliable? Yes/ No. Why? After, the teacher shows the home page of each site on the T.V while the students share their answers.
20 min	The teacher presents slides (Annex 1) about the definition of false information, its types and how to spot false information. The students take notes.
Post task	
15 min	Considering the previous information, the students compare these websites and determine which is the real one and which features makes it a reliable source of information. • Keyc.tv: https://www.facebook.com/keyctv Keyc.tv: https://www.keyc.tv/ • Keynewsnow (the original account): https://www.facebook.com/keycnewsnow Keynewsnow: https://www.keyc.com/?fbclid=IwAR1toM8PpS_aVKQe-CqDIXlaVHM5_I8jNZ6Tl-QwFwmYQ9LlQ9BoPB1mY4I

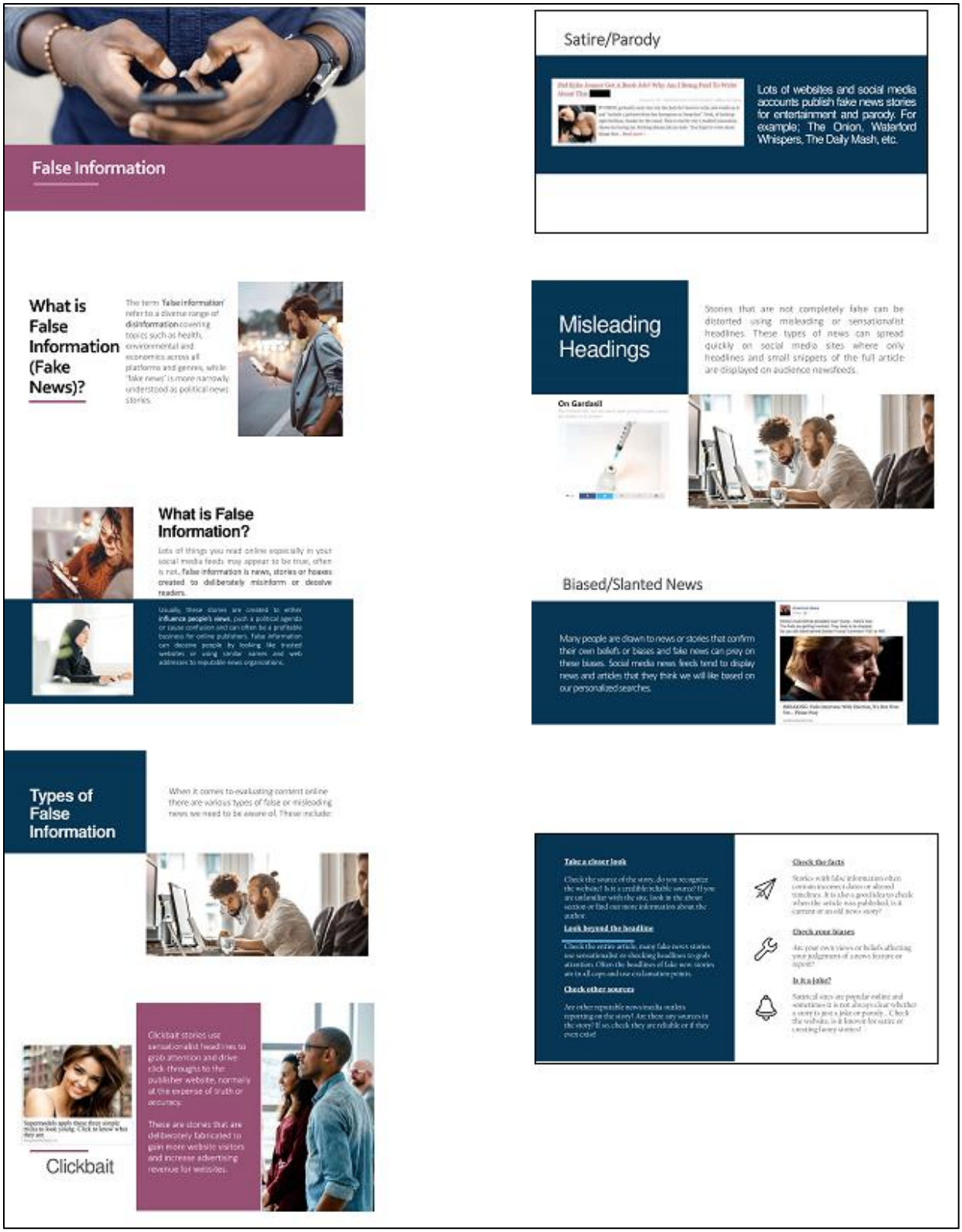
Disinformation 2

Lesson plan: 1	**Session:** 2	**Time:** 90 min
Grade: 10-01	Level: intermediate	
Task based sequence: This is a writing and speaking lesson		
Lesson Objectives		
• To acknowledge the types of argumentative fallacies		

