

**Digital literacy through news analysis: fostering critical thinking and productive skills
in tenth graders.**

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Abstract

The present research was carried out with 32 tenth grade students from Colegio Domingo Faustino Sarmiento IED, following a qualitative approach and an action-research methodology. From an initial diagnosis, difficulties in oral and written production in English were identified, as well as the need to strengthen critical thinking, and digital literacy. To address these needs, PBL was implemented using news as a central axis. This strategy allowed students to analyze the veracity of information, develop critical thinking, and improve their productive skills. In addition, it promoted collaborative work and increased motivation for language learning. The results show that the pedagogical use of news in the classroom enhances both the learning of English and the development of key competencies for daily life.

Key words: Productive skills, Critical thinking, Digital literacy, News.

Resumen

La presente investigación se llevó a cabo con 32 estudiantes de grado décimo del Colegio Domingo Faustino Sarmiento IED, siguiendo un enfoque cualitativo y una metodología de investigación-acción. A partir de un diagnóstico inicial, se identificaron dificultades en la producción oral y escrita en inglés, así como la necesidad de fortalecer el pensamiento crítico y la alfabetización digital. Para atender estas necesidades, se implementó el PBL utilizando las noticias como eje central. Esta estrategia permitió a los estudiantes analizar la veracidad de la información, desarrollar pensamiento crítico y mejorar sus habilidades productivas. Además, promovió el trabajo colaborativo y elevó la motivación hacia el aprendizaje del idioma. Los resultados evidencian que el uso pedagógico de noticias en el aula potencia tanto el aprendizaje del inglés como el desarrollo de competencias clave para la vida diaria.

Palabras clave: Habilidades productivas, Pensamiento crítico, Alfabetización digital, Noticias.

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CHAPTER I

CONTEXT AND STATEMENT OF THE PROBLEM

This chapter provides an account of the local and institutional contextualization in which the population of this research paper is involved. Secondly, it addresses the characterization of the participants, and finally, it presents the diagnosis of the students; those results were the basis on which this research was conducted, responding to the requirements proposed by the Common European Framework of Reference for Languages (CEFR).

1.1 Contextualization

1.1.1 Institutional geographical context

This research project was implemented at Colegio Técnico Domingo Faustino Sarmiento, branch A. This institution is composed of four branches: A for high school; B and D for elementary school; and C for preschool. All the school's campuses, except for C (located in La Castellana), are situated in the Rionegro neighborhood in Bogotá. Thus, in terms of transportation, the school is close to Avenida Suba and several Transmilenio stations, facilitating easy access for students to get to school. As for the main economic activities, the sector is composed of small businesses, stores, as well as numerous mechanical workshops and restaurants, which provide a general overview of the social, family, and school context.

1.1.2 Institutional historical context

The institution was founded in 1969 under the name Colegio Experimental Benjamín Herrera, taking its name from the neighborhood “Benjamin Herrera.” In 1972, the school was relocated to the Rionegro neighborhood and was inaugurated as a district school. In 2007, it was renamed Colegio Técnico Domingo Faustino Sarmiento I.E.D., as it began offering the title of Higher Technician with specialization in “Contabilización de Operaciones

Comerciales y Financieras,” and “Desarrollo de Software.” The degree is granted through an agreement with SENA, which allows students to obtain a double degree and more job opportunities upon completion of the eleventh grade.

1.1.3 Institutional normative context

The school adopts a socio constructivist model, and based on that, the Institutional Educational Project (PEI) of the Domingo Faustino Sarmiento school emerges, and it focuses on providing an integral formation in which differences are recognized. Its Educational Project is: “Calidad educativa para la formación integral y laboral” and its slogan is: “Liderazgo y emprendimiento gestores de un proyecto de vida”. Therefore, the school emphasizes the importance of work and social work, offers an inclusive educational service and through SENA allows students to prepare for the future in educational outreach programs. In this way, the institution not only seeks to transmit knowledge, but also fosters the ability to transform society and its individual realities based on values such as respect, solidarity, responsibility and justice.

The school's mission promotes quality education through collaborative work, developing skills that enable students to communicate effectively, creatively and entrepreneurially. In this way, by 2027 the school aims to be recognized for its academic excellence and comprehensive training, involving the community in its educational processes, developing critical thinking in students and holistic learning.

1.2 Characterization of the research sample

The participants in this research were students from tenth grade (10-02) of Domingo Faustino Sarmiento School. This grade was composed of thirty-two students, between the ages of 14 and 17 years old, residing in Socha, and in the localities of Barrios Unidos, Suba, Ciudad Bolivar, Chapinero, and Santa Fe.

Their English lesson was held in a classroom where each student had a chair and a table. There were two boards, a digital screen, and a small library with dictionaries and some books from the “English, please” program. Thus, to comprehend the collective and individual features of the students, a survey was applied to know their context, socio-affective characteristics, interests, and perceptions about the English language. It is worth mentioning that the results to be presented (survey and diagnostic test) were conducted with thirty-five students. However, three of them decided to withdraw from the school and therefore, the implementation was conducted with thirty-two students.

As for the socio-affective aspects, students mentioned the importance of working in groups; twenty-nine of them stated that they can socialize, debate, gather different ideas, improve their abilities, and their relationships. Four students said that working in groups is not important, and two of them explained that sometimes it is enjoyable. Simultaneously, the data collected from the observation revealed that the head teacher encouraged activities in which students work in groups of three people. They attempt to accomplish everything without rejection and with a good attitude (see annex 4: field diary).

About class development, during the observation phase, it was noticed that the head teacher frequently used the digital screen and applied different tools, such as tests on grammar structures at the end of the lessons. She normally conducted activities related to reading comprehension, but students tended to take pictures and use the translator. Regarding speaking activities, students were used to memorizing their speech and repeating it.

Concerning the perceptions that students had about English, they expressed that it is important to be proficient in the language because it is necessary for their future, for work, study, and travel. Most of them mentioned that they enjoy learning English, even if they do not understand everything perfectly.

Referring to class participation, seventeen students mentioned that they usually did not participate in class since they felt nervous when speaking, arguing that their pronunciation was not "adequate" and that they did not know how to effectively communicate their ideas. In contrast, ten students stated that they understood, and they participated because the teacher gave them extra points, and eight students indicated that they sometimes participated even though they did not know the correct pronunciation of words (see annex 3: survey).

In the same survey they were asked how comfortable they felt with each skill in English. On the one hand, nineteen reported feeling comfortable with listening, fifteen with writing, fourteen with reading, and nine with speaking. On the other hand, ten reported discomforts with listening and writing, seven with reading, and nineteen with speaking (see annex 3: survey). Thus, the results shown above were compared with a diagnostic test that was applied to know the students' level of English which is described in the following section.

1.3 Diagnosis

In accordance with the Common European Framework of References for Languages (CEFR), tenth grade students should be in pre intermediate II. Based on that, a diagnosis test was applied to analyze strengths and weaknesses of the students (see annex 1: diagnostic test). The test was composed of three sections: listening, writing, and reading. The first section was comprised of four multiple choice questions, in which they listened to the audio two times. Then, in the writing section, the idea was for them to answer two questions. Finally, there was a short text with four multiple choice questions. It is important to mention that the speaking section was not included since the head teacher administered an oral test to evaluate them in class, therefore, those results were used in the present research. On these grounds, this section aims to explore the results of the data collected:

In the first part, which corresponded to the listening comprehension section, twenty-five answered perfectly, seven almost perfect, and three had two mistakes out of four questions. Thus, the results in this part were satisfactory, and it demonstrated that they felt comfortable with listening as most of them wrote in the survey applied (see annex 1: diagnostic test).

Secondly, in the writing section, students were asked to describe the place where they live and answer what activities do they like to do and why. Consequently, eight people did not answer or mentioned “No so cómo explicar” or “No entiendo.” And twenty-seven students wrote paragraphs or sentences with some grammatical mistakes, for example “I am the place is relax”, “socer is why is sport”, “My place or mi home is a house the tree floors and my bedroom in the tree floor with in my bedroom is my pc gamer my bed my closer”, “My activities my like is play sport, why interesting and library, play are my friends, sleepy why is beautiful. Eat why happy.” (Diagnostic test, March 7th2024) In this order of ideas, although the results of the characterization indicated that they felt comfortable writing, this was not reflected in their written skills, as they demonstrated difficulties in their effective production. However, those results may be an advantage since they mentioned that they felt comfortable with writing and the pedagogical implementation designed for this research could be more meaningful.

Thirdly, in the reading part, the diagnosis contained four multiple choice questions, twelve answered all correctly, fourteen were almost perfect, four responded halves of the questions correctly, and five did not have an accurate response. These results were related to the information obtained in the survey, in which students reported comfort with reading (see annex 1: diagnostic test)

Finally, regarding the speaking part, the results were based on class observations, and the head teacher's diagnosis oral test. Observations demonstrated that some students did not have enough vocabulary to answer different questions. It was common that they spoke in Spanish or mentioned that they did not understand, or they did not know how to orally answer. During the oral test conducted by the head teacher, students were asked to create a conversation in which they talked about how much time they spent doing or practicing an activity, and they also had to include a question to interact with each other. The results showed that although students were able to create a conversation and carry it out, they needed to previously prepare that dialogue because its productive capacity cannot yet occur naturally and spontaneously. In comparison with the results of the characterization, the students mentioned that they did not feel prepared to perform a conversation and this was equivalent to what was observed in class.

To conclude, the main problem students had was related to productive skills, it means, writing and speaking. The diagnosis evidenced that they had difficulties when they tried to produce and communicate a message, and some of the principal barriers were the lack of vocabulary, the recognition of the verb tenses, and the fear of pronouncing words incorrectly. In contrast, students demonstrated proficiency and comfort with receptive skills (reading and listening). Most of them answered appropriately even if they did not understand some words, they tried to relate those words with the context and create inferences. In this sense, receptive skills were a bridge between the competencies that they had and those they needed to improve. Considering the achievement of the standards proposed by the Common European Framework, it could be considered that the students were not in pre-intermediate II.

1.4 Statement of the problem

Considering the information gathered in the data collection, the main need of the tenth graders was focused on written and oral production. The problem was reflected in the

diagnostic test in which most of the students could not answer the writing section adequately, and they were not able to answer questions, hold an oral conversation or even transmit something in English. And, in turn, it was evidenced that these problems were related to the lack of vocabulary and grammatical structures that did not allow them to convey ideas or communicate a message either orally or in writing.

On the one hand, the lack of vocabulary was evidenced both in the diagnosis test, and in the information gathered from observations. Students tried to translate everything to comprehend the meaning, and if they did not understand, they made comments such as “¿Qué significa esto?”, “¿Cómo se dice ...?”, “teacher, puedo usar el traductor?” (Field diary #4, April 23rd, 2024) the foregoing reflects the lack of English vocabulary to convey ideas and the barriers to putting productive skills into practice. On the other hand, the results showed an insufficient knowledge of grammatical structures since most of the students wrote incomplete words or sentences in which no message was delivered.

In addition, this research proposed to work in line with the school, since one of its objectives was to develop critical thinking and promote contextualized learning. At the same time, the relevance of digital literacy arises, starting from the massive consumption of information in the current era and the recognition of the real context and its problems. In this sense, this project was mediated by national and international news, which allowed students comprehensive development that involved critical thinking, productive skills and digital literacy.

1.5 Rationale

In the last years English has become a valuable language to communicate, understand social dynamic, and be on the margins of a globalized world. Learning the language goes beyond mastering its structures, it is also able to convey ideas, emotions, feelings, and

thoughts effectively. For that reason, the present research aims to implement a strategy through which tenth-grade students at IED Domingo Faustino Sarmiento can develop productive skills, critical thinking, and digital literacy by using news in the English classroom.

One of the main challenges identified is students' difficulty in expressing their ideas clearly and coherently. Consequently, the tasks designed for this study require not only language proficiency, but also the ability to distill complex information into concise and meaningful messages. In this sense, the use of news in class might allow students to engage with the language in a real-world authentic context, fostering the development of productive skills and critical thinking through articulated exercises in writing, speaking and information analysis.

This research is grounded in the concepts of critical thinking and digital literacy, aiming to encourage students to reason critically about the information they consume daily. In today's media landscape, where misinformation is widespread and unverified news circulates rapidly, it is necessary to provide tools for students to assess the reliability of sources, analyze content, and make informed decisions. In short, this strategy aims to equip tenth graders at IED Domingo Faustino Sarmiento with the multifaceted skills necessary for effective written and oral expression, discern information, and think critically in various aspects of their academic and personal lives.

Finally, although there is existing research that explores the use of news to foster critical thinking, few studies have examined its impact on the development of productive language skills in English as a Foreign Language (EFL) context. Considering the above, this project is relevant not only for its immediate pedagogical value but also for its potential

contribution to future research on oral and written production through critical news analysis in English language teaching.

1.6 Research question

To what extent does promoting digital literacy through news analysis influence the development of critical thinking and productive language skills in a tenth-grade EFL classroom?

1.7 Objectives

1.7.1 General objective

To analyze the impact of digital news analysis on the development of digital literacy, critical thinking, and productive language skills in tenth-grade EFL students.

1.7.2 Specific objectives

- To develop students' critical thinking and digital literacy through news analysis.
- To foster students' productive language skills through communicative activities based on news analysis.

CHAPTER II

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

This chapter presents five studies that were considered in the development of this research, with the aim of identifying educational practices implemented in recent years and informing the design of more effective pedagogical strategies. Additionally, it includes the theoretical framework, which reviews the main theories underpinning this study, organized around the following categories: *communicative language teaching*, *productive skills*, *cooperative learning*, *critical thinking*, *digital literacy*, and *project-based learning (PBL)*

2.1 State of art

The following table shows the studies conducted on the development of productive skills and critical thinking through digital literacy and the use of news in the classroom. It should be noted that no literature was found on the analysis of news in an English as a foreign language classroom.