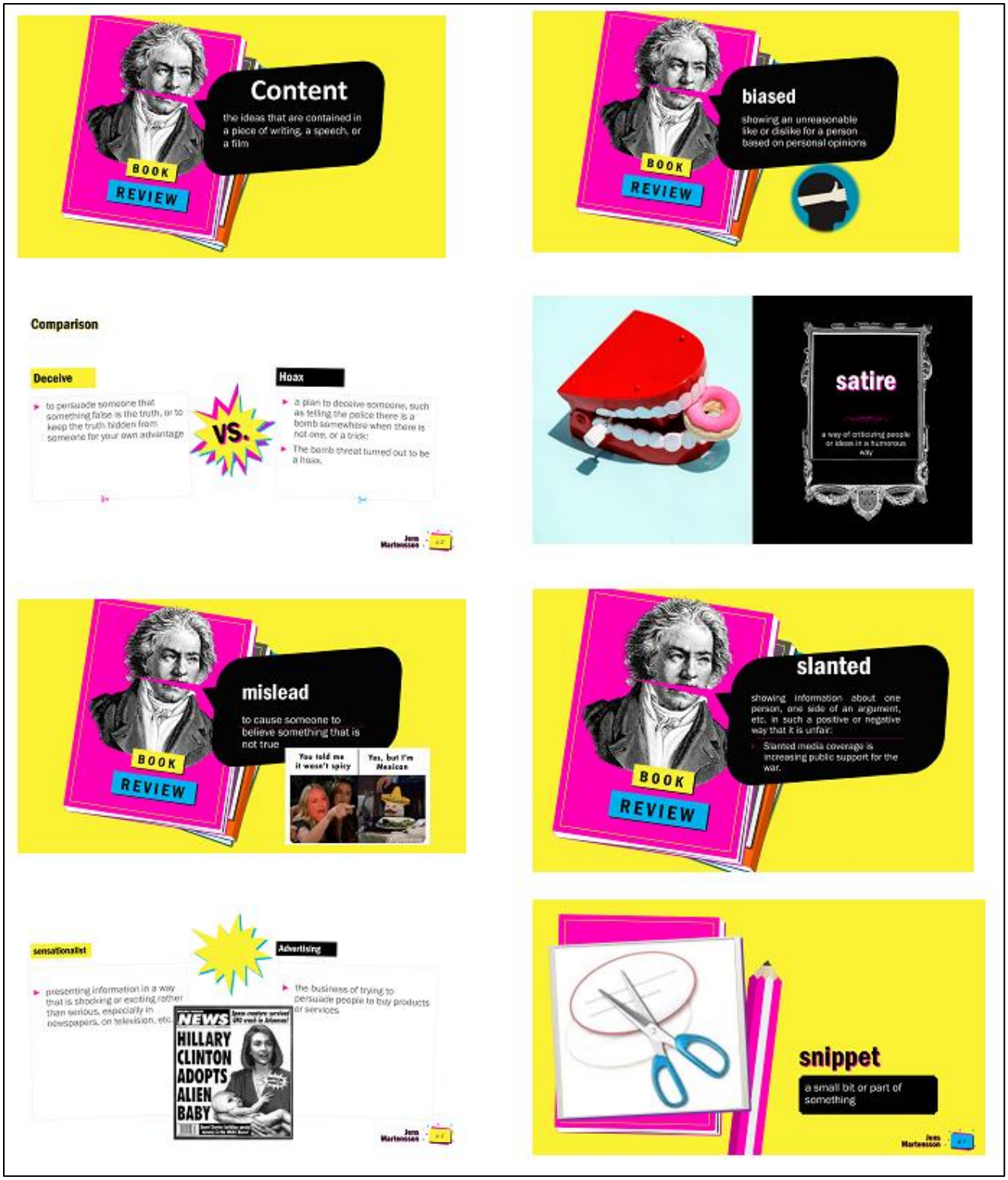
Pre-task	
10 min	**Priming:** the teacher presents the Ted-ed "How to choose your news" by Damon Brown (5min)

	Then the teacher asks the following questions: Have you ever shared false information? What you think are the consequences of sharing false information on social media?
During task	
15 min	Teacher presents a slide with vocabulary related to fallacies (see Annex 2).
25 min	Teacher provides a handout (see Annex 3) about fallacies. By couples they students have to read two fallacies and explain them. They have to provide their own examples. The teacher walks around to provide language and content feedback.
20 min	After, the teacher presents slides (see Annex 4) of memes with fallacies. In groups of three students, they have to identify the type of fallacy in the meme. As each group guess they get a point. The group with less points in the end has to read the following tongue twisters. 1. For they'll beat a tattoo at twenty to two A rat-tat-tat-Tat-tat-tat-Tat-tat-tat-too And the dragon will come when he hears the drum, At a minute or two to two today At a minute or two to two. 2. She sells seashells on the seashore. The shells she sells are seashells, I'm sure. And if she sells seashells on the seashore, Then I'm sure she sells seashore shells. 3. How much wood would a woodchuck chuck if a woodchuck could chuck wood? He would chuck, he would, as much as he could, and chuck as much wood as a woodchuck would if a woodchuck could chuck wood.
Post task	
20 min	The teacher presents the video "**Facebook Under Fire for Fake News Stories**" They write five arguments whether they agree or disagree with this statement. "An end justifies any means."

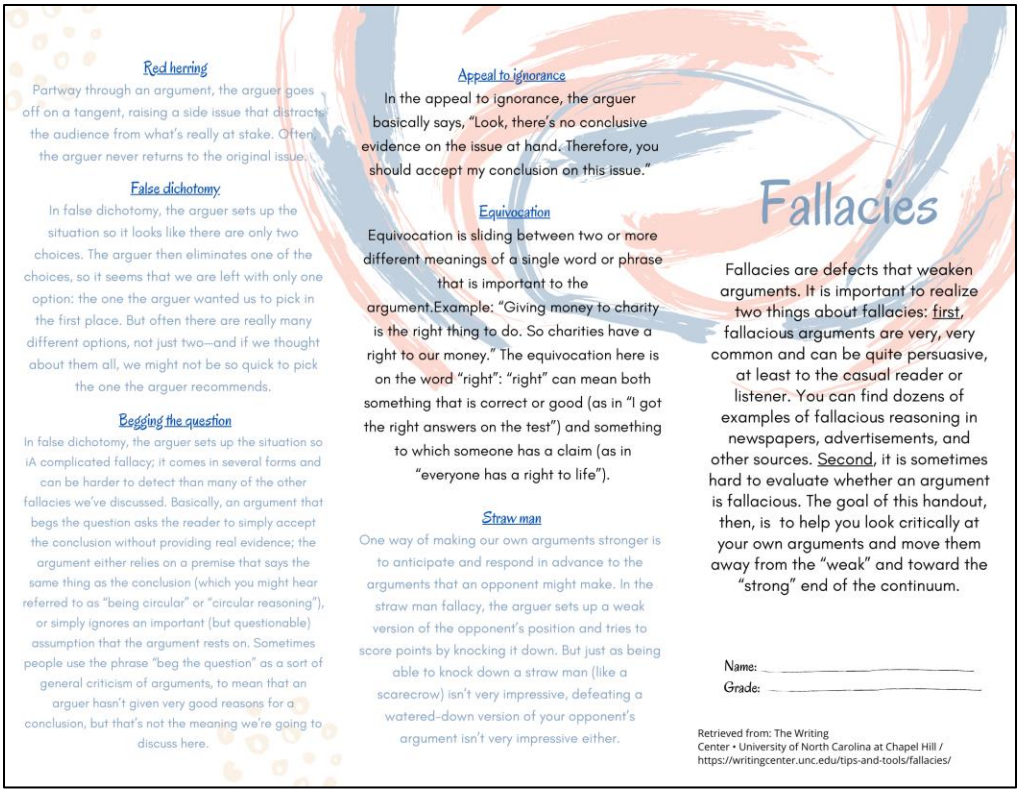
Annex 1. False information



Annex 2. Vocabulary about fallacies



Annex 3. Handout of fallacies



Red herring

Partway through an argument, the arguer goes off on a tangent, raising a side issue that distracts the audience from what's really at stake. Often the arguer never returns to the original issue.

False dichotomy

In false dichotomy, the arguer sets up the situation so it looks like there are only two choices. The arguer then eliminates one of the choices, so it seems that we are left with only one option: the one the arguer wanted us to pick in the first place. But often there are really many different options, not just two—and if we thought about them all, we might not be so quick to pick the one the arguer recommends.