Aspect	Title	Author	Origin
Critical thinking, news articles.	Promoting undergraduates' awareness of the importance of thinking critically about false or inaccurate scientific information presented in news articles	Pablo Antonio Archila, Jorge Molina and Anne-Marie Truscott de Mejía	Universidad de los Andes (2019)
Oral participation, critical thinking.	Critical Thinking for Promoting Oral Participation Through Task Based Learning.	Rhonal Mateo Díaz Cruz	Universidad Pedagógica Nacional (2024)
Critical thinking, news.	What predicts adolescents' critical thinking about real-life news? The roles of social media news consumption and news media literacy	Kelly Y.L. Kua, Qiuyi Kongb, Yunya Songc, Lipeng Dengd, Yi Kange, and Aihua Hu.	Hong Kong Baptist University (2019)

Critical thinking, fake news.	“Fake or not, I'm sharing it”: Teen perception about disinformation in social networks	Luisa Dolores Zozaya Durazo, Charo Sádaba, Beatriz Feijoo	Universidad de Navarra (2023)
Critical thinking, news, digital literacy	Students Evaluating and Corroborating Digital News	Thomas Nygren, and Mona Guath.	Uppsala University, Uppsala, Sweden (2022)

Table 1: State of art

The first study, *promoting undergraduates' awareness of the importance of thinking critically about false or inaccurate scientific information presented in news articles* (Archila, Molina, & Truscott de Mejía, 2019) is a research article presented by three professors from the Universidad de los Andes in Bogotá. The participants were 141 university students, including seventy-three females and sixty-eight males, between 16 and 22 years of age. The research sought on the one hand, to analyze the ability of university students to detect scientific misinformation in the press and, on the other hand, to determine whether the teaching-learning sequence (TLS) is effective in developing students' critical thinking in relation to information shared in the press.

The TLS refers to four steps in which students have the opportunity to: make decisions about the information presented in three newspaper articles, provide arguments in favor of the position taken, change their opinion if they believe it is necessary, and finally develop critical thinking through their arguments and positions. In this sense, the results showed that during the four sessions the students were increasing their ability to discern information, to argue, and to critically analyze the information presented in the news, thus

demonstrating that students reached a reflective critical level through the analysis of news presented in several newspapers.

This study supports the idea that news, as a pedagogical resource, enables students to deeply analyze the information they consume, which is particularly relevant for the development of critical thinking in secondary education. Moreover, its focus on identifying scientific misinformation is related to digital literacy, another key category addressed in this research. In this way, the study contributes to supporting the relevance of implementing strategies that integrate news analysis into the English as a Foreign Language classroom, fostering not only linguistic development but also students' ability to critically evaluate the information they receive daily.

The second study, *Critical Thinking for Promoting Oral Participation Through Task Based Learning*. (Díaz, 2024) was a monograph carried out at Universidad Pedagógica Nacional, with twenty-five eleventh grade girls between the ages of fifteen and eighteen in a public school in Bogotá. The main objective was to develop critical thinking through experiences, reflections, and current problematics for promoting oral participation in EFL classroom. Consequently, the results showed that through reflection, analysis, questioning and evaluation of information presented in the real context (on videos, images, and stories), students were able to develop critical thinking. In addition, through interactions and discussions the students improved their oral skills and were motivated to participate and reengage in each activity.

This study is highly relevant to the present research as it was conducted with a similar population—eleventh-grade students in a public school in Bogotá—and within the EFL context. In this order of ideas, although it does not focus specifically on news, it emphasizes the development of critical thinking through the analysis of real-life problems using authentic

materials such as videos, images, and stories, similar to what is intended from this research exercise, which seeks to foster productive skills and critical thinking. Additionally, the study findings show that students were more motivated and engaged when interacting with meaningful content, which supports the idea of using news to promote both linguistic competence and reflective thinking in the EFL classroom.

The third study, *what predicts adolescents' critical thinking about real-life news? The roles of social media news consumption and news media literacy* (Kua, K. Y. L., Kong, Q., Song, Y., Deng, L., Kang, Y., & Hu, A, 2019) It was a study conducted at Hong Kong Baptist University, with 1505 Hong Kong Chinese teenagers from 7th to 12th grades. The objective of this work was to investigate the relationship between news consumption in social networks, critical thinking, and media literacy with the intention of preparing young people from a critical perspective when reading and consuming news. The work was conducted through reflective questions that allowed comparison and the use of critical thinking in the participants. In this regard, the results showed that students have knowledge about the news process, the ways of representing reality and the interpretations that viewers may have about the various news, which contributed to a more critical processing of information. The participants were able to distinguish between facts and individual opinions but presented difficulties in evaluating the veracity of the evidence presented. This suggests the need for further work on news with young people.

This study supports the present research by emphasizing the importance of developing media literacy and critical thinking skills in adolescents through the analysis of real-life news. Although conducted in a different cultural context, the findings highlight that young people are exposed to a wide range of news on social media, and that structured reflection can help them better understand the news production process, distinguish between facts and opinions, and critically interpret media messages. This aligns with the current project's goal of

promoting critical thinking and digital literacy in EFL classrooms by analyzing news, moreover, it underscores the importance of equipping students with tools to evaluate the truthfulness of the information they consume daily.

The fourth study, *“Fake or not, I'm sharing it”: Teen perception about disinformation in social networks* (Zozaya, Sádaba, Feijoo, 2023) carried out at Universidad de Navarra, in Spain with a total of sixty-two participants aged 11-17 years. The purpose of this study was to examine how young people understand and recognize false information on social platforms, as well as to identify what tools and resources they use to detect and deal with it. The results of this research show that misinformation is part of the daily life of students. It mentioned that young people do not see relevant informative news but are more in contact with the content of influencers or video games. In addition, it was identified that it was difficult for them to stop sharing information that is viral and false, because they lack specific training to protect themselves against false content. However, students express an elevated level of self-confidence in their resources to deal with disinformation and mention that adults are more likely to believe and share false information. As mentioned above, young people are surrounded by information and content that may be false in some cases.

This study contributes to the present research by emphasizing the urgent need to strengthen digital literacy among teenagers, particularly in relation to the detection and handling of misinformation as adolescents are constantly exposed to viral and potentially false content, yet they lack the necessary tools and training to critically evaluate this information. This aligns with the goals of the current project, which seeks to use news as a pedagogical strategy to foster students' critical thinking and digital literacy. Moreover, the study underscores the importance of equipping students with analytical skills to responsibly navigate the digital world as an essential component when integrating news analysis into the EFL classroom.

The last study, *Students Evaluating and Corroborating Digital News* (Nygren, & Guath, 2022) It is an article presented by Uppsala University, in Sweden. The participants were 2,356 students in higher education programs between the ages of 16 and 19. The main objective was to determine how students' experiences, attitudes, and backgrounds relate to their ability to determine the credibility of the news they consume daily. As result, the article points out two important findings related to: students with high digital civic literacy and students with low digital civic literacy. To begin with, digital civic literacy refers to the skills and knowledge one must have to critically navigate the Internet. In this way, students with high digital civic literacy possess knowledge related to current affairs, identify credible sources, and critically evaluate the credibility of news using information recognition techniques. Whereas low digital literacy students naively trust online information without questioning it. In conclusion, the research proposes to create educational strategies to foster critical thinking in the face of online information to reduce the digital civic gap and prepare students for the digital age. Considering the above, this study is highly relevant to the current research as it highlights the importance of developing students' digital civic literacy, an essential component of digital literacy, in evaluating news credibility. It shows how students with higher digital skills are better at identifying reliable sources and questioning online content. This aligns with the project's goal of promoting critical thinking and digital literacy through news analysis in the EFL classroom, highlighting the need to train students to be more critical and informed media consumers.

In sum, the research reviewed has explored the use of news in the classroom and students' perceptions of the information they consume, which demonstrate the need to develop critical thinking based on information recognition techniques that allow young people to recognize fake from real news, avoiding sharing and believing in erroneous information that misinforms. To conclude, it is necessary to mention that, although there are

studies that emphasize the importance of critical thinking and digital literacy, there are no documents in which news is used for teaching English as a Foreign Language and therefore, the productive skills and other achievements that can be obtained are not worked on. Thus, this research project is highly relevant because there is no previous research that delves into the news as a pedagogical tool in an EFL classroom.

2.2 Conceptual framework

As mentioned in the introduction of this chapter, the theoretical framework aims to explain the theoretical foundations on which this study is based. In this sense, five key concepts are addressed: First, the *Communicative Language Teaching approach*. Second, *productive skills*, third, *critical thinking*, then, *digital literacy* and finally *Project Based Learning (PBL)*.

Communicative Language Teaching (CLT)

Communicative language teaching is the implementation of a communicative approach through activities, materials and interaction between students and teachers with the intention of improving communicative competence in a real context. In this sense,

Activities in CLT typically involve students in real or realistic communication, where the successful achievement of the communicative task they are performing is at least as important as the accuracy of the language use. Thus, role-play and simulation have become very popular in CLT. (Harmer, 2001, p. 69)

On these grounds, in the present project CLT was implemented with the intention of improving communicative aspects, instead of limiting itself to the acquisition of grammatical knowledge. According to Jack Richards (2006) communicative approach includes knowing how to use language in different contexts and in an appropriate way, as well as knowing how to understand several types of texts and being able to hold a conversation. (p.3) In this regard,

the principal goal of CLT is to develop fluency in language through dynamics that permit negotiation meaning, use strategies, and work cooperatively to communicate a message.

In this order of ideas, CLT allows and proposes effective communication in real contexts making use of productive skills (writing and speaking), and at the same time, seeks to dynamize educational strategies through cooperative work in which students relate to each other, learn together and develop written and oral skills.

Productive skills

To define this concept, it is necessary to comprehend that there are receptive and productive skills. The receptive skills are reading and listening because through these abilities people can perceive, decode, and understand meaning. While, writing and speaking are part of the productive skills as they require individuals to generate and convey messages either through written texts or spoken language. In this regard, “productive skills - also called active skills - mean the transmission of information that a language user produces in either spoken or written form. Productive skills would not exist without the support of receptive ones” (Golkova & Hubackova, 2014 p. 478) Thus, although all four skills are important, this research focuses on developing students' productive skills, based on the importance of communicating ideas, transmitting opinions, thoughts, and emotions. In this way, the concepts of speaking and writing will be developed below:

Speaking

Speaking is one of the elements of communication. It can be considered as a way of carrying out intentions, viewpoints, opinions, and emotions through words. Besides this, Harmer (2001) proposes four language features that are necessary for spoken production. The first one is related to the use of connected speech; speakers must maintain a fluent conversation considering grammar rules. The second is the use of expressive devices;

students need to comprehend the variations in the language, variations in tone, body language and facial expressions as they enrich message comprehension, foster a deeper connection between interlocutors and help to accurately interpret intentions and emotion. The third feature is the use of lexis and grammar, those components form the basis of effective communication allowing them to articulate their thoughts coherently, conveying ideas with precision and clarity, which facilitates meaningful interactions in spoken language. Finally, the use of negotiation, which implies clarifying the message to understand what is said. In this sense, speaking is a complex activity that must be developed to enable individuals to effectively navigate different social contexts.

From this perspective, this research conceives speaking not only as a means of transmitting ideas and expressing messages appropriately, but also as a skill that involves the use of accurate grammatical structures, cohesive and coherent discourse, as well as the effective use of tone of voice and body language to enrich communication. Furthermore, speaking is viewed as a bridge for sharing viewpoints and information. In this sense, tenth-grade students are expected to develop their oral expression by meeting these communicative criteria.

Writing

Writing is a communication tool, in which written language is used to transmit ideas. According to Brown (2000) “Written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally” (p. 335). In this regard, writing is an activity that requires a process and needs to be developed; that process consists in “prewriting, drafting, revising and editing” (p. 337). In this way, writing involves more than just putting words to make messages understandable; while vocabulary is the basic unit of writing and its role is necessary to contextualize and

give meaning to the text (p. 377), a text needs organization, structure, knowledge, and a clever arrangement of ideas to convey meaning effectively.

Scott (1996) mentions in her book *Rethinking Foreign Language Writing* that proficient writing is the demonstration of clear thinking and developed competence in which meaning can be created and discovered. This notion underscores the proposition that writing is not solely the product of linguistic skill, but embodies a manifestation of coherent cognition, allowing for the construction and exploration of intricate meanings within the written word.

Considering the above, writing is understood as a process that emerges from the need to record and preserve information, but it goes far beyond being a simple recording system. It is a complex cognitive process that is an integral part of interlanguage development, allowing the individual not only to produce coherent messages, but also to acquire and consolidate new vocabulary. Through this process, the learner can construct and convey meaning effectively, facilitating both language learning and the communication of ideas in a clear and structured manner.

To conclude, productive skills are not contradictory, but complementary. On the one hand, the development of written communication strengthens skills such as the organization of ideas, the expansion of vocabulary and the coherence of discourse, which are fundamental for effective oral expression. In other words, when students practice writing, they acquire tools that they can then apply when expressing themselves orally in a clear and structured manner. On the other hand, the development of oral expression has a positive impact on the learning of writing. When delivering a message orally, students use a variety of structures, idioms, and expressive resources such as body movements and tone of voice, which can enrich the written text by giving it variety and nuances. In short, this research project aims to

enhance students' writing skills through the creation of scripts, while simultaneously fostering their oral communication abilities by using those scripts to convey contextualized information.

Critical thinking

Critical thinking refers to the ability to analyze and evaluate information in a logical and reasonable manner. In accordance with (Bailin, et al., 1999) critical thinking must go beyond superficial thinking; it must “include responding constructively to reasons and arguments given by others in the context of discussion” (p. 289) In this sense, critical thinking implies being able to act, evaluate and argue responsibly and appropriately in any context. Furthermore, thinking critically permits individuals to reflect on their own cognitive processes, fostering a deeper understanding of how they interpret information, form conclusions, and make decisions.

Taking in mind the above, Dewey (1910) in his book entitled *How we think*, mentions two ways of critical thinking: logical thinking and reflective thinking. On the one hand, logical thinking “refers only to what is demonstrated to follow necessarily from premises that are definite in meaning and that are either self-evidently true, or that have been previously proved to be true” (p. 56) it means that logic thinking refers to the ability to reach conclusions by means of a series of rationally connected and supported premises or data, leading to a valid and justifiable inference. On the other hand, reflective thinking is a process constituted of “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends” (p. 6) In other words, reflective thinking implies examining our ideas and beliefs in detail, analyzing any assumption, argument or conclusion critically and consciously, evaluating its validity and the evidence that supports it.

In this regard, critical thinking involves a dynamic participation that allows reflection, analysis and actively questions the information that is distributed, rather than simply passively receiving knowledge from others. On these grounds, the development of critical thinking in tenth grade students is essential to understand social situations, developing skills and competencies for the 21st century, recognize fake news, dialogue from reason, and generate reflection based on opinion. In addition, this concept is significantly complemented by productive skills, and digital literacy that serves as a medium to achieve meaningful learning based on real situations.