Begging the question

In false dichotomy, the arguer sets up the situation so iA complicated fallacy; it comes in several forms and can be harder to detect than many of the other fallacies we've discussed. Basically, an argument that begs the question asks the reader to simply accept the conclusion without providing real evidence; the argument either relies on a premise that says the same thing as the conclusion (which you might hear referred to as "being circular" or "circular reasoning"), or simply ignores an important (but questionable) assumption that the argument rests on. Sometimes people use the phrase "beg the question" as a sort of general criticism of arguments, to mean that an arguer hasn't given very good reasons for a conclusion, but that's not the meaning we're going to discuss here.

Appeal to ignorance

In the appeal to ignorance, the arguer basically says, "Look, there's no conclusive evidence on the issue at hand. Therefore, you should accept my conclusion on this issue."

Equivocation

Equivocation is sliding between two or more different meanings of a single word or phrase that is important to the argument.Example: "Giving money to charity is the right thing to do. So charities have a right to our money." The equivocation here is on the word "right": "right" can mean both something that is correct or good (as in "I got the right answers on the test") and something to which someone has a claim (as in "everyone has a right to life").

Straw man

One way of making our own arguments stronger is to anticipate and respond in advance to the arguments that an opponent might make. In the straw man fallacy, the arguer sets up a weak version of the opponent's position and tries to score points by knocking it down. But just as being able to knock down a straw man (like a scarecrow) isn't very impressive, defeating a watered-down version of your opponent's argument isn't very impressive either.

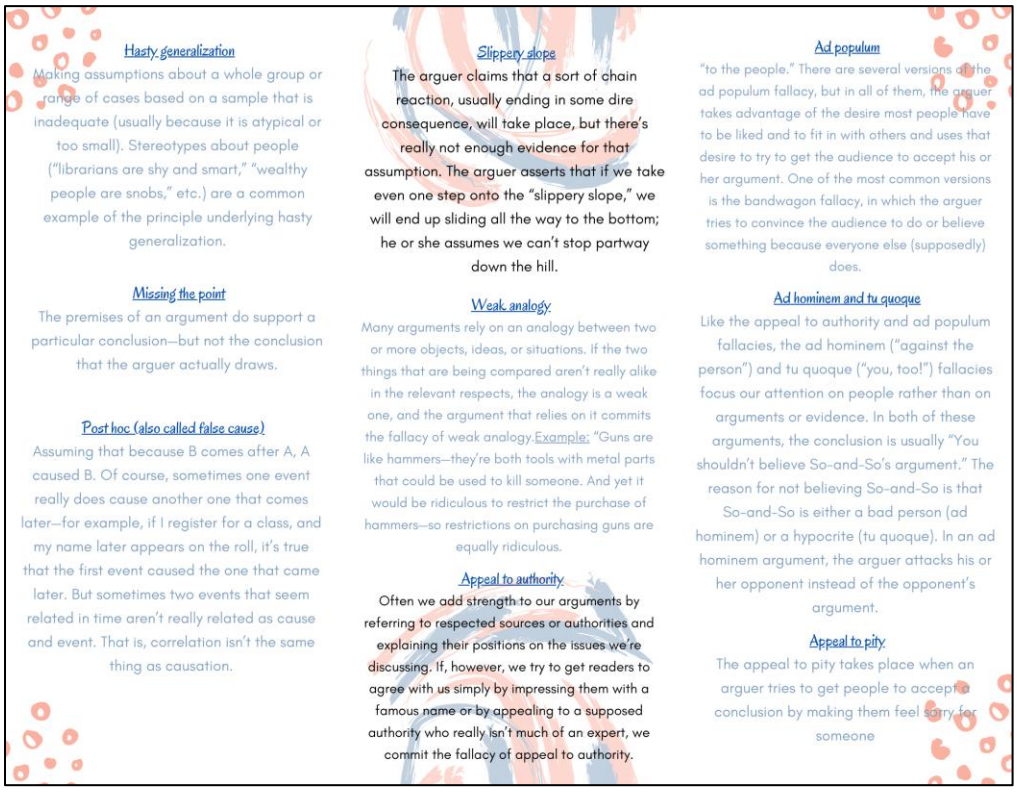
Fallacies

Fallacies are defects that weaken arguments. It is important to realize two things about fallacies: first, fallacious arguments are very, very common and can be quite persuasive, at least to the casual reader or listener. You can find dozens of examples of fallacious reasoning in newspapers, advertisements, and other sources. Second, it is sometimes hard to evaluate whether an argument is fallacious. The goal of this handout, then, is to help you look critically at your own arguments and move them away from the "weak" and toward the "strong" end of the continuum.

Name: _____

Grade: _____

Retrieved from: The Writing Center • University of North Carolina at Chapel Hill / https://writingcenter.unc.edu/tips-and-tools/fallacies/



Hasty generalization

Making assumptions about a whole group or range of cases based on a sample that is inadequate (usually because it is atypical or too small). Stereotypes about people ("librarians are shy and smart," "wealthy people are snobs," etc.) are a common example of the principle underlying hasty generalization.

Missing the point

The premises of an argument do support a particular conclusion—but not the conclusion that the arguer actually draws.

Post hoc (also called false cause)

Assuming that because B comes after A, A caused B. Of course, sometimes one event really does cause another one that comes later—for example, if I register for a class, and my name later appears on the roll, it's true that the first event caused the one that came later. But sometimes two events that seem related in time aren't really related as cause and event. That is, correlation isn't the same thing as causation.

Slippery slope

The arguer claims that a sort of chain reaction, usually ending in some dire consequence, will take place, but there's really not enough evidence for that assumption. The arguer asserts that if we take even one step onto the "slippery slope," we will end up sliding all the way to the bottom; he or she assumes we can't stop partway down the hill.

Weak analogy

Many arguments rely on an analogy between two or more objects, ideas, or situations. If the two things that are being compared aren't really alike in the relevant respects, the analogy is a weak one, and the argument that relies on it commits the fallacy of weak analogy.Example: "Guns are like hammers—they're both tools with metal parts that could be used to kill someone. And yet it would be ridiculous to restrict the purchase of hammers—so restrictions on purchasing guns are equally ridiculous.

Appeal to authority

Often we add strength to our arguments by referring to respected sources or authorities and explaining their positions on the issues we're discussing. If, however, we try to get readers to agree with us simply by impressing them with a famous name or by appealing to a supposed authority who really isn't much of an expert, we commit the fallacy of appeal to authority.

Ad populum

"to the people." There are several versions of the ad populum fallacy, but in all of them, the arguer takes advantage of the desire most people have to be liked and to fit in with others and uses that desire to try to get the audience to accept his or her argument. One of the most common versions is the bandwagon fallacy, in which the arguer tries to convince the audience to do or believe something because everyone else (supposedly) does.

Ad hominem and tu quoque

Like the appeal to authority and ad populum fallacies, the ad hominem ("against the person") and tu quoque ("you, too!") fallacies focus our attention on people rather than on arguments or evidence. In both of these arguments, the conclusion is usually "You shouldn't believe So-and-So's argument." The reason for not believing So-and-So is that So-and-So is either a bad person (ad hominem) or a hypocrite (tu quoque). In an ad hominem argument, the arguer attacks his or her opponent instead of the opponent's argument.

Appeal to pity

The appeal to pity takes place when an arguer tries to get people to accept a conclusion by making them feel sorry for someone

Annex 4. Fallacies in memes

Lesson plan 2: Argumentative speech

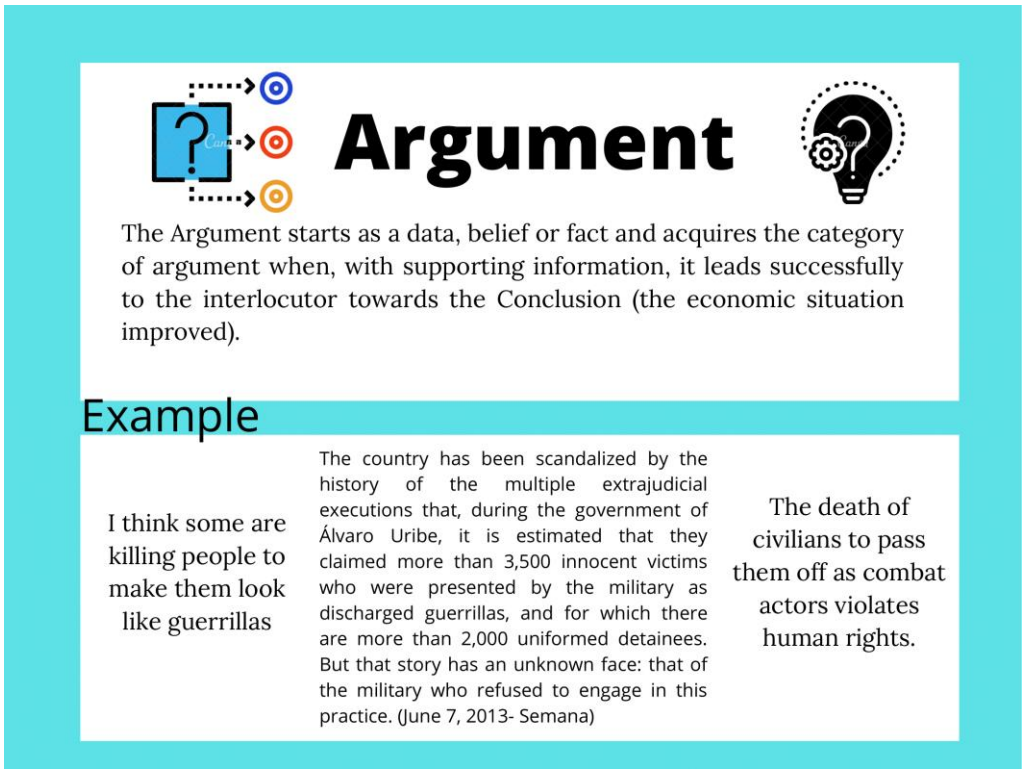
Lesson plan: 1	**Session:** 1	**Time:** 90 min
Grade: 10-01	Level: intermediate	
Task based sequence: This is a writing and speaking lesson		

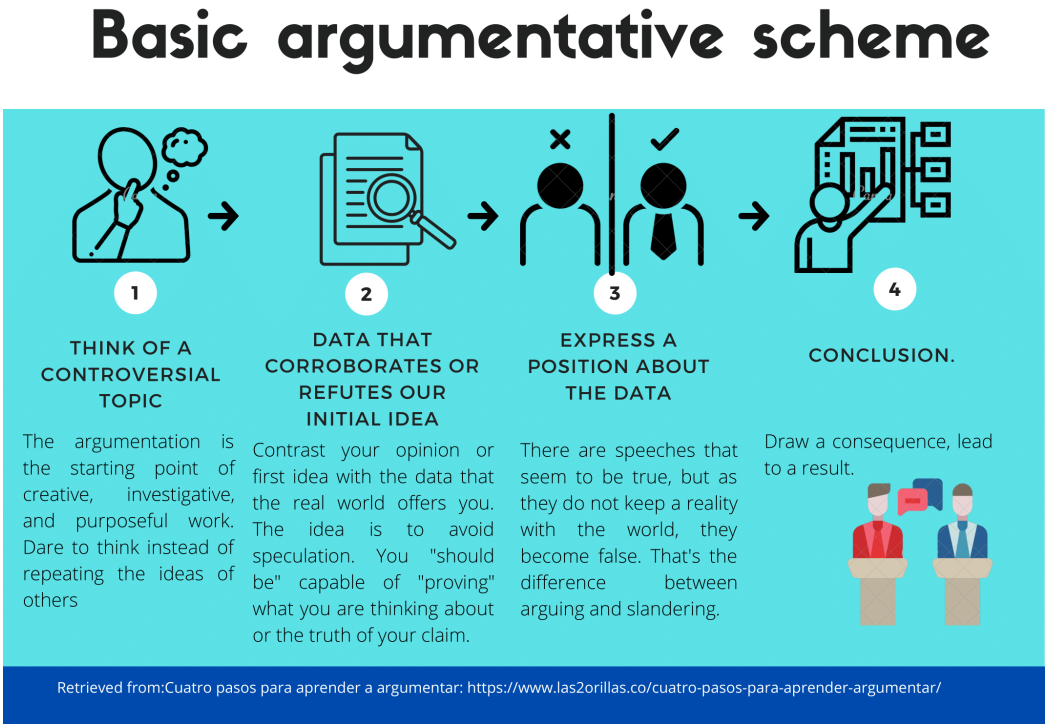
Lesson Objectives
• To identify the characteristics of an argumentative speech.

	Pre-task
10 min	**Priming:** the teacher presents a short debate from the Simpsons. Then she asks some questions. The Simpsons: Homer's Trash debate with Patterson Ray Patterson Victory Speech • What do you think about this debate? • What do you think about Homer's arguments? • Do you consider Homer's statements as arguments?
	During task
30 min 15min 15 min	The teacher presents slides to explain a basic argumentative scheme to be follow by the students. They take notes in their notebooks and provide their own examples. (See annex 1) Arguing in social media: the teacher presents a discussion in the comments of an article in Facebook (see Annex 2). She asks them: • Do you consider the previous conversation as a valid debate? • What you do you think about arguing in social media? • Are social platforms appropriate sites to argue? The teacher presents the video: How can you change someone's mind? (hint: facts aren't always enough) - Hugo Mercier The students have to answer the following questions according to the video: • What are the characteristics of a convincing argument? • Which is the formula for finding agreement and consensus? • Which is the first tendency of people to argue?