Digital Literacy

The concept of digital literacy plays a crucial role in students' interaction with ICTs, particularly within the educational context. To start, digital literacy "is the meaning-making practices readers use to construct new knowledge and communicate information and ideas through digital tools" (Allen, 2016, p. 17) it refers to the capacity to adequately use digital technologies, and the process to navigate, critically assess, and effectively utilize digital information. In this regard, it is essential for students to use digital technologies responsibly to search for reliable information, reflect critically on shared content, and produce quality work grounded in accurate and trustworthy sources. For the United Nations Educational, Scientific and Cultural Organization (UNESCO) digital literacy is defined as follows:

Digital literacy is the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies for employment, decent jobs and entrepreneurship. It includes competences that are variously referred to as computer literacy, ICT literacy, information literacy and media literacy (2018, p. 6)

In other words, digital literacy could be understood as the knowledge to be competent with the use of digital tools, platforms, and technologies in a manner that enables effective communication, information retrieval, critical analysis, and ethical participation in the digital age. To achieve this, UNESCO proposes five areas of digital literacy competencies to achieve digital literacy: first, *information and data literacy*, refers to the search, tracking and evaluation of data, information, and digital content. The second, *communication and collaboration*, is framed within the interaction that users can have on the network. The third, *digital content creation*, concerns the creation of digital content and its ethical responsibility. The fourth, *safety*, addresses data protection and privacy, health, welfare, and environment. And finally, the fifth relates to *problem solving*, where technological needs or problems are identified and solved.

These competencies not only provide a foundation for responsible digital engagement but also align closely with the methodological approach adopted in this research. In this sense, it is worth mentioning that this work was carried out under the Project Based Learning (PBL) pedagogical approach, which is transversal to all concepts. This methodology acts as a thread that intertwines the different theoretical elements presented, allowing its practical and coherent application in the development of this research, which is addressed below.

Project Based Learning (PBL)

Project Based Learning (PBL) is a learner-centered pedagogical approach in which students can experiment, create, and learn through experimental activities and real situations. According to Krajcik & Blumenfeld (2005) PBL is contextualized learning as students have an active learning process, can apply their knowledge, and can construct their own understanding of the world around them. Thus, PBL is composed of five key features: First, it begins with a guiding question that makes a problem visible. Subsequently, students explore the guiding question through activities that seek to solve the problem encountered. Then, in

the company of teachers and the educational community collaborative activities are conducted. Fourth, students are provided with tools to solve the problem and finally students create a product that reflects the solution to the problem (p. 318). In this regard, the process is mediated by a series of activities, such as discussions, debates, presentations, challenges, real problems, and interactions between students and teachers which encourage motivation, critical thinking, improvement of teaching, experience of success throughout the process and constant feedback.

Moreover, Krajcik & Blumenfeld mention in their book *The natural approach: Language acquisition in the classroom*, that PBL is composed of four essential components that act together to achieve meaningful learning. First, the learner constructs knowledge based on his or her experiences and real-world situations. The second refers to meaningful and contextualized learning, where learners can put it into practice. The third is equivalent to the importance of cooperative work and social interaction based on the achievements that can be reached when sharing with others and finally, it emphasizes the importance of using pedagogical tools that support and help students to create knowledge (2005, p. 318;319) With that in mind, in this project the news was taken as the main axis to connect students with real and contextualized situations, where students could observe real situations and relate them with their previous knowledge and experiences to strengthen their learning, all this through group exercises that allowed them to achieve shared objectives and learning.

In conclusion, the concepts outlined above provide a solid foundation for this research project, enriching and complementing the pedagogical practice. Firstly, productive skills support the transmission of messages by encouraging the appropriate use of grammatical structures, vocabulary, and expressions that enhance discourse. Secondly, the communicative approach emerges as a key tool for fostering the development of speaking and writing abilities in authentic contexts. Thirdly, critical thinking and digital literacy are

recognized as essential components for analyzing and reflecting on the vast array of information disseminated through the media. Lastly, Project-Based Learning (PBL) serves as the transversal axis that connects all these elements, enabling students to construct knowledge through real-world activities and meaningful experiences.

CHAPTER III

METHODOLOGICAL DESIGN

The purpose of this chapter is to present and describe in detail the research paradigm and the instruments used in the implementation of this project. In particular, the qualitative approach that guided the research work will be presented, delving into its ontological and epistemological assumptions. Likewise, an exhaustive description will be made of the data collection techniques employed, which included observations, field diaries, surveys, voice recordings and artifacts.

3.1 Research paradigm

The present research was developed through a qualitative approach which implies attention to problems that affect a specific population. Efrat & Ravid (2013) mentioned that, in the context of educational research “qualitative research is designed to study school situations and events as they unfold naturally. The focus of the investigation is on the meanings of these experiences for the individuals and groups in these settings” (p. 40) In other words, the qualitative approach seeks to understand and comprehend the realities in an academic space and report those experiences since a critical stance. In this way, qualitative approach consists in describing a phenomenon as a complete entity rather than measuring specific aspects of it. Based on that, this research project was focused on discovering and understanding shortcomings in tenth grade students of the Domingo Faustino Sarmiento IED

school. From this, some activities were implemented to solve the weaknesses presented by the students.

3.2 Type of research

The research proposal was oriented by action research. According to Rodríguez, D., & Valdeoriola, J. (2009) Action research seeks to account for a problem and its respective solution from a critical and reflective process, aimed at educational change and social transformation. (p. 63) It means that researchers spend time observing a phenomenon, then identify a problem and finally act to solve it. As Góral, Jalocha, Mazurkiewicz, & Zawadzki (2021) explain “researchers usually go through a cycle of research, action and reflection phases (the so-called “action research cycle”), composed of four main elements: constructing, planning action, taking action and evaluating action” (p.47) For that reason, in the present project, action research was involved in different factors that allowed an improvement in the academic, personal and social space. From this perspective, in this research the problem was identified, and twelve lesson plans were developed in which the results achieved in each session were analyzed and reflected upon.

3.3 Data collection instruments

Observation

Observation is a qualitative technique that permits recollecting information in a specific time. This is a form of data collection that involves a rigorous analysis of information about a phenomenon. Griffe (2018) understands observation “as the systematic, intentional, and principled looking, recording, and analysis of the results of our observation for the purpose of research” (p. 202). In other words, systematic implies that the observation is not sporadic, this consists of a procedure and monitoring at each step. In the context of this research, there were two observation periods: First, a non-participant observation, in which

the problem was detected and allowed an overview of the students, recognizing their strengths and needs. Second, Participatory observation during the application in which a social interaction between the researcher and the object of study was evidenced, allowing to show the progress, the points to be improved and the tastes and interests of the students.

Field diary

A field diary is an instrument based on observation. The observer can record information through organized notes that facilitate the analysis of data and at the same time it permits an approximation about what happens in the real context. According to Scheivar & Nascimiento (2017) “the writing of the diary is the analytical reading of practice, since writing allows events, which could be ignored, to take shape and have a meaning for the analysis” (p. 4) In this order of ideas, a field diary provides significant material for the corresponding analysis through the record of events. For that reason, this instrument was applied in the three stages of implementation, which allowed the collection of instantaneous information to be used in the analysis and systematization of information. (see annex 4: field diary)

Survey

In qualitative research, surveys are used as a tool to gather information from the participants. It is a “research [instrument] involving the use of standardized questionnaires or interviews to collect data about people and their preferences, thoughts, and behaviors in a systematic manner” (Bhattacharjee, 2012. p.73). From this perspective, a survey is an invaluable mechanism that allows researchers to delve into the perceptions, opinions, and experiences of participants in relation to specific topics or phenomena; in this research a pre implementation survey was applied in which the results allowed the researcher to identify in

depth the social characteristics and context of the tenth-grade students, as well as their perceptions and preferences. (See annex 3: survey)

Artifacts

This instrument refers to the materials and tangible products created by the students. Hendricks (2009) emphasizes various activities aimed at gathering data and ensuring the authenticity of the research. For instance, students engage in the creation of assignments, audios, projects, lessons, self-assessments, artwork, or written information as part of this process. These diverse forms of output not only contribute to the research endeavor but also serve as substantive evidence of students' comprehension, creativity, and overall engagement within the educational context. In the present documents, artifacts were used to corroborate the information and the student learning.

Interview

The interview is a data collection technique that allows a reflective dialogue between the interviewer who asks the questions and the interviewee who answers them. According to Efron & Ravid, an interview is a strategy that “provides an understanding of the participants’ experiences from their own perspectives because it allows them to voice their ideas, opinions, values, and knowledge on issues related to the investigation” (2013, p.98). Furthermore, it allows the researcher to conduct it in three ways: unstructured, semi-structured or highly structured process. The unstructured interview is an informal dialogue, flowing naturally and spontaneously, oriented towards concrete goals. The semi-structured is based on a script of questions developed in advance of the time of the conversation, and highly structured follows a rigorous protocol in which both the formulation and sequence of the questions remain unchanged (Efron & Ravid, 2013). Thus, in this research a semi-structured interview was

implemented at the end of the pedagogical intervention with the intention of collecting the opinions of the head teacher regarding to the implementation (see annex 7: interview)

Focus group

The focus group is a type of interview that consists of a group conversation guided by a moderator through a series of topics or questions. In this sense, in a focus group “several individuals who come together and share among themselves their ideas, thoughts, and experiences about the topic of your study” (Efron & Ravid, 2013, p. 105). The number of participants in a focus group should be between four to seven people and it should promote a free and open space for discussion. Considering the above, a focus group of five students was conducted to find out about their experiences, opinions and results obtained during the practicum. (See annex 8: focus group)

Test

In the educational sector, a test is a tool that allows people to evaluate the knowledge of the participants in relation to the subjects studied. Harmer (2001) describes two types of tests: direct and indirect. The first one evaluates knowledge through questions and activities where students must answer in writing or orally, while the second one proposes to find out linguistic knowledge through multiple choice questions or sentence organization (p. 322). Based on this, a diagnostic test and an output test were developed with direct and indirect questions that permitted to know the previous knowledge and the knowledge achieved at the end of the pedagogical implementation.

Diagnostic test

The diagnostic test evaluates the knowledge revealing the difficulties, gaps, and problems of the students improving them (Harmer, 2001, p. 321). In this research a diagnostic test was developed at the beginning of the implementation with the objective of knowing the

strengths and weaknesses of the students in relation to the English language. The results showed that the learners had problems with productive skills, and therefore, this project sought to improve this aspect. (see annex 1: diagnostic test)

Output test

The output test measures the students' learning based on what they have learned or seen throughout the classes; these tests are given at the end of a period or unit to evaluate the students' progress. In this respect, at the end of the implementation, each student developed an output test in which topics seen in class were evaluated, allowing a comparison between the results of the diagnostic and the final test. (see annex 2: output test)

3.4 Ethical considerations

Due to the participation of minors in this research, from the beginning of the project, parents signed an informed consent form in which they were asked to authorize the handling of data and personal information of the students, emphasizing that the information collected would be for academic purposes and therefore confidential.

CHAPTER IV

PEDAGOGICAL PROPOSAL

The following chapter explores the researcher's conceptions regarding curriculum, language, classroom, and learning, as fundamentals for the present pedagogical proposal. Its objective is to understand the interconnection and dynamics between these elements within the educational context. For those reasons, this chapter is focused on a set of research criteria based on theory and analytical assumptions that explain the pedagogical proposal of this project.

4.1 Curricular vision

In this project, the curriculum is conceived as a set of criteria, methodologies and study plans that promote the integral development of students and the construction of knowledge in the classroom. More specifically, it functions as a comprehensive plan of didactics, topics, learning objectives and pedagogical strategies designed to enhance student learning. This vision aims to adapt to the context and needs of learners while moving beyond mere content delivery.

Drawing from communicative approaches, the curriculum serves as a pedagogical pathway that encourages interaction, the use of language for authentic purposes, and the development of communicative competence. As Taylor mentions in his book *Basic Principles of Curriculum and Instruction*, curriculum represents a cyclical sequence of decision making, experiences and outcomes that occur continuously (1949, p. 53). This perspective reinforces our understanding that curriculum is not static but rather a process that is constructed, adjusted, and enhanced with the objective of improving educational experience.

On these bases, the curriculum is configured as a process structured around activities and small projects, based on inquiry, which encourages students to investigate, reflect and produce a project at the end of the intervention that integrates the knowledge acquired throughout the classes. This approach allows learners to engage actively with materials and concepts, fostering deeper understanding and more effective skills development (see annex 5: lesson plan).

The curriculum also incorporates digital literacy as a cross-cutting component, encouraging students to responsibly use digital tools to search for, evaluate and create information, critically analyze online content, and develop ethical awareness in their

interactions with media and technology. This learning is embodied through news analysis, reflection on current events, and questioning of shared content, inviting students to move beyond superficial understanding and engage in deeper, more reasoned evaluations of the information they consume and produce.

4.2 Language vision

In this research, language is understood as a tool for the construction of knowledge. In other words, language will allow students to share and construct knowledge, learn actively, organize their ideas, and express themselves adequately in written and oral form. Importantly, language goes beyond the mere transmission of information as it enables students to express their thoughts, emotions, and opinions clearly and meaningfully, both in spoken and written forms.

In this sense, language is conceived as a bridge that promotes interaction and fosters the linguistic development of each student. As Alshami (2019) states, "Language is a means of communication. It is a means of conveying our thoughts, ideas, feelings, and emotions to other people" (p. 2). From this perspective, communicative interaction presupposes negotiating meanings, constructing learning, actively participating in learning, promoting the development of ideas, and fostering communicative skills in the classroom through collaborative work.

When integrated into a Project-Based Learning (PBL) approach, language is used as a vehicle for action and discovery, allowing students to engage meaningfully with content while developing their linguistic competence. Furthermore, in connection with digital literacy, language empowers students to navigate digital environments critically and responsibly, enabling them to evaluate online content, participate in digital discourse, and create meaningful communications.

4.3 Classroom vision

The classroom is understood as the space in which students can interact and learn. It is a safe, dynamic, and enriching space in which learning converges using different resources that promote meaningful learning. Based on that, the classroom is recognized as a horizontal space between student and teacher, which means that the student can interact without being judged, fostering an environment where collaboration and exploration are encouraged. In this sense, “[the classroom is] an environment where students are physically, mentally, socially, and emotionally safe and satisfied by utilizing the required resources during the learning process” (Ahmad et al., 2022, p. 2) Thus, the classroom is not limited to a closed space, in which students receive knowledge from the teacher, but rather, it is an environment for the construction of knowledge by all learners, taking into account their integral development.

4.4 Learning vision

The vision of learning in this project is taken as an active process in which students acquire knowledge through social interaction, “Learning as a process by which the learners construct new knowledge based on their current knowledge by integrating the incoming information” (Behrens, 2021, p. 959) with that in mind, learning is considered as the knowledge construction that is achieved through two concepts: first, the interaction between the teacher and the students, the students by themselves and in interaction with others. Second, the constant inquiry that allows for continuous and meaningful learning. In addition, learning is conceived as an active process, in which students participate actively, carry out the proposed activities and apply the learning achieved.

4.5 Instructional design

This research had Project Based Learning as its pedagogical approach, since, as mentioned in the theoretical framework, it is a structured and cyclical process, in which students can build knowledge from contextualized situations, real and close to their

environment, allowing them to develop critical skills, thus facilitating meaningful learning where theory is directly connected with practice and experiential experience. On these grounds, the news was implemented as a pedagogical tool to enhance contextualized and situated learning in authentic and relevant circumstances for students.

News as a pedagogical tool

To begin with, the news reports an event or occurrence for the purpose of informing and conveying facts. According to Carey (1989) a news item can be a tool to disseminate knowledge and transmit information, but at the same time, it can be a tool to obscure reality and change information (p.16). Along these lines, news as a pedagogical tool is a dynamic resource that allows learning to link with the real context, where students can develop linguistic and communicative skills and develop critical thinking from contextualized learning and discernment of information presented daily. Thus, based on the idea that the “schools should always teach students critical thinking skills for “sussing out” the quality of information (...) distinguish fact from fiction, argument from documentation, real from fake” (Jenkins, Clinton, Purushotma, Robison & Weigel, p. 44) This project was based on the news and from there, an integral learning process was developed, in which digital news were analyzed and activities were created based on them.

In this sense, the selection of the news that students would read and analyze was guided by two main criteria. First, the thematic relevance: the news had to be aligned with students’ interests and at the same time connected to the social realities of the country, so that they could comprehend the usefulness of the language in understanding and reflecting on their own context. Second, the linguistic difficulty was taken into account. Since news articles tend to include specialized or advanced vocabulary, special care was taken to choose

texts that were both challenging and accessible for tenth-grade EFL learners, thus ensuring comprehension while promoting vocabulary expansion and critical engagement.

Based on the above, lesson plans were developed and implemented to improve the students' productive skills, develop their critical thinking through the analysis of fake news, foster digital literacy, and promote cooperative work with the goal of producing a newscast. The pedagogical intervention started on March 12th and ended on October 28th of 2024. It consisted of eleven sessions of one hour each, divided into three parts: The first part covered the first five sessions, where students had an approach to the news and learnt tools and techniques to identify if they were real or fake. The second part consisted of two sessions in which students learnt about the structure of a newscast, and the third part included four sessions dedicated to the production of the newscast by the students.

The development of the activities was structured based on Project Based Learning, which was guided by guiding questions, general, specific, and communicative objectives and as a fundamental point, each lesson plan was divided into three parts: warm up, main activity, and reflection. These elements allowed for a coherent learning path (see annex 5: lesson plan).

Finally, it should be noted that each activity was designed to meet the needs not only of the students but of the school in general. In other words, this research is in line with the PEI and the school's educational curriculum, in which critical thinking and communicative skills are considered a fundamental axis in academic and social life.

The following table shows the instructional design carried out in pedagogical intervention.

Session	Date	Topic	General objective	Learning cycles
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#1	March 12 nd , 2024	Approach to national and international news.	To improve productive skills through news stories.	To identify and develop critical thinking through news stories.
#2	April 2 nd , 2024	Critical thinking and digital literacy.	To develop critical thinking through news stories.	
#3	April 23 rd , 2024	News in vignettes.	To create a comic summarizing and analyzing the news stories.	
#4	April 25 th , 2024	News in vignettes.	To develop oral expressions using a visual resource (comics)	
#5	May 30 th , 2024	News opinion	To develop students' writing, speaking and critical thinking skills.	
#6	September 16 th , 2024	Parts of a news story.	To identify and summarize the key elements of a news story using the WH questions and simple past.	To know the tools that make up a newscast.
#7	September 24 th , 2024	Roles in a newscast.	To recognize the roles in a newscast.	
#8	September 26 th , 2024	Creation of groups, and roles. Writing my script.	Planning the newscast, the creation of the groups and the formal structure of the newscast.	Newscast production.
#9	October 1 st , 2024	Writing my script!	To create the script for the production of the newscast.	
#10	October 17 th , 2024	Practicing my role, pronunciation, voice.	To practice the newscast.	
#11	October 28 th , 2024	Newscast production	To record the newscast.	
#12	October 29 th , 2024	Output test	To close the process.	
#13	November 4 th , 2024	Newscast presentation	To present the newscast.	

Table 2: Instructional design divided by cycles

CHAPTER V

DATA ANALYSIS AND FINDINGS

This chapter describes the method employed to analyze the data and the categories and subcategories implemented to conduct the analysis process. It also presents the research results and conclusions drawn from the data analysis.

The analysis of this research was carried out using Grounded Theory, Corbin and Strauss (2015) mentioned in their book *Basics of qualitative research*, that it is a methodology characterized by generating a theory derived from the data collected and systematically analyzed during the research. In other words, the researcher does not start with a preconceived theory but allows the theory to emerge naturally from the data obtained during the sessions. Thus, the information collected is obtained through interactions with the object of study for subsequent analysis.

In this research paper, various data collection instruments were employed to conduct an in-depth analysis of the object of study. Those instruments were: a characterization survey, field diaries, a focus group, an interview, the pre-test and post-test, and student artifacts. First, the characterization survey was implemented at the beginning of the practicum to know about the students and their perceptions regarding English. Second, field diaries were used for the systematic recording of observations during implementation. Third, at the end of the project, a focus group of five selected students was held, in which the exchange of perspectives on the pedagogical proposal and its impact was encouraged. Similarly, an interview was carried out with the head teacher to find out the perceptions she had during the practice. In addition, a diagnostic test was conducted at the beginning of the implementation to determine the strengths and weaknesses of the students in terms of English, and an output test was also developed to determine the learning achieved throughout the project. Finally, the artifacts

generated by the students, such as images of the products they made in class regarding the news, audios that were recorded session by session where they transmitted the news and commented on it, and videos equivalent to the newscast. The analysis of this data provides an overview of the learning and processes carried out in the classroom, allowing for a systemic and sequential analysis.

After collecting and organizing the data obtained through the different instruments, the information was coded. According to Charmaz (2006) “coding is the pivotal link between collecting data and developing an emergent theory to explain these data. Through coding, you define what is happening in the data and begin to grapple with what it means” (p. 46). Continuing with the above, Corbin and Strauss (1990) propose that the coding process be developed at three basic levels: open, axial, and selective.

To begin with, *open coding* is a process of interpretation and organization of data in which different events, actions, and interactions are analyzed to identify similarities and differences, creating concept labels from common characteristics. Subsequently, *axial coding* consists of establishing the relationships between conceptual labels, considering the conditions, contexts, and consequences that link them to generate categories and subcategories. Lastly, *selective coding* represents the culminating stage of qualitative analysis, where all the categories identified are systematically integrated and unified around a dominant core category (Corbin and Strauss, 1990).

Once the information collected was organized, a detailed analysis was carried out using color codes to identify patterns and connections between the data, which allowed the creation of categories and subcategories that responded to the research objectives. Thus, this research was permeated by the principle of triangulation in which the data collected in the instruments mentioned throughout this chapter were used and connected with the theoretical

foundations that provide a better understanding, and a more complete analysis of the phenomenon studied. The following section presents a detailed analysis of the data collected.

5.1 Categories and subcategories

The present research aimed to analyze the impact of digital literacy through the use of news on the development of critical thinking and productive skills in the tenth grade of Domingo Faustino Sarmiento. Based on that, the following categories and subcategories emerged from the data analysis:

The first category arises from the need to describe the development of digital literacy through digital news. In this sense, the first category: *Essential elements for digital literacy in the 21st century* focuses on describing the digital competence acquired by students: information and data literacy, and in turn, motivation as a fundamental part in the development of digital literacy. The second category: *From passive consumption to conscious analysis*, aims to describe the two levels of critical thinking that the students reached. On the one hand, the development of logical thinking and on the other hand, the development of reflective thinking.

The last category of analysis revolves around assessing the impact of news on students' productive skills. Thus, the third category, *Discourse as a reflective process*, addresses four subcategories found in the students' artifacts. The first subcategory explores the vocabulary acquired throughout pedagogical intervention. The second subcategory, interlanguage development, reflects on the cognitive process and the students' relationship between their mother tongue and English as a Foreign Language (EFL). The third subcategory examines the process in which students demonstrate proficiency in discourse organization. Finally, the last subcategory, pragmatic competence, analyzes the language from different contexts.

The following diagram shows the order in which the analysis of the categories will be carried out:

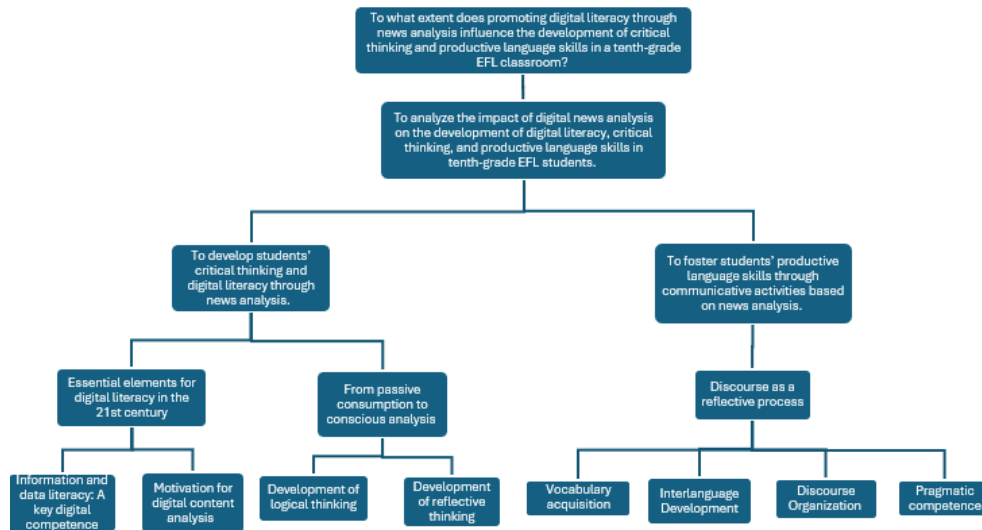


Diagram 1: categories and subcategories

5.2 Category 1: Essential elements for digital literacy in the 21st century.

This category aims to analyze two important aspects that connect mainly with the management of digital literacy in the classroom: first, *Information and data literacy: A key digital competence*, which refers to the digital competence achieved by students using different techniques that allowed the recognition of the veracity of the information. Thus, this subcategory will be analyzed from the information collected in the field diaries, the focus group and the artifacts produced by the students. Secondly, *Motivation for digital content analysis* is analyzed as an essential element in the understanding and application of digital competence based on the data obtained through different instruments: the observations recorded in the field diaries, the interview with the head teacher that show the students' enthusiasm for the realization of activities related to digital contents, and the focus group.

5.2.1 Subcategory 1: Information and data literacy: A key digital competence

To begin with, this subcategory starts from the premise: Tenth grade students are constantly exposed to information through social networks; however, they lack the necessary competencies to determine and justify whether a news item is real or fake. This is especially concerning given that, in research conducted in 2024 by Corporación Universitaria Minuto de Dios and Unión Europea in Colombia, 6.070 students between 10 to 18 years of age were surveyed and the results showed that, “9 de cada 10 niños, niñas, y adolescentes aún no cuenta con habilidades para identificar con facilidad contenidos falsos”(p. 1). This information overload creates an urgent need to teach and address digital competencies; it is crucial to make young people digitally literate so that they can identify and distinguish fake from truthful information.

As mentioned in the theoretical framework, being proficient in digital media implies mastering the five digital literacy competencies: information and data literacy, communication and collaboration, digital content creation, safety, and problem solving. However, given that the basis of this research was the use of news, the focus was on the development of the first competency, which involves looking at, searching, filtering, evaluating, and managing the information that appears in digital media. Based on this, the students had to read, understand and analyze the news by means of six techniques proposed by UNESCO that allowed them to recognize the veracity of the news: First, *false connection*, in which the headline and visual elements are unrelated to the content. Second, *misleading content* refers to the change or alteration of information with the intent to misinform. Third, *false content* alluded to content that has already been disseminated is re-circulated, adjusting it to the new context. Fourth, *imposter content* refers to the analysis of the sources, journalists, or newspapers that disseminate the information. Fifth, *manipulated content* is understood as the manipulation of data and information. Finally, *fabricated content* in which

the information disseminated is fabricated for specific purposes (2018, p. 49;50) (see annex 5: lesson plan #2) Taking this into account, throughout the implementation the students applied these techniques in order to identify fake news, becoming an essential element, since as was evident in the field diary and in the focus group, most students were not aware of the fake news that is disseminated on the network, nor of the strategies that facilitate the veracity of the news:

Students were asked what techniques they implemented to know if a news item was real or fake and most of them mentioned that they did not know or did not analyze or question the news. Some said that they understood the most obvious ones, for example, “que aparezca algo donde digan que en la mañana ocurrió un tsunami en Bogotá, pues es obvio que no, que es falsa, pero de resto no” (Field Diary #2, First Stage, April 2nd, 2024)

“Yo antes pensaba que todas las noticias eran verdaderas porque si aparecen en noticias es porque está certificado” (Focus Group, November 5th, 2024)

Based on these perceptions, in each session the students analyzed news fragments by applying some techniques that facilitated their veracity. However, their interpretations of the news lacked depth, limiting themselves to examining evident aspects without exploring the information in the news.