Post task	
20 min	Debate: People should argue in social media. Divide the classroom in three teams. Individually, they have to write 3 arguments for this debate. Team A has to agree and stand for this statement. Team B has to disagree and stand against this statement. Team C has to mediate the discussion.

Annex 1. Argumentative scheme





Annex 2. Facebook debates

Lesson plans Cycle 3

Lesson plan 1: I'm a conscious podcaster

Lesson plan: 1	**Session:** 1	**Time:** 90 min
Grade: 10-01	Level: intermediate	
Task based sequence: This is a writing and speaking lesson		

Lesson Objectives
• To reflect about an issue regarding to social media.

Pre-task	
20 min	**Priming:** teacher presents the podcast "Ep. 18: Legalize heroin" The students listen to it and identify the topic and characteristic of this argumentative podcast. What is the topic of this podcast? Is it controversial? Does it include reliable data to support the main idea? What is the conclusion? Regarding to the structure: Does it have an introduction? How do the arguments are presented? How is the podcaster's tone of voice? Does it have special effects? What would you do to make this podcast more fun to listen to? The teacher tells the students that by groups of three they have to record a podcast of 3 min (minimum). They can choose a topic but each one stands its own position about it. They can also choose if their podcast presents their ideas as a talk debate (if they disagree) or a talk presenting their ideas. As they create the podcast the teacher walks around to answer questions and provide feedback.
During task	

10 min	1. The students choose a topic related to social media. (by groups of three)
15 min	2. State a controversial statement (something that people can agree or disagree with)
35 min	3. The students stand a position regarding the statement and search information to support their idea. (individually)
Post task	
10 min	The students record in their cellphones an audio with the information they have to practice their pronunciation.

I'm a conscious podcaster 2

Lesson plan: 1	**Session:** 2	**Time:** 90 min
Grade: 10-01	Level: intermediate	
Task based sequence: This is a writing and speaking lesson		

Lesson Objectives
• To use the vocabulary and information presented in previous classes to create a script

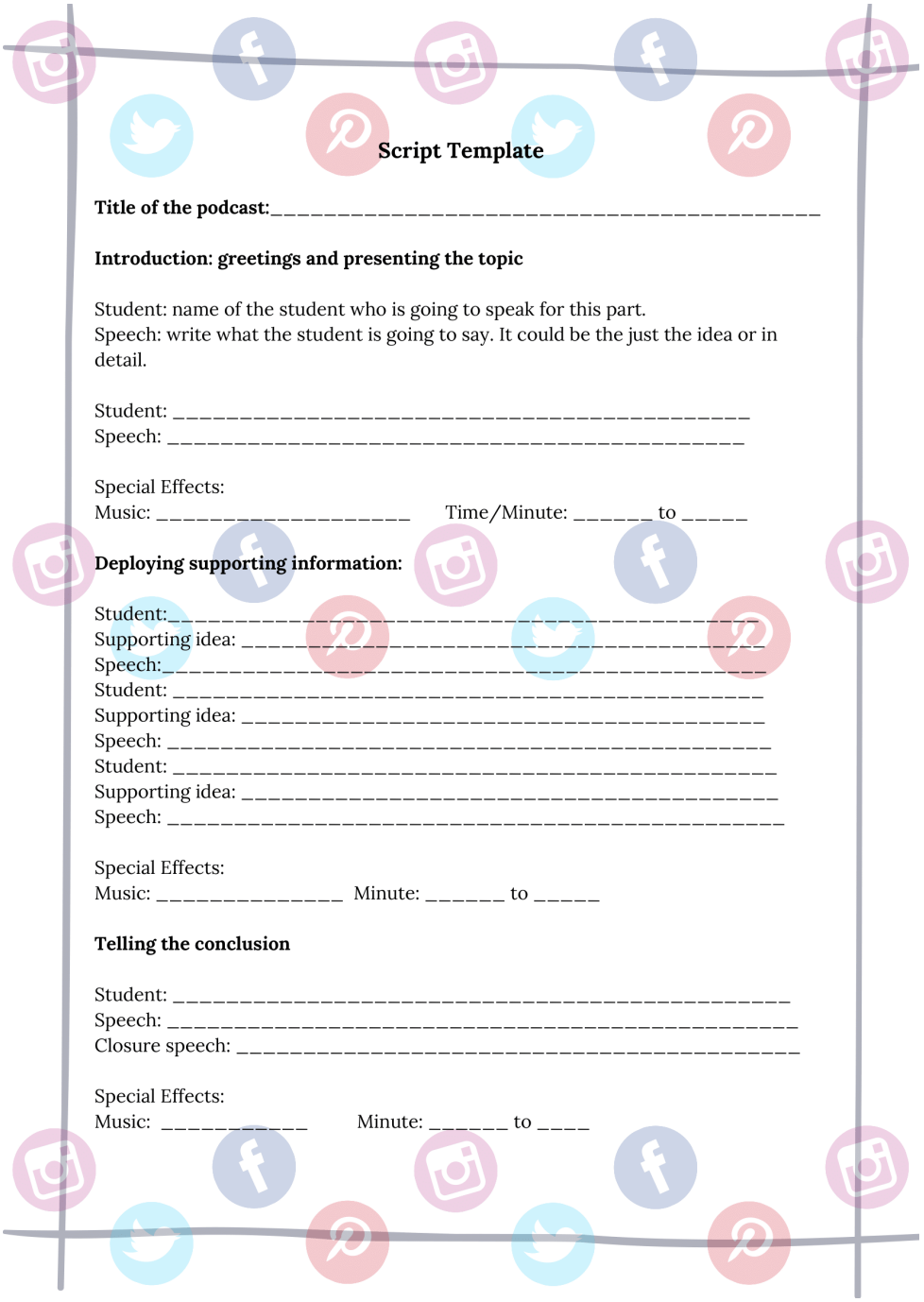
Pre-task	
5 min	**Priming:** the teacher presents the video "how to write scripts for your podcast"
During task	
60 min	The teacher provides a template (annex 3) for the students (by their groups) to write the script of the podcast.
Post task	
25 min	By their groups. Read and record the script. Practice pronunciation and fluency.

I'm a conscious podcaster 3

Lesson plan: 1	**Session:** 3	**Time:** 90 min
Grade: 10-01	Level: intermediate	
Task based sequence: This is a writing and speaking lesson		
Lesson Objectives		
• To record an argumentative the podcast		

Pre-task	
10 min	**Priming:** the teacher presents the video "How to record audio for your podcast"
During task	
75 min	The students record the podcast in their cellphones.
	Teacher presents the video: "Podcast editing tips". Then, in the laboratory they edit the podcast by using Auphonic (https://auphonic.com/) web site.
Post task	
5 min	The teacher saves the files in a USB memory.