Figure 1: student's artifact, lesson 2 (April 2nd, 2024)

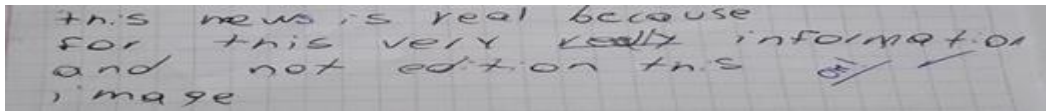


Figure 2: student's artifact, lesson 2 (April 2nd, 2024)

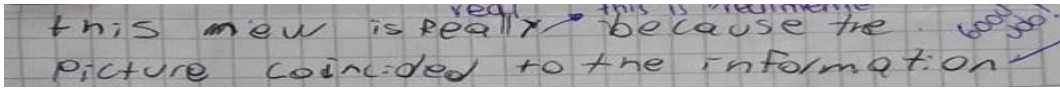
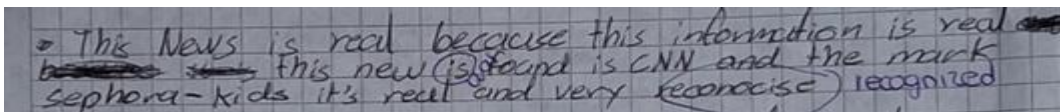


Figure 3: student's artifact, lesson 2 (April 2nd, 2024)



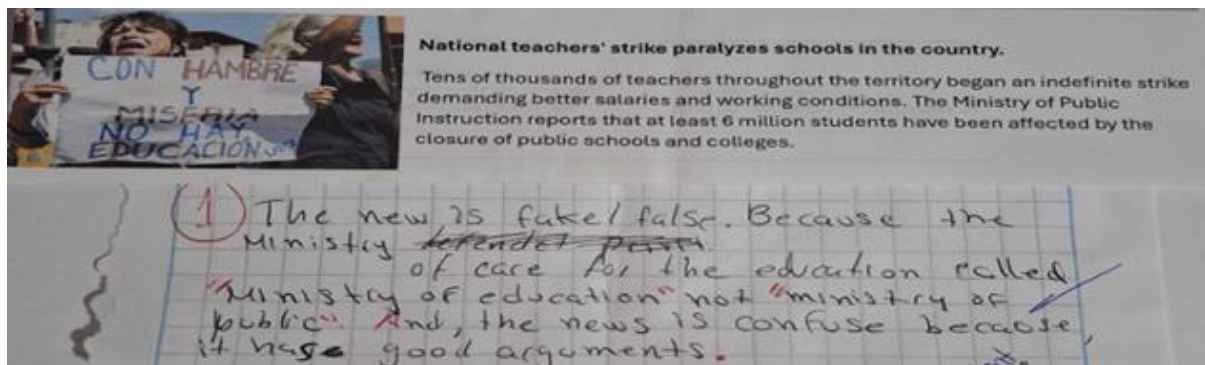
In artifacts one and two, students applied techniques one and six related to *false connections* and *fabricated content*, making sure that the information matched the visual elements and that the image was not fabricated or edited. And in artifact three, the student referred to technique four, *imposter content*, where the sources of information were reviewed and corroborated so that it was not manipulated. In this first exercise, although the students applied techniques that allowed the veracity of the information, they were left aside their own analysis of the information, which calls into question the reliability of the news in general. However, from the second session onwards, they not only reviewed the techniques but also argued why the news was real or fake, as can be seen in the following excerpt from the recordings.

“In the early hours of April 2022, reports indicate that hundreds of people have been killed in the unexpected attack”. “*This is a fake news because we're still alive. In 2022, we were in the houses for the pandemic, and the aliens just appeared in USA. However, in the mountains of Bogota, they reported many sightings. But this is a fake news*”

(Audio Recording, April 25th, 2024)

Unlike the artifacts already presented, in this fragment (see figure 4) the application of techniques four and six was evident: *imposter content* and *fabricated content*. In this case, the student analyzed the information and contrasted what happened in 2022 to argue why the news was false. From this point, the techniques began to be understood not as separate units but as a whole that allows not only to corroborate the information but also to explain and argue the information and data presented. The following artifact shows the need to review the information since they usually disseminate apparently truthful information accompanied by false information.

Figure 4: student's artifact, lesson 5 (May 30th, 2024)



In the analysis of this news item, students navigated through the six techniques of truthfulness of information determining that the news item presented good arguments and had coherence. However, they emphasized techniques two, three, and five where they delved into the content that has been altered, changed, or manipulated with the intention of misinforming. This analysis, in contrast to the first ones of the first session, effectively shows that it is not enough to relate the image, the headline and the information to determine whether a news item is real or fake, but that it is necessary to examine the news item in detail to avoid disinformation. Like the previous examples, the following field diary excerpt shows the use of the techniques to provide an accurate answer to establish whether the news is real or fake.

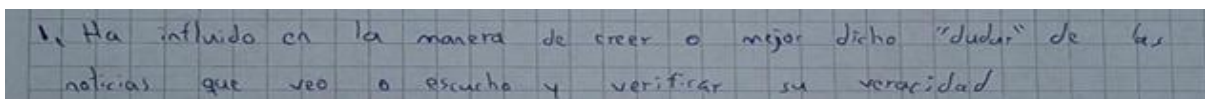
“it’s real because... because I saw that in the tv. ¿Profe puedo decirlo en español?
Bueno, que es real porque Barrera dijo que lo había visto en las noticias y nosotros
también buscamos si aparecía en más páginas y si aparece, mire nos dan datos
específicos, fecha y la imagen también se ve real, muestra lo que dice la noticia y ósea
no está como distorsionada porque revisamos línea por línea”

(Field Diary #6, Second Stage, September 16th, 2024)

It has been noted that the application of the techniques was an indispensable element in the recognition and analysis of information, since, from the detailed review of each part of the news, students take a critical stance and thus develop critical thinking; an element that will be analyzed in depth in the second category. In addition, this information analysis allows the development of the necessary competencies established by UNESCO in the era of digital literacy to be progressively developed, taking into account that, in this research the first competency called information and data literacy was fully developed, but the following competencies are still pending to achieve a complete digital literacy.

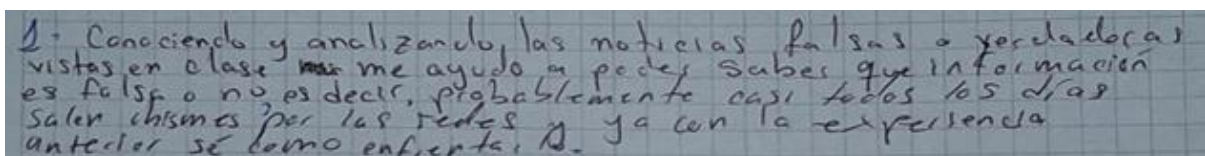
To conclude this subcategory, some student artifacts are presented where they reflected on the work done with news in class and the importance of recognizing fake news in daily life.

Figure 5: Final Reflection, (November 7th, 2024)



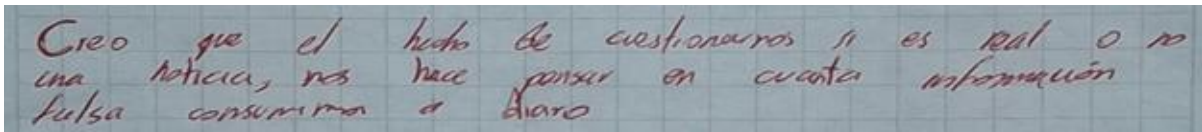
1. Ha influido en la manera de creer o mejor dicho "dudar" de las noticias que veo o escucho y verificar su veracidad

Figure 6: Final Reflection, (November 7th, 2024)



1. Conociendo y analizando las noticias falsas o veredaderas vistas en clase me ayudo a poder saber que información es falsa o no es decir, probablemente casi todos los días salen chismos por las redes y ya con la experiencia anterior sé como enfrentarlos.

Figure 7: Final Reflection, (November 7th, 2024)



From these reflections, it is possible to argue that students not only developed the competency of information analysis and learned to use the techniques to recognize digital information but also became aware of the false information that is disseminated on the Internet and that they were consuming daily. With this exercise it was demonstrated that students are now able to analyze a news item and argue its veracity, using these techniques not only in the educational environment but also in their daily lives. After confirming the competence acquired by the students, it is relevant to explore a second necessary element that points to digital learning and therefore to digital literacy. Thus, the following subcategory analyzes the motivation for digital content as a determining factor in the learning of the acquired competence already presented, highlighting the interest and predisposition towards digital content; a key element to promote meaningful learning.

5.2.2 Subcategory 2: Motivation for digital content analysis

This subcategory describes the motivation of the students in relation to the activities carried out in class, which were guided by digital information and promoted active participation and cooperative learning among peers, which resulted in greater commitment and interest from the participants.

To begin with, it is necessary to mention that there are two types of motivation: intrinsic motivation and extrinsic motivation. On the one hand, intrinsic motivation is defined “as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards” (Ryan and Deci, 2000, p. 56). In this regard, intrinsic motivation is a voluntary action, which arises from a pleasure

or interest in dynamics in class. In this project, the students demonstrated this motivation in most of the sessions in which there were no grades or positive points for participation.

On the other hand, extrinsic motivation “is a construct that pertains whenever an activity is done in order to attain some separable outcome” (Ryan and Deci, 2000, p. 60) Thus, extrinsic motivation refers to actions taken to obtain something in return or to avoid punishment. In this study, this motivation was evidenced less frequently, since most of the process involved formative assessment, which allowed students to learn and reflect on the process. However, there were some moments when they were assigned extra points or a grade for class participation.

In the first two implementation sessions, it was evident that most students did not want to work for various reasons: some mentioned not understanding English, others were embarrassed to express their opinions, as they did not feel confident in their pronunciation, nor feel comfortable expressing their ideas in front of their classmates. This is evidenced in the following section of the field diary:

Students are given the space to share their answers to the news activity, but they scatter, do not listen to each other, and talk about topics that are not related to the class. They cover their faces, speak in low voices, refuse to read, and others say they don't listen or don't understand.

(Field Diary #1, First Stage, March 12th, 2024)

With these sorts of actions, it can be understood that the students were neither interested nor motivated to perform the activities or did not fully understand the content of the class. However, from the third session on, changes began to be noticed in the attitude of the students, since they were more active and interested in carrying out the activities. These positive changes could be attributed to some particular characteristics or dynamics

implemented in the class, for example; the class groups were formed by the students, favoring their comfort and confidence; the news were shorter, had images, were presented with video clips, and were chosen by them according to their interests, which increased their engagement and motivation; and the implementation of specific roles in the group work, which allowed a better organization and the effective fulfillment of the proposed objectives.

During the interventions, students were very receptive and interested in digital content, especially in the use and verification of fake news and in the creation of the final product (newscast). In the first case, the application of the techniques mentioned in the previous subcategory promoted positive attitudes towards language learning but at the same time towards the need to be competent in the digital era based on the knowledge of social realities.

“Profe y eso que nunca habíamos hecho esto, pero es chévere porque estamos aprendiendo inglés, pero también nos enteramos de lo que pasa en el mundo y eso al menos me sirve a mí porque yo poco veo noticias.”

(Field Diary #8, Third Stage, September 26th, 2024)

In this fragment, the student reported that the use of digital news in class represented a change in the educational routine since he mentioned that he had never done this type of activity. Moreover, a multidimensional learning between the learning of English and the acquisition of knowledge about what is happening in the world was highlighted, and at the same time, a practical utility was perceived in which the recognition of news transcends the academic environment and connects with daily life. Finally, each element was permeated by the expression “es chevere” which suggests an enjoyment of the activities and reflects the intrinsic motivation developed, a crucial factor for meaningful learning.

In the second case, in the phase of making the newscast, most of the students were happy and interested in carrying out the project. The final project involved a series of actions such as searching for or creating a news item on the Internet, adjusting or organizing it, recording it and editing the video (see annex 5: lesson plan #8). These actions generated various emotions in the students, such as enthusiasm to use digital tools that they mastered, satisfaction seeing their creations take shape, and pride in showing their technological, creative, and communicative skills. These emotions were also noted in an interview with the head teacher, who highlighted the students' satisfaction with their work:

Interviewer: ¿Y ha recibido algún tipo de reacción por parte de los estudiantes durante la implementación del proyecto? Y si es así, ¿le han dicho algo, le han mencionado algo?

Head teacher: Pues sí, yo observé y los escuché en algún momento que les gustó, por ejemplo, ya cuando tuvieron que hacer como el cierre, los vi bastante comprometidos con el trabajo que hicieron.

(Teacher interview, November 5th, 2024)

This perspective validates the commitment that the students had in the final stage and affirms that there was not superficial participation but a deep involvement with the creation of the newscast. This is evidence of an integral educational experience where digital competence developed in the previous subcategory and the linguistic and creative competence were combined. In addition, it is important to note that from the beginning it was made clear to them that they would not receive a grade or extra points for this work. Despite this absence of extrinsic motivators, out of the nine groups created, six made the video, which is satisfactory since it is equivalent to more than half of the class. This fact demonstrates that

the intrinsic motivation generated by the project was strong enough to drive their participation.

Furthermore, in the focus group that was developed at the end of the project, students from their interventions showed motivation for the practical application and relevance of digital news in daily life. With this, it is concluded that the class work with digital news motivated the students during the classes and gave them a basis to face the fake news they can find on the Internet.

S4: “Nos concentramos mucho en lo que estamos leyendo, y más porque está en inglés, entonces, con más razón lo vamos a analizar a profundidad, y así podemos reconocer más fácilmente, o bueno, le podemos dar más atención a si son noticias falsas o verdaderas, que no se ven mucho, para no desinformarnos ni desinformar.”

(Focus Group, November 5th, 2024)

So far it has been evidenced that most of the students showed intrinsic motivation during the process, as they were not assigned a grade. However, extrinsic motivation was also present, since the head teacher gave them points if they behaved well in class or if on the contrary, they were disruptive, she took away points from the whole group. Undoubtedly, although this type of motivation was less present, it was transversal to all the activities, serving as a strategy for the students to attend the class and at the same time learn and reflect on the process conducted.

To conclude, motivation is highlighted as an essential element to achieve digital literacy. This digital literacy was developed through digital news analysis activities, which students liked, leading to contextualized and coherent learning between academics and real life. Thus, it is understood that the application of techniques for the verification of the news

and the creation of the newscast propitiated a deep interest in the students transforming their initial attitude of resistance into active and committed participation. This comprehensive educational experience not only strengthened their English language skills but also developed a key competence: information and data literacy and an essential element to achieve it: motivation.

In this order of ideas, the following category describes the scope of critical analysis of news and how this skill strengthens students' ability to evaluate and reflect on information in various contexts, laying the groundwork for a deeper understanding of digital media.

5.3 Category 2: From passive consumption to conscious analysis

This category is focused on the development of critical thinking and the levels of thinking students have reached through news analysis. Considering this, two levels of thinking were found: on the one hand, the development of logical thinking, which highlights an analysis based on reasoning, coherence and the identification of cause-and-effect relationships within the content of the news, being able to effectively evaluate the coherence of the arguments and in turn detect possible contradictions in them. On the other hand, the development of reflective thinking, which reflects the students' ability to analyze and evaluate the information from a conscious and careful position, allowing them to question the content of the news and form their own opinions based on a critical analysis of the facts. This information was analyzed from the field diaries, the artifacts, and the focus group, which allowed a deep and structured analysis of the data collected.

5.3.1 Subcategory 1: Development of logical thinking

As it was explained in the theoretical framework, critical thinking, understood as the ability to evaluate and analyze information in an objective and reasonable manner, is based on a logical analysis that, according to Dewey (1910), aims to construct reasoning that

derives evident conclusions from clear premises that are verified as true. In other words, if one starts from a premise that is evidently true by itself, its conclusion will necessarily also be true, but rigorous reasoning must be followed where each step is logically derived from the previous one.

The next section of the field diary (session #2) shows the students' starting point towards digital information, in which it is demonstrated that the students are beginning to develop critical skills but need additional tools for more sophisticated analysis. In this case, the ability to identify obvious fake news and to consider cause and effect relationships is evident. The student could have developed two cause-effect relationships: First, if I were in Bogota in the morning and nothing happened, therefore, there was no tsunami. Second, tsunamis are caused by submarine earthquakes and large amounts of water. Bogota has no maritime borders; therefore, a tsunami cannot occur.

“Que aparezca algo donde digan que en la mañana ocurrió un tsunami en Bogotá, pues es obvio que no, que es falsa, pero de resto no”

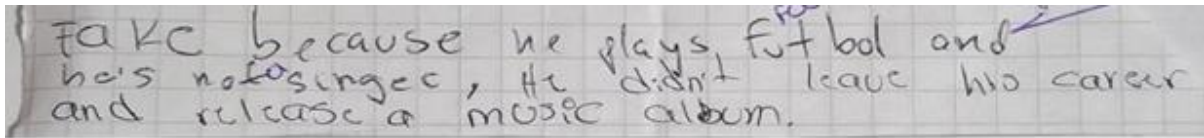
(Field Diary #2, First Stage, April 2nd, 2024]

In this excerpt, while the student made it evident that he knew how to spot the veracity of obvious fake news. During the class they were shown several news stories, where the students did not know how to recognize if the information was real or fake, and the comment “pero de resto no” evidenced that the learner did not have the tools to know if other news stories were real or fake.

With this, it can be considered that students did not have the tools to verify whether a news item was real or fake. On these grounds, during the classes the students began to work with the analysis and verification of the news and from the first implementation the students applied systematic reasoning to reach logical and evident conclusions. The following image

shows how, based on their experiences and prior knowledge, they could make logical reasoning:

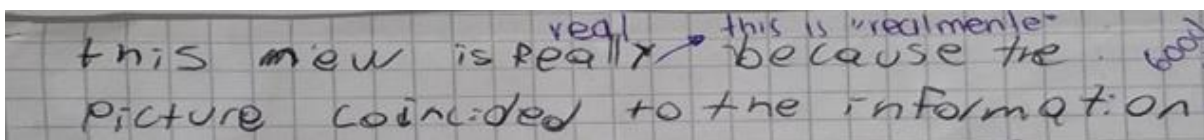
Figure 8: student's artifact, lesson 2 (April 2nd, 2024)



In this case, it was not necessary to resort to the techniques implemented in subcategory one of the previous categories to discover whether a news item was real or fake, but rather, students established an obvious cause-effect relationship: Messi is a soccer player, not a singer, therefore he has not created a music album. Although the students make use of this logical thinking ignoring deeper aspects of critical thinking, they manage to accurately find the veracity of the news item examined. Thus, it can be considered that through the application of logical thinking the veracity of the information is demonstrated under a systematic procedure that restricts the ability to explore deeper dimensions of reality and limits people to operate only within established parameters, ignoring the intuitive, emotional or transcendental aspects that constitute the information.

The following artifact (session #2) shows a simple logical correspondence between the image and the informative text, it is believed that if the information in the news is related to the image, then it is true, leaving aside the importance of questioning the context or the source of the news.

Figure 9: student's artifact, lesson 2 (April 2nd, 2024)



At the same time, the next excerpts from the field diary and the focus group showed

that, at the beginning of this project, the students' way of thinking or analyzing things was simplified, making general and simple deductions:

In most groups, students make connections with the information they know about the topic and simply say that it is fake because they have not seen it on television, or true because it appeared on some television channel.

(Field Diary #5, First Stage, May 30th, 2024)

S2: “[...] yo antes pensaba que todas las noticias eran verdaderas porque si aparecen en noticias es porque está certificado y porque el guión realmente es algo importante”

(Focus Group, November 5th, 2024)

With the information presented, it was evident that logical thinking, although limited to assessing what is coherently evident, is necessary to analyze information systematically and establish connections in the information presented to reach a reasonable conclusion. Thus, the development of logical thinking was the first step to develop critical skills in students; being mostly present during the first stage of the implementation which turns out to be very interesting because, as mentioned in the last category some students were not aware of the false information transpiring in the media and social networks, therefore, most of them did not perform logical operations or analyze the coherence and validity of the news unless it was very evident.

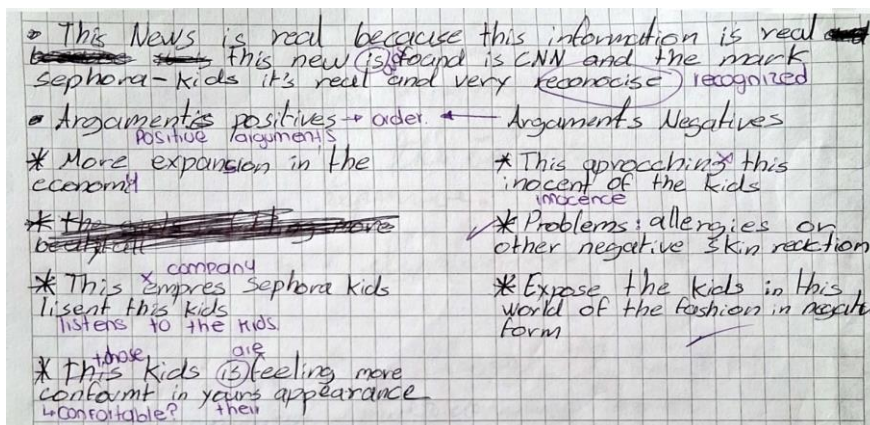
To conclude, it is worth mentioning that the development of logical thinking is the basis for developing critical thinking and although some important elements were not examined in depth by students, this type of thinking provides key tools for more advanced thinking. With this, it can be affirmed that students put into practice logical thinking through connections between prior knowledge and the information provided in the news item. The

next subcategory shows how students improved their reasoning skills and reached a deeper level of criticality and reflection.

5.3.2 Subcategory 2: Development of reflective thinking

In the first stage of implementation, students developed logical thinking and later, in the second stage students achieved the development of reflective thinking. As was made explicit in the theoretical framework, Dewey (1910) considers reflective thinking to be the process of carefully analyzing information, without making judgments until each idea has been evaluated and reflected upon, considering its foundations and consequences. For this purpose, he highlights two important elements in any reflective operation: first, “a state of perplexity, hesitation, doubt” (1910, p.9) and second, “an act of search or investigation directed toward bringing to light further facts which serve to corroborate or to nullify the suggested belief” (1910, p.9) In this sense, reflective thinking is a process of conscious analysis, in which information is first doubted and then the veracity of the information provided is corroborated. The following artifact shows an example of reflective analysis present in students.

Figure 10: student’s artifact, lesson 5 (May 30th, 2024)

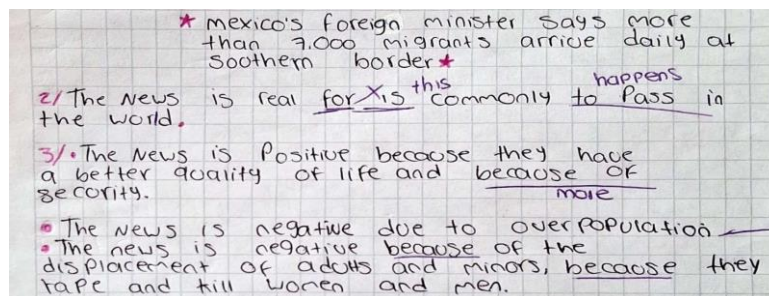


In the artifact provided, the student showed that the news was real through the application of technique four, called *imposter content*, where the veracity of the news was

analyzed and corroborated. Based on this, positive and negative arguments were presented that showed a deep analysis of the news and not merely superficial analysis, considering the advantages and disadvantages of the information presented.

Like the previous example, in the next artifact the students described that the news is real because it has been a recurring theme in today's world. However, they reflect and question themselves about the positive or negative aspects that the news may have. That is, it is no longer enough to say whether the news is real or fake, but to find out what happens beyond the news and its impacts, implications, and consequences. Furthermore, in this excerpt, it is necessary to emphasize that while the students argued their opinions, it all stems from a logical process that allows for further reflective analysis.

Figure 11: student's artifact, lesson 5 (May 30th, 2024)



Considering the above, the logical thinking process does not work separately from reflective thinking, but rather both works as sequential stages that enrich each other, as can also be seen in the following section of the field diary:

Students were asked if they believed the news was real or fake and they said:

S1: "parece fake"

S2: "no, its real porque allá en Estados Unidos siempre pasa eso"

S1: "profe pero es que tenía como 14 años y mató un poco de gente, yo no creo que sea capaz"

S3: “Pues hasta ahora si coincide la información, pero no sé”

(Field Diary #6, Second Stage, September 16th, 2024)

In the previous segment, it is evident that S2 put into practice logical thinking and his previous experiences or knowledge to give his point of view. However, S1 questioned the information presented, and S3 researched to corroborate the information and be able to give an accurate opinion. This process leads to a conscious and simultaneous analysis where students not only focus on whether the news is real or fake but also reflect on, analyze the information, compare it with their previous knowledge, and refer to giving an opinion being sure of what they are saying. Thus, with the information previously analyzed, it is possible to demonstrate the effectiveness of news in the classroom from two positions. On the one hand, it is evident how students have transformed their critical understanding of the news they consume daily, becoming interested in investigating beyond superficial information and evaluating its real implications. On the other hand, it is necessary to highlight the importance of group work as a collective learning strategy, where students can contrast perspectives, build joint knowledge, and support their arguments based on evidence.

As we have seen so far, in the first stage the students developed logical thinking and in the second stage reflective thinking was consolidated through the analysis of the news. In the third stage, related to the solidification of the project, although the students were not immersed in the deep analysis of the news since they were focus on the creation of the newscast, it was demonstrated from the final reflections mentioned in the focus group the importance of knowing whether a news item was fake or true and it was also corroborated in the output test that the students have the basis to recognize the validity of the news item and in turn argue it.

Interviewer: ¿Y la última, chicos, consideran que conocer acerca de las noticias falsas es necesario, es útil en la vida diaria?

S3: Para no dejarse engañar, tener en cuenta de que no todo lo que vemos en internet no lo podemos pasar porque es verdadero, que es la verdad absoluta de que es lo único que vale, sino que siempre es bueno cuestionar todo.

S4: Es realmente importante identificar entre noticias falsas y verdaderas y más porque en el caso de las falsas podemos tender a cuestionarlas y a indagar en otros sitios o buscar más información de la noticia para saber qué tan real es, qué tan falsa es y complementar la información entre sí.

S2: Yo creo que es muy esencial, que realmente debemos dudar de todo lo que vemos, sin importar si es certificado o no, siempre hay algo detrás y pues deberíamos consultarlo y indagarlo.

(Focus Group, November 5th, 2024)

Figure 12: Output test (October 29th, 2024)

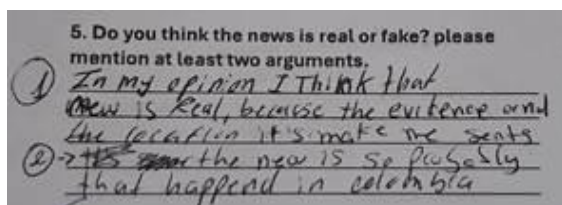
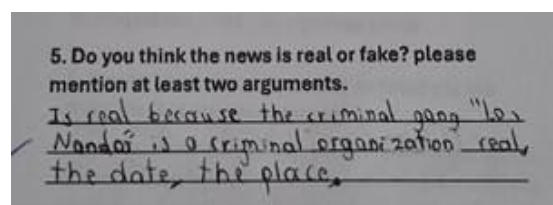


Figure 13: Output test (October 29th, 2024)



From the students' perspective, digital information requires a critical and systematic analysis, since not all information found on the Internet represents the truth. To this end, students follow Dewey's principles of critical thinking: doubting the veracity of information and inquiring to corroborate it. Moreover, from the results of the output test, it is concluded that the students were able to apply the knowledge acquired throughout the application; not only were they able to say whether the news was real or false, but they also gave arguments

that supported their answer, even without having devices to corroborate the information, they were able to give an accurate answer.

Thus, this subcategory concludes by highlighting the critical thinking developed by the students, the ability to reflect on the information they consume, and the ability to put into practice what they have learned in their daily lives. In this sense, students moved from passive consumption to conscious analysis, in which they were not only critically informed about what is happening in the world today but are using techniques to corroborate the information they consume; they learned to question and verify. Logical and reflective thinking was developed in the students through the analysis of news and the implementation of techniques that allowed the growth of the way of thinking and perceive digital news.

The following category aims to assess the use of news in relation to productive skills and to examine in detail the progress made by the students. This analysis shows how, based on the acquired digital competence, motivation and the development of logical and reflective thinking, the students were able to transmit messages in written and oral form.