Annex 3. Script Template



Script Template

Title of the podcast:_____

Introduction: greetings and presenting the topic

Student: name of the student who is going to speak for this part.
Speech: write what the student is going to say. It could be the just the idea or in detail.

Student: _____
Speech: _____

Special Effects:
Music: _____ Time/Minute: _____ to _____

Deploying supporting information:

Student:_____
Supporting idea: _____
Speech:_____
Student: _____
Supporting idea: _____
Speech: _____
Student: _____
Supporting idea: _____
Speech: _____

Special Effects:
Music: _____ Minute: _____ to _____

Telling the conclusion

Student: _____
Speech: _____
Closure speech: _____

Special Effects:
Music: _____ Minute: _____ to ____

CHAPTER V

Conclusions and Implications

In this section the author exposes the implications to be consider by actors involve in the implementation of this pedagogical proposal. The first is the perspective suggested regarding English language for the ELT community. The second is for the institution and how they can recognize the use of this language to strengthen the argumentative competence of students and the possibility to have technological tools that promote the educational process. The third are the participants and the relevance of addressing contents based on their interest. Finally, the teacher who must know the operation of some technological tools and assume a guiding role in the completion of the students' tasks.

To begging with, the development of this proposal requires that the ELT community assume the perspective of the English language as a means of communication. This means that language should be considered from its functional aspect, which highlights its potential to allow EFL learners to express themselves in a second language and communicate with non-Spanish speakers. This is important, since the aim is that the students create the argumentative podcasts to enhance not only the formal elements of the English language but also the content they express.

Second, the IPN should consider the English language as a means for students to face real contextual needs and the use of technological tools in their learning processes. The institution should move away from teaching practices of situations that deny the current reality and address the development of both topics and skills that start from communicative situations of the student's daily life. In this sense, the implementation of this proposal aims to contribute to the IPN's mission of educating their students to transform the reality. Additionally, the institution has

to ensure the availability of technological tools such as televisions, computers, and speakers that can serve as support to carry out this intervention.

Third, this proposal involves topics of participants' interests that might lead to meaningful learning. This because the students can voice their opinions and reflect on issues from their daily lives allows them to express themselves from their previous knowledge and reflect on the environment that surrounds them. It also implies a change of perspective of learning English from grammatical structures and away from their immediate needs. Regarding technological resources, they should have mobile devices.

Finally, the teacher must know how to use the ICT tools to carry out the intervention and recognize the current context of the students. In this sense, the teacher is required to know not only the use of technological tools such as television, computer, etc. but also to understand the purpose and current use of social networks, and their influence on the students' perspectives about themselves, others and the social issues. Likewise, the teacher is required to be willing to listen to the students' opinions without pointing out and assume a guiding role during the development of each task and in general throughout the process.

To conclude, it is important that all the actors can understand the implications in order to contribute constructively to the implementation of this project. This can be possible by embracing new perspectives about the language, understanding the advantages of the ICT and taking into account the contexts of the students.

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Appendices

Appendix A: Field notes

INSTITUTION: IPN Shift:	CYCLE: 3 COURSE: 901	OBSERVER: Marly Alfonso		
DATE: 10/09/2019 PLACE:	HOUR: 7:00 am -8:30am.	TOPIC: Zero Conditional SITUATION:		
GUIDING QUESTIONS	DESCRIPTIVE LEVEL	INTERPRETATIVE – REFLEXIVE LEVEL	CATEGORIES OF ANALYSIS	PROBLEM-SOLVING LEVEL
1. What is the level of the student's participation in class? 2. What is the level of commitment and responsibility of the students in the class? 3. How is the social setting and the coexistence in the group? ✓ Power relationships ✓ Forms of socialization ✓ Student's speech	The teacher comes into the classroom and he has to wait 5 min until the students get organized. The teacher waits in silent. Today, the students have to work in groups of five and the teacher is who organizes them. However, it seems that they are not uncomfortable with his decisions. They should do some questions with zero conditional as homework. In that way, they should ask to each other and write their answers. Meanwhile, two students step in front of the class and show the new agreement of behavior for the class. They must pay if the break the rules. On the other side, the teacher is checking their homework about the book of *Dracula* as they are working by groups. But they are being talkative and sometimes noisy. Then the teacher asks them to fade their voices a little. In addition, some of them did not do the homework so they are doing it while developing the activity. 1 hour later, they organize in rows and the teacher is ready to check the activity. He instructs them to read the question and its classmates' answer aloud. Most of them do not want to talk. It seems that they are not sure of their answers and do not want to be wrong. The teacher asks repeatedly the students to participate voluntarily, but in the end the same students participate so the teacher choose some of them to talk. After that, the teacher asks for some exercises from the book. One student reads a short text aloud and the others seem to be thinking of something else. They still do not want to participate. For the last min of the class, they share the answers of some riddles. This time they seem more enthusiastic to pay attention. Nevertheless, the same students are participating.	Once again, the teacher does not need to yell to get the attention of the students. When he keeps in silent the students understand that they should pay attention. This demonstrate that they respect the teacher and his authority in the classroom. The students do not complain when the teacher organizes the working groups. They seem to be fine with his decisions. When the teacher is distracted the students talk. However, when the teacher instructs them to low their voices, they do it without complaining. Some students did not do the homework, but they are doing it while developing the activity. Some of the students in the groups help them with the homework and do not tell anything to the teacher. The students do not want to participate. It seems that they do not want to be wrong since they are not sure if their answers are correct. They are not motivated by the activity since they get distracted easy, even just looking at around. When the activity of the riddles come, they get more enthusiastic. It seems that they could be motivated by the challenges.	Investment Students behavior Rapport Working collaboratively	

Appendix B: Survey

UNIVERSIDAD PEDAGOGICA NACIONAL
Educadora de educadores

CUESTIONARIO DE CARACTERIZACIÓN

Fecha: 24/09/2019

El siguiente cuestionario tiene como objetivo conocer a los estudiantes del curso 901 en aspectos relacionados con su información personal, gustos, hábitos y perspectivas con respecto al aprendizaje del inglés.

Nombre del estudiante: [redacted]

Edad: 15

Información personal

1. Género

- [X] Femenino
- [ ] Masculino

2. En cuál barrio vives:
Alves II

3. ¿Cuántos años que llevas estudiando en el IPN?
11 años

4. Marca el medio de transporte que usas para llegar al colegio:

- [X] Ruta escolar
- [ ] Carro
- [ ] Bicicleta
- [ ] Moto
- [ ] Transporte público
- [ ] Caminando
- [ ] Otro. ¿Cuál? _____

Gustos e intereses

5. Marca las casillas que indiquen tus pasatiempos, intereses y gustos

- [X] Leer. ¿Qué tipo de libros? Aventura, Terror
- [X] Escuchar música. ¿Qué género(s)? reggeton, pop, Rock
- [X] Jugar video juegos. ¿Cuál(es)? Aventura, terror, construcción

- [ ] Escribir. ¿Qué tipo de textos? _____
- [x] Cantar.
- [ ] Tocar un instrumento músical. ¿Cuál(es)? _____
- [x] Practicar un deporte. ¿Cuál(es)? natacion, futbol
- [x] Pintar y dibujar.
- [x] Escuchar música en inglés. ¿Qué género(s)? Pop Rock
- [ ] Ver series o peliculas en inglés. ¿Qué género(S)? _____
- [x] Otro. ¿Cuál? anime

Hábitos

6. Indica el tiempo que dedicas para realizar tareas escolares:

- [ ] De 2 a 4 horas semanales.
- [x] De 4 a 6 horas semanales.
- [ ] Más de 6 horas semanales. ¿Cuántas? _____

7. Recibes ayuda de alguna persona para hacer tus tareas.

- [x] Si. ¿Quién? mi mamá
- [ ] No

8. Indica si realizas algunas de las siguientes actividades mientras haces tarea. (Puedes marcar más de una opción)

- [x] Escuchar música
- [ ] Ver televisión
- [x] Chatear
- [x] Revisar alguna red social (Facebook, Twitter, Instagram, etc)
- [ ] Hablar por teléfono o celular
- [x] Jugar videojuegos
- [ ] Otro. ¿Cuál? _____

Aprendizaje del inglés

9. Indica las horas semanales que dedicas al aprendizaje y práctica del inglés fuera del colegio

- [ ] Ninguna

- [x] De 2 a 4 horas semanpales.
- [ ] De 4 a 6 horas semanales.
- [ ] Más de 6 horas semanales. ¿Cuántas? _____

10. Indica si estudias inglés en otros espacios diferentes al colegio

- [x] SI
- [ ] No

11. Si la respuesta anterior fue afirmativa, indica el medio mediante el cual aprende inglés. (Puede marcar más de una opción).

- [ ] Cursos (online, presencial)
- [x] Vídeos
- [x] Música
- [ ] Libros de inglés
- [x] Películas
- [ ] Otro. ¿Cuál? _____

12. ¿Te gusta el inglés?

Me gusta ○ ○ ⊗ ○ ○ No me gusta

13. ¿Consideras que saber inglés es importante para tu vida?

Importante ⊗ ○ ○ ○ ○ Sin importancia

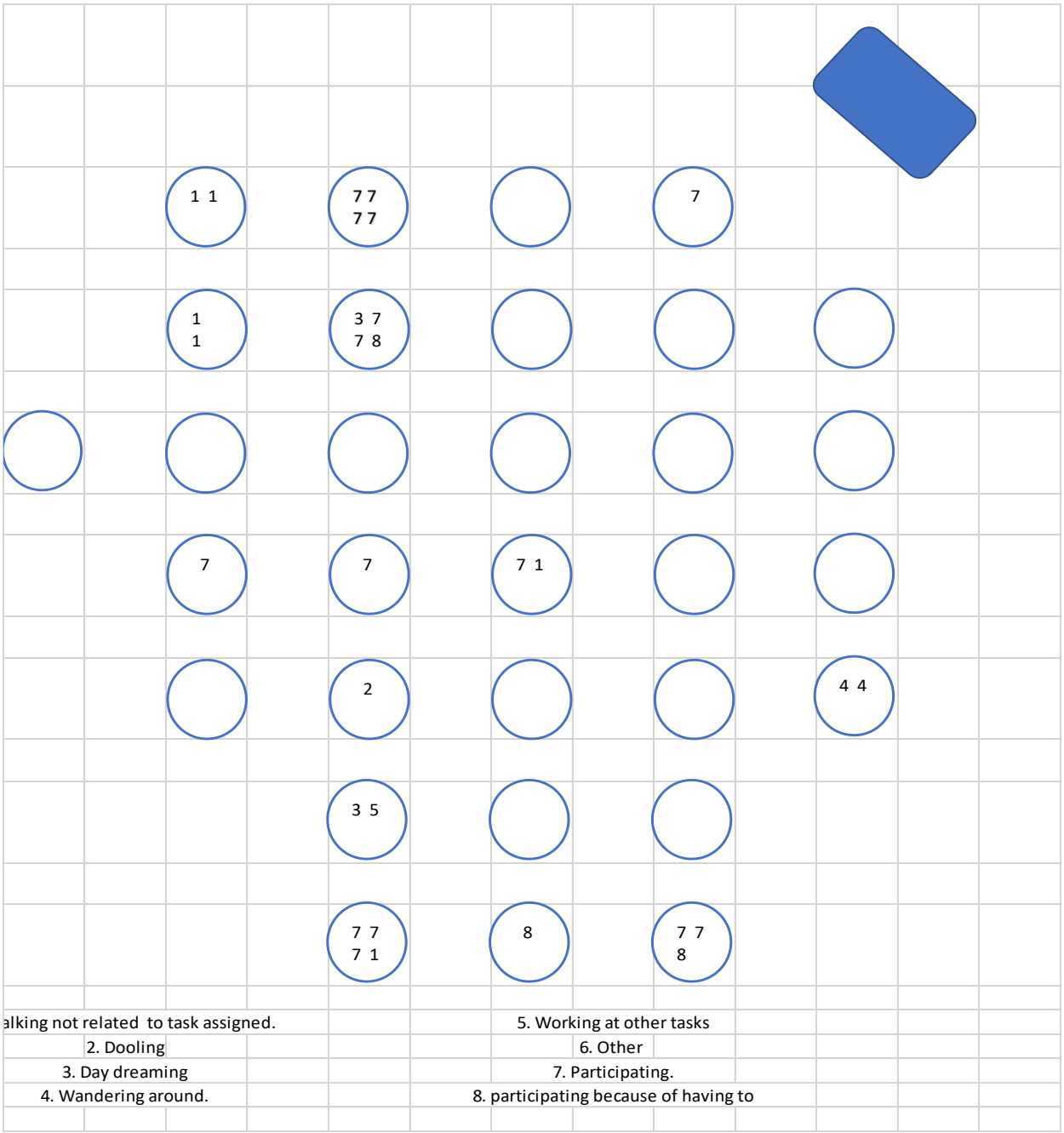
14. ¿Cada cuánto participas en la clase de inglés?

Siempre ○ ○ ○ ⊗ ○ No participo

15. Cuando participo en clase mis compañeros:

- [ ] Me escuchan
- [ ] No me escuchan
- [x] Algunas veces me escuchan
- [ ] Se ríen
- [ ] Son indiferentes

Appendix C: Diagram "Observing on-task/ off -task behaviors"



Taking from: a teacher's guide to classroom research- David Hopkins 4th edition 2008.