5.4 Category 3: Discourse as a reflective process

In this category, four subcategories are analyzed in which the impact that the news had on the written and oral competencies of the tenth graders are studied. First, vocabulary acquisition analyzes the development and mastery of the lexicon of the English language, understood as the basic unit necessary to express a message in a coherent manner. This analysis is based mainly on the artifacts collected, the input and output diagnosis, the focus group, the interview, and the field diaries, where the information that allowed to perceive the progress made by the students is condensed. The second subcategory focuses on interlanguage development, where a cognitive process is evidenced in which the Mother Tongue (MT) is related to the Target Language (TL) allowing conscious learning and a

connection between what they already know and what they are learning. For this purpose, the artifacts obtained during the implementation are examined.

The third subcategory represents the organization of the discourse and the ability to structure more coherent and cohesive ideas based on the correct use of grammatical rules; this subcategory is based on the artifacts, the interview, and the field diaries. The last subcategory, pragmatic competence, is addressed as a basic component of communicative competence in which students can transmit a message effectively, recognizing characteristics of the context and cultural space, and making use of linguistic variations such as tone of voice, body movements and other systems that enrich the transmission of a message. This analysis will be approached from the different artifacts produced by the students, especially the audios and videos of the newscast, and some fragments of the field diaries that allude to the pragmatic component. A detailed analysis of each is presented below.

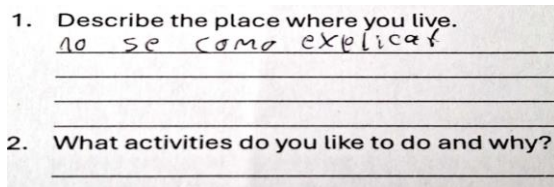
5.4.1 Subcategory 1: Vocabulary acquisition

According to Golkova & Hubackova (2014), productive skills imply the transmission of information in written or oral form. Thus, producing a message implies having knowledge of the language and, above all, of the vocabulary. Vocabulary cannot be considered as “a long and boring list of words to be defined and memorized, lexical forms are seen in their central role in contextualized, meaningful language” (p. 377) In this sense, vocabulary must be acquired through its practical use in real contexts, so that students can understand it and, in turn, express it.

The diagnostic test (see figure 14, 15, 16, 17) showed that students had problems understanding the meaning of a statement and therefore did not know how to answer what was asked. On the one hand, eight students left the spaces blank or mentioned not understanding or not knowing how to answer the questions. On the other hand, twenty-seven

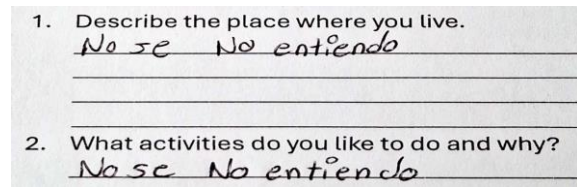
students wrote sentences where they present grammatical problems but at the same time did not answer the question clearly or coherently:

Figure 14: Diagnosis test (March 7th, 2024) **Figure 15:** Diagnosis test (March 7th, 2024)



1. Describe the place where you live.
no se como explicar

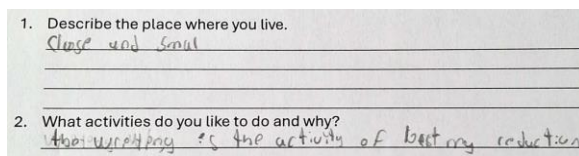
2. What activities do you like to do and why?



1. Describe the place where you live.
No se No entiendo

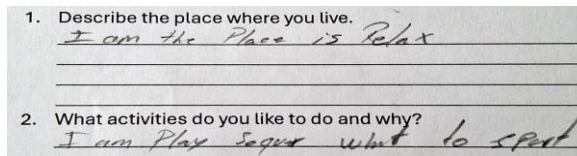
2. What activities do you like to do and why?
No se No entiendo

Figure 16: Diagnosis test (March 7th, 2024) **Figure 17:** Diagnosis test (March 7th, 2024)



1. Describe the place where you live.
Clase and small

2. What activities do you like to do and why?
Thei wreding is the activity of best my reduction



1. Describe the place where you live.
I am the Place is Relax

2. What activities do you like to do and why?
I am Play Soccer what to sport

Figures 16 and 17 show that the students did not understand the question because what they wrote in the answer did not respond to what they were asked. In this sense, if students failed to understand the question, it is because they did not recognize the meaning of the base unit: vocabulary. Krashen and Terrell (1988) define that the basis for elaborating and understanding the message is precisely vocabulary.

Vocabulary is basic to communication. If acquirers do not recognize the meanings of the key words used by those who address them, they will be unable to participate in the conversation. And if they wish to express some idea or ask for information, they must be able to produce lexical items to convey their meaning. Indeed, if our students know the morphology and syntax of an utterance addressed to them, but do not know the meaning of the key lexical items, they will be unable to participate in the communication. (p. 155)

On these grounds, if students can respond accurately, in written or oral form, it is because they understand the meaning of the words and therefore the message as a whole.

With that in mind, through the news presented to the students, they were able to make connections, learn new vocabulary, and put it into practice. The following example demonstrates the acquisition of vocabulary acquired by the students throughout the sessions, where they were introduced to wh questions and simple past through contextualized activities and shown vocabulary related to the formal news environment. In this activity (see figure 18) student could understand the instructions in English and completing the chart with the appropriate information. This demonstrated that students not only understood the news, but also identified key words, contextualized the meaning of the words, and related the vocabulary to the specific context.

Figure 18: student's artifact, lesson 6 (September 16th, 2024)

This news is real

News headline: dancer who suffered accident at Andres carne de res will remain hospitalized for a long time.

What: It's an accident. ✓	When: August 7 th ✓
Where: It's at the Andres carne de Res restaurant in Chia. ✓	Why: because the fire burned 80% of his body. ✓
Who: Laura Daniela Villamil ✓	How: for a fire that occurred in Andres carne de res. ✓

Undoubtedly, vocabulary acquisition in students was a contextualized process and was carried out in a sequential manner. In this progressive process, students read the news, highlighted the new vocabulary, looked for the meaning, and put it in context through sentences or short summaries. However, some news items presented different words or words with different meanings, and this made the process difficult, causing frustration when they did not understand the news. The below section of the field diary is evidence of this:

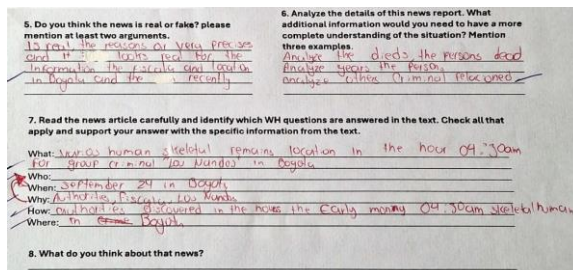
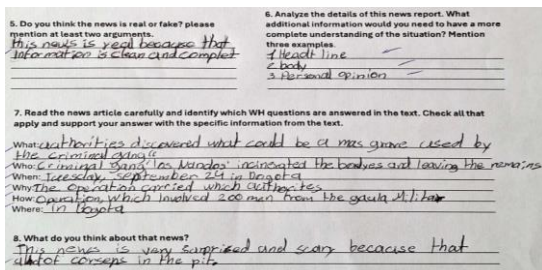
“One student says that there is a question wrongly formulated because it is with ‘What’ and that is ‘qué’. I answer him that what means ‘cuál’ also and the student says:

‘profe es que si ve, hay un poco de palabras que son la misma y traducen diferente, lo confunden todo a uno’ I ask him if he is still learning and he says ‘yes, pero es dificil.’”

(Field Diary #5, First Stage, May 30th,2024)

Although learning vocabulary is a complex task, it is possible to affirm, based on the previous information, that the students acquired vocabulary that is useful for them to understand a message and to communicate effectively. This was evidenced mostly in the output test, in which thirty students out of thirty-one answered all four questions or at least one coherently. Below are two output tests of two students who in the initial diagnosis one wrote not knowing how to explain and the other one wrote something that did not answer the question (see figure 14,15).

Figure 19: Output test (October 29th,2024) **Figure 20: Output test (October 29th,2024)**



In addition, in the focus group and in the final reflection, the participants mentioned that they considered that they had learned different vocabulary which allowed them to understand different types of text. The following table shows the students' perceptions of vocabulary acquisition.

(Focus Group November 5th, 2024)	(Students Final Reflection, November 7 th , 2024)
----------------------------------	--

<p>“Pues claro, porque aparte de que mejora nuestro análisis y nuestro pensamiento crítico, como también había dicho anteriormente, en el tema del vocabulario, y como no escribir las palabras como se pronuncian o como se escuchan, sino justamente como debe ser gramáticamente, ha mejorado a nivel del curso, por promedio, ha mejorado bastante, ya que cada vez que se le llama o se tiene alguna pregunta, no se le niega nada a nadie, sino que ella también trata de ayudar. Entonces, dentro de sí, yo creo que ha sido un buen ejercicio y al menos nos ha quedado una palabra, no sé, al menos, news, que se escribe con W y no se escribe con U. Al menos una”</p>	<p>“He mejorado el inglés con esto, ya que en las noticias hay palabras nuevas y diferentes esto permite una mejor expansión del vocabulario inglés”</p>
<p>“justamente, ehh hemos trabajado el tema del vocabulario y reforzado el pensamiento crítico, tanto en análisis como comprensión de lectura, ya que, gracias a que nuestro vocabulario, a partir de las noticias, se ha incrementado y ha crecido un poco, ya se hace como un poco más fácil el poder entender como nuevos contextos, como nuevos tipos de lectura”</p>	<p>“Fortaleció mi comprensión del inglés un poco ya que el echo de encontrar palabras desconocidas y estructura de la noticia obligandonos a tener que entenderla y eso asiendo mejorar el conocimiento”</p>
<p>“justamente, ehh hemos trabajado el tema del vocabulario y reforzado el pensamiento crítico, tanto en análisis como comprensión de lectura, ya que, gracias a que nuestro vocabulario, a partir de las noticias, se ha incrementado y ha crecido un poco, ya se hace como un poco más fácil el poder entender como nuevos contextos, como nuevos tipos de lectura”</p>	<p>“Ha fortalecido mi comprensión del inglés más que todo por el vocabulario nuevo y en como se reparte un noticiero y para comunicarme ha servido en que mis ideas las proyecto mas claras”</p>

Table 3: Perceptions of vocabulary acquisition

Following the students' perceptions, it is worth mentioning that there was an expansion in the students' vocabulary from the use of the news. This vocabulary expansion was not a passive process, but an active one, where students were the main agents in the construction of their linguistic knowledge, using news as a fundamental didactic resource for

lexical acquisition. Similar to the students' comments, the head teacher mentioned in the interview that the use of news in class had several advantages, among them, the increase in students' vocabulary.

“como ventaja lo que mencioné anteriormente, que digamos son contextos reales, es el idioma en situaciones reales, también porque en algunos momentos de pronto ellos tuvieron que utilizar otras herramientas como la traducción para ayudarse con cosas que de pronto no entendían, poder identificar vocabulario que está relacionado al contexto específico, una palabra que de pronto solo se utiliza en ese contexto o que ellos tenían el referente de otro uso, de otro significado de la palabra y verlo como en un contexto diferente.”

(Teacher interview, November 5th, 2024)

In summary, the use of news in class increased the vocabulary of the tenth graders, since, as evidenced in the initial diagnostic test results, students were not able to understand a statement or answer questions. However, during the activities developed in class, the students were recognizing new vocabulary and applying it in specific contexts; this was evident in the artifacts collected, in the output test, in the students' perceptions and in the interview with the head teacher, where the increase in vocabulary was highlighted, allowing a greater understanding of the language and a solid basis for effective communication. The following subcategory will account for the cognitive process that the students carried out for the development of productive skills. This process allows to analyze the students' conscious learning and some challenges they faced when learning a second language.

5.4.2 Subcategory 2: Interlanguage development

To begin with the analysis of this subcategory, it is worth mentioning that interlanguage is a linguistic system that a learner develops when learning a second language;

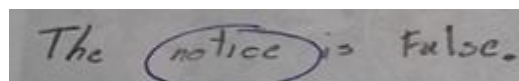
in this process, there is an influence of the mother tongue on the learning of the target language. Gass and Selinker (1984) defined interlanguage:

“as a system intermediate between the mother tongue and the target language. [...] the mother tongue is the starting point for the acquisition of the second language, which then proceeds by a series of restructurings of the mother tongue or a sequence of approximative systems progressively more similar to the target language” (p.23)

In this regard, interlanguage development is a series of progressive stages where the learner takes his or her native language as a reference to learn the target language, creating connections between how his or her native language works and how the target language operates. Thus, in this research, students went through this cognitive process allowing for meaningful and progressive learning of the target language.

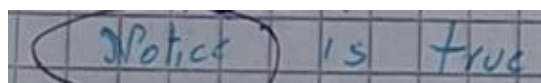
Throughout the sessions, it was evident that the students wrote and said words relating to the writing and pronunciation of the mother tongue (Spanish) to the target language (English). The most common word that was present during all the sessions was the word “news”. Although the word “news” was the focus of all activities, students made an interlinguistic transfer where they probably got confused since the word “noticia” sounds phonologically similar to “notice” and for that reason students mostly mentioned “notice” or “noticie” instead news.

Figure 21: student’s artifact, lesson 2 (April 2nd, 2024)



The notice is false.

Figure 22: student’s artifact, lesson 5 (May 30th, 2024)



Notice is true

Figure 23: student's artifact, lesson 6 (September 16th, 2024)

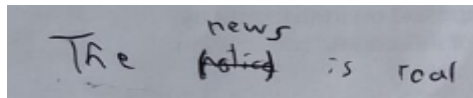
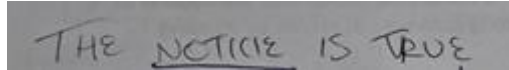


Figure 24: student's artifact, lesson 6 (September 16th, 2024)



The above accounts for some of the artifacts created by the students in chronological order, where the use of the words “notice” and “noticie” are evident. The repetitive use of these words presupposes that the students created a neologism based on the word “news” and is now integrated into the English morphology, which allows the students to communicate despite being technically incorrect. In addition, it is evident that the students are not making use of translators, but are, in fact, engaged in a cognitive process of language learning.

Throughout the sessions, students were corrected on the proper way to refer to the news. However, this element of interlanguage remained present until the end of the implementation. For Gass and Selinker, this phenomenon is understood as fossilization, “the permanent failure of L2 learners to develop complete mastery of TL norms” (1984, p. 127). That is, when students are corrected but they fail to internalize it and continue to make the same mistakes, they tend to fall into the phenomenon of fossilization, in which the incorrect use of the word appears spontaneously and automatically.

During the implementation, two interlanguage elements were evidenced: In the first case, (see figure 23) the student succeeds in correcting the proper spelling of the word “news”, however, the same student again relapses to the use of the word “noticie” in figure 25. This is a complex process that requires practice, although the fossilization phenomenon can limit the speaker and even prevent more advanced levels of language proficiency, it is

also considered a natural process that establishes connections with the mother tongue and in turn fulfills a communicative function.

Figure 25: Newscast (November 6th, 2024)



In the second case, (see figure 24) the student referred to news with the word “noticie” but, in figure 26, he wrote “news” to refer to the news. This means that the cross-linguistic transfer was overcome, and that the student is now able to differentiate the correct use of each word in each context.

Figure 26: Newscast (November 6th, 2024)



Moreover, this interlanguage process was not only presented with the definition of the word “news” but also had other mother tongue referents to communicate a written message in English. The following artifacts show this:

Figure 27: student’s artifact, lesson 2 (April 2nd, 2024)

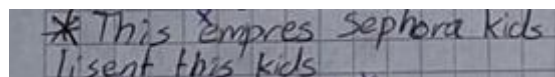


Figure 28: student’s artifact, lesson 6 (September 16th, 2024)

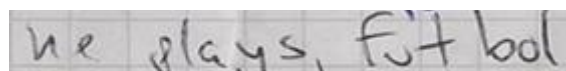


Figure 29: Newscast (November 6th, 2024)



The word “futbol” referring to “football”, the word “empres” pointing to “company”, and the word “deports” alluding to “sports” are examples of cross-linguistic transfer showing the relevant role of the mother tongue in learning a language. In the word “futbol” there was a direct transfer of the phonetic and semantic structure of Spanish, since there is minimal phonological variation between languages, and in the words “empres” and “deports”, the students evidenced a process of linguistic transfer that reveals the lack of knowledge of English translation and the creativity inherent in the acquisition of vocabulary. Thus, interlanguage development is considered a natural learning process that reveals the brain's capacity to process and adapt linguistic information. In this regard, the mother tongue (MT) acts as a cognitive resource that facilitates comprehension, expression and creativity in the construction of knowledge and learning of the target language (TL), allowing the learner to move from his or her original linguistic system to the appropriation of a new communicative system.

To conclude this subcategory, it is necessary to mention that the development and use of interlanguage in language learning is not an erroneous system but a natural learning mechanism that allows the creation of connections between what is already known and what is learned. Thus, the development of interlanguage in tenth grade students allowed them to transmit a message without the need to use translators and at the same time build knowledge.

The following subcategory condenses the elements developed throughout this analysis, focusing on the organization and creation of discourse. In this sense, this

subcategory evidences the discourse as a cyclical process and reveals the students' achievements in relation to productive skills.

5.4.3 Subcategory 3: Discourse organization

As mentioned above, the creation of a text or discourse starts from its main base, which is vocabulary. However, there are other elements that make it up. Unger (1996) mentions that discourse is created thanks to two fundamental elements: the coherent relationship between sentences and discursive units and connectors that allow for internal coherence in the text (p. 410). Considering this, the organization of a speech depends on the composition of the sentences, the proper order, the connectors that guide the speech, and the coherence that is handled in it. It is the staging of the cyclical process referred to by Brown, “prewriting, drafting, revising and editing” (2000, p. 337) and it is also the cognitive process in which students' knowledge is condensed to transmit a clear and coherent message.

As described in chapter I, in the diagnostic section, most of the students did not have the ability to write and say a sentence or paragraph with coherence, so throughout the sessions the students incorporated elements that allowed them to organize their discourse to be understood.

During the first stage of the implementation, students began writing and producing short sentences in which they were reviewed and corrected for grammatical problems to correct and rewrite the sentences (see figure 9). Subsequently, the students continued with the creation of more sentences related to the same topic, to link them into an organized discourse (see figure 10). In that intervention (see annex 5: lesson plan #5), the students presented some difficulties that prevented the coherent organization of the discourse. For example, the incorrect word order when mentioning “Arguments positives” “Arguments negatives”. The incorrect conjugation of the verb to be, in the sentence “this kids is feeling” and finally, the

spelling of words or the intervention of the interlanguage in words such as: “aproching” “empres” “conformt”. Although the message can be understood and the ideas presented account for the elements that have been analyzed so far, each paragraph must be improved to achieve a coherent discursive organization. To this end, students were taught different connectors and the structure of newscasts with the purpose of replicating it and being able to generate a newscast from well-structured paragraphs.

Thus, in the final project in which they had to create a newscast, each student searched for a news item and then organized it so that it could be understood (see figure 30). When each one had written it, it was corrected, and a new format was used to integrate connectors and give coherence to the newscast (see figure 31). In the end, as can be seen in the following artifacts, the students achieved an adequate organization of the paragraphs, establishing connections and a coherent sequence.

Figure 30: student’s artifact, lesson 8 (September 26th, 2024)

Group 9

Writing my news				
What is your name?		What is your role? Anchor		
Real <input checked="" type="checkbox"/>		Fake <input type="checkbox"/>		
When <input checked="" type="checkbox"/>	How <input type="checkbox"/>	Where <input checked="" type="checkbox"/>	Who <input checked="" type="checkbox"/>	Why <input type="checkbox"/>
Titular de la noticia: Atentado y disparos contra Donald Trump durante su campaña electoral.		Headline: Attack and shooting against Donald Trump during his election campaign		
Qué: El candidato a la presidencia Donald Trump sufrió de un atentado, donde hubieron heridos y muertes a causa de disparos.		What: Presidential candidate Donald Trump was the victim of an attack, where there were injuries and deaths due to gunshots.		
When: El atentado sucedió el pasado 13 de Julio de 2024.		When: The attack happened on July 2024.		
Where: El suceso ocurrió en Bethel Park, Pensilvania, un estado de Estados Unidos.		Where: The incident occurred in Bethel Park, Pennsylvania, a state in the United States.		
Who: El atentado fue directamente a Trump, y aunque no fue fuertemente afectado hubieron heridos y muertes.		Who: The attack was aimed directly at Trump, and although he was not severely affected, there were injuries and deaths.		

Figure 31: student's artifact, lesson 9 (October 1st, 2024)

Newscast

Instructions:
1. Use transition connectors
2. Remember to use past tense verbs

Newscast name: Rock News Group #: 9

Welcome phrase: Good day and welcome to Rock News. Today we will be with Donald Sanders in sports, José Torres as field reporter, and me, Rolo Ramirez as anchor.

1. Attack and shooting against Donald Trump during his election campaign.
The first July son of 2024, the presidential candidate Donald Trump was the victim of an attack in Bethel Park, Pennsylvania, having injuries and deaths.

Transition connector: And now we move on to our field reporter.

2. Thank you Washington
we are in the Guavare jungle and today's headline is Guavare, a
jungle in on fire of the
Thanks to studies by the University of the Amazon it is possible to see
how much of the Guavare jungle a burning and the cattle sector
is taking over those areas

Transition connector: France's best centre back retires

3. that the French international defender Rapha Varane
retired at the age of 31 from football and his former team
the player retired in the London team the Manchester United the player
of goal sets that good things must have their end, in September he
make this hard decision and in the end he made it a reality.
and here team's information says goes rock news

Formal closure: Good bye and thank

This is evidence that students did not write isolated sentences but had the capacity and ability to produce a text in an organized manner, making use of the vocabulary and tools they have acquired. In addition, it reflects a complex process and of the practicality and usefulness of the structure of the news to elaborate meaningful paragraphs. This ability was not only reflected in writing but was condensed in the production of the newscast, where they integrated the elements acquired in oral production; this element will be worked on in depth in the following subcategory.

In a complementary way, in the interview with the head teacher, she was asked if she considered that the project contributed in the development of productive skills and she answered in a general way that, indeed, the activities had provided since at the last part of the implementation each student had to write the script of the news story and then present it (see annex #7). Without being explicit, this shows that, to create a script, students have had to go through a structured and coherent writing process to create a functional text, alluding to the cyclical process mentioned by Brown: prewriting, drafting, revising and editing. After that, she refers to the importance of the feedback given to the students during the process, which suggests the effectiveness of the cyclical process addressed by Brown. In addition, she

mentions the acquisition of vocabulary as a useful and necessary tool in the development of writing, and finally refers to the production of the newscast, alluding to the staging of what has been learned.

Head teacher: Sí, creo que les aportó bastante en ambas habilidades. Ehh primero, pues el hecho de construir sus guiones y demás para su proyecto final, la retroalimentación que recibieron, la posibilidad de pronto de identificar nuevo vocabulario. [...] y especialmente, por ejemplo, cuando ellos tienen que hacer las presentaciones porque de alguna manera tienen que fortalecer la parte memorística, la parte de utilizar de pronto lo que ellos saben para, entre comillas, defenderse en el momento que están haciendo su producción oral.

(Teacher interview, November 5th, 2024)

So far, a progressive and significant development of writing and speaking has been evidenced in most of the students. However, it is worth mentioning that in the final exercise of creating the newscast, some students were using the translator without understanding the meaning of what they were writing and producing, therefore, those students did not show interest in consciously developing the exercise and this made it difficult for them to truly develop writing skills. But, at the same time, most students were creating their discourse by putting into practice what they had learned and demonstrating progress in discursive organization despite the lexical barriers they had. The following is an excerpt from the field diary showing the above:

It is evident that some are translating everything and when asked what it says they do not know how to answer. The other students translate with the help of the dictionary and ask if the grammatical structure is correct. Some mention that they find it easier to

put sentences in order and make sense of the text but that there are still many words they don't know and that makes writing difficult.

Field Diary #9, Third Stage (October 1st 2024)

Finally, it is necessary to expose that discourse is a complex process that requires various elements such as vocabulary, discursive organization, coherence and even personal interest in conveying a message. Thus, it is concluded that most of the students were able to develop writing and oral skills using news, understanding this process as a cycle that requires constant planning, writing, revising and editing. The results show that the participants gradually improved in the construction of coherent texts, expanded their lexical repertoire and developed strategies to organize their ideas more effectively. Despite initial difficulties, especially in relation to limited vocabulary and problems of grammatical structure, the use and analysis of news stories provided a meaningful and motivating context that facilitated progress in discourse expression.

The following subcategory will analyze the communicative competence from the transmission of messages, the recognition of the context, and the linguistic variations that enrich discourse. From this perspective, this subcategory refers to the oral transmission of information based on the elements already seen in the previous subcategories.

5.4.4 Subcategory 4: Pragmatic competence

One of the goals of communicative competence is to develop strategies, dynamics and actions that allow communicating or transmitting a message. Considering this and following the elements mentioned by Harmer (2001) in this research, speaking is conceived as a planned and non-interactive event that will help students to participate later with more confidence in a conversation. On these grounds, this subcategory, called pragmatic

competence, refers to the use that students make of the language with the intention of communicating appropriately depending on the context in which they are immersed. That is, the adaptation of the communicative intention to each context through words, tone, facial, and body expressions. Crystal (1997) has defined pragmatic competence in the following terms:

The study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication. (p. 301).

This means that pragmatics goes beyond the correct use of grammatical or structural rules; pragmatics focuses on the use of words, expressions and structures to convey an idea and to be able to communicate the message despite the difficulties encountered during social interaction. As mentioned throughout this project, news was used as a pedagogical tool for the development of critical thinking and the development of productive skills. With reference to the development of oral skills, students were immersed in formal contexts since news or newscasts are developed under a formal context. Based on this, throughout the implementation, it was tried to incorporate the formal elements of the newscast when speaking or presenting the news, while maintaining elements of spontaneous or informal communication among peers when expressing their opinion about the news. The following table shows the differences between casual and news style speech:

Criteria	Spontaneous communication (SC)	News presentation (NP)
Tone of voice	Varied, informal, casual	Consistent, formal
Pronunciation	Relaxed	Careful, emphasized

Structure	Free, with digressions	Ordered, following the structure
Expressions	Use of slang, colloquialisms	Formal vocabulary, journalistic expressions

Table 4: Pragmatic contrast in discourse

First, it was evident that, when students spoke or exposed the news properly referring to the headline or content, they changed their tone of voice, did not laugh, vocalized, were attentive in pronunciation and maintained the proper structure. Whereas, when they gave information about what they thought or whether the news was real or fake, they said it in a casual tone, with a more relaxed voice.

NP: *“Vallenato singer, Jaime Molina, murdered in the middle of a robbery in Riohacha”*

SC: *“The news is fake and he dead to 58 years old.”*

(Audio Recording #2, April 2nd, 2024)

In the next excerpt, the students had to give their opinion about the news they had read (see annex 5: lesson plan). In this case, the students created a spontaneous conversation in which more tranquility was transmitted through the tone of voice, pauses, vocabulary, and even the security and confidence among the speakers themselves could be noted. This conscious contextual adjustment demonstrates how they recognize that giving an opinion allows for a more personal and relaxed tone, different from that of presenting the news which requires a more sophisticated and structured use of language. Informality markers become evident: pauses are more natural; vocabulary becomes more habitual, and evaluative expressions appear. And finally, the alternation between Spanish and English occurs in a more natural and less problematic way than in the formal context, functioning not as an error but as an appropriate communicative resource:

S1: [...]And the woman who working of the bank is recording the scene. And the man with the the woman who the personality is aggressive is her uncle. And her uncle is dead. It's dead. And she use her uncle for give.

S3: Sería using, usando

S1: Sorry using for her uncle for give money, and the employees call called the authorities to report this case. Is that all. What is your opinion for the new?

S3: mi opinión, I think the new of the woman and her uncle is strange. The woman is so crazy to do that and poor uncle. I don't know. But I don't know. I don't know.

Arevalo, cuál es tu opinión, yo no dije casi nada porque no sé qué decir [...]

S2: voy, What's happening a woman. It's very strange and aggressive, and this is horrible

(Audio Recording #2, April 25th, 2024)

So far it has remained a spontaneous conversation with its own characteristics.

However, at the end of the conversation, the discourse changes and becomes the usual closing of a newscast, a metacognitive process is evidenced where the student recognizes that it presents grammatical errors and it is not appropriate for formal use, thus demonstrating linguistic awareness