Appendix D: Diagnosis test

Prueba de diagnóstico N.º 1

Name: [redacted] Date: 09/26/2019

LISTENING (10 points/ 2point each) 8

"Leisure Activities"

1. Listen to the recording and place an "X" in the correct answer.

1) What does Susan have to do on Saturday morning?

a) clean the house
b) go to the doctor
c) walk the dog

2) Where does Susan have to go at 12:30?

a) to the science museum
b) to school
c) to the dentist

3) What time is Susan meeting with Julie?

a) at 12:00 p.m.
b) at 2:00 p.m.
c) at 1:00 p.m.

4) What will Susan do after she cooks dinner?

a) call a friend
b) clean the dishes
c) play soccer with her brother

5) Why can't they watch a video at Susan's house?

a) The TV isn't working.
b) They can't decide on a video.
c) Susan's mother is going to use it.

Source: https://www.esl-lab.com/intermediate/leisure-activities/

READING: (10 points/ 2 points each) 6

Valentine's Day

Valentine's Day (or Saint Valentine's Day) is a holiday that, in the United States, takes place on February 14, and technically signifies the accomplishments of St. Valentine, a third-century Roman saint. With that said, most Americans, instead of honoring St. Valentine through religious ceremony, enjoy the holiday by engaging in "romantic" behavior with their significant other or someone who they wish to be their significant other; gifts, special dinners, and other acknowledgements of affection comprise most individuals' Valentine's Day celebrations. Chocolates and flowers are commonly given as gifts during Valentine's Day, as are accompanying greeting cards (greeting card companies release new Valentine's Day designs annually). Red and pink are generally understood to be "the colors" of Valentine's Day, and many individuals, instead of celebrating romantically, spend the holiday with their friends and/or family members. Variations of Valentine's Day are celebrated across the globe throughout the year. In America, the holiday, although acknowledged by most of the population, isn't federally recognized; no time off work is granted for Valentine's Day.

Source: https://lingua.com/pdf/english-text-valentines-day.pdf

2. Read the text above and place an "X" in the **T** (true), **F** (false) or **NG** (Not given) for these sentences.

1) Valentine's Day takes place in February 14. [X] T [ ] F [ ] NG ✓

2) Valentine's Day technically signify "love throughout the ages" [ ] T [ ] F [X] NG ✗

3) The gifts commonly given on Valentine's Day are chocolates, flowers and greeting cards. [X] T [ ] F [ ] NG ✓

4) Besides in the US, Valentine's Day is celebrated across the globe. [X] T [ ] F [ ] NG ✓

5) Valentine's Day is celebrated in Colombia in October. [ ] T [X] F [ ] NG ✗

WRITING (10 points/ 2 points each) 4.8

HOLIDAY INFORMAL EMAIL

I'm just chilling out! Recibidos ×

para **Peter Shupe** <peter122@gmail.com> 23:06 (hace 1 minuto)

Hi Peter,

Now, I'm on holiday in Los Angeles with my friends. We flew from England just one week ago and the weather is very sunny every day. This weekend we saw the town and the beach because Jack rented a car.
We are staying at a huge hotel with a swimming pool, but we often swim in the sea. I love swimming there. There were some beautiful blue and orange fish and I took photos of them. We also built a sandcastle yesterday.
L.A is a warm place and the people there are so friendly. Tonight, we are going to a concert. I'll be back to work at the beginning of February.

So, I'll see you then!
Kate

3. Read the email above and complete the following conversation.

1. **Peter:** Where did you go on holiday?
1.5 2. **Kate:** I'm Gr. on holiday, in los Angeles with my friends
3. **Peter:** Was it cold there?
1.8 4. **Kate:** the weather is very sunny ever?
5. **Peter:** What did you see there?
x 6. **Kate:** I love swiming there
7. **Peter:** Really? Where did you stay, anyway?
1.5 8. **Kate:** Gr. I hotel with a swimming pool
9. **Peter:** What are the people like?
X 10. **Kate:** I like a people friendly
11. **Peter:** Oh, that's good. I may want to go there on my next holiday.

SPEAKING: (20 points/ 4 points each) _____

Overall Score:

Speaking - Test

1. What are some good points about social networking (Facebook, Instagram, Twitter, etc.)?

2. What are some bad points about social networking (Facebook, Instagram, Twitter, etc.)?

3. How many hours should a person spend in social networking?

4. Do you think Internet addiction is a real disease?

Results.

Fluency	Pronunciation	Vocabulary	Grammar	Details	
3.	3.	3	3	2.	3.
1.	1	1	1	1.	1.
1	1	2	1.	1	1.
4	4.	4.	3.	4.	3.8
1	1	1	1	1.	1
1	1.	1	1	2.	1,2.
2.	2	2.	2	2	2.
1	1	1	1	1	1
1	1	1	1	1	1.
1	2.	1	1.	1	1,2.
2	2	2	2	2	2
1.	2.	2.	1	1	1,4.
1	1	1	1	1	1
1	1	1	1	1.	1. NT.
2.	3	2.	1	2.	2.
3	3.	3	2	3.	2.8
3	3	3	2	3	2.8
3	3	3	3	3	3
1	2.	1	1	1	1,2.
2.	2	2	2	1	1.8.
3	3	2	2	2.	2.4
3	3	2	2	3	2.6
2	2	2	2	2	2
2	2	3	2	3	2.4
3	3	2	2	2	2.4
1	1	1	1	1	NT 1
2.	2	2	1	2.	1.8

Appendix E: Consent Form

UNIVERSIDAD PEDAGOGICA NACIONAL	FOMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD Resolución 767 de 18 de junio 2018		
FOR009GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Yo [redacted] Ciudad y fecha [redacted], identificado con C.C. [X] C.E. [ ] No. [redacted] expedida en Bogotá, representante legal del menor ([redacted], identificado con T.I. [X] NUIP [ ] No. [redacted] declaro que he sido informado por **LA UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad,* disponible en la página web www.pedagogica.edu.co, actuará como Responsable del tratamiento de mis datos personales[1], necesarios para el cumplimiento de la misión de la **UPN**, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles[2] y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

Como representante legal del menor, debo velar por los derechos consagrados en la Constitución y la Ley sobre sus datos, especialmente el derecho a conocer, actualizar, rectificar y suprimir información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales del menor, en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento dichos datos, pueden ser tramitadas a través del e-mail: quejasyreclamos@pedagogica.edu.co

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Leído lo anterior, manifiesto que la información para el Tratamiento de los datos personales del menor de edad que represento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

[redacted]

FIRMA

Nombre: [redacted]

Identificación: [redacted]

[1] La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de mis datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

[2] Son **datos sensibles** aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promueva intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5° Ley 1581 de 2012, art. 3° Decreto 1377 de 2013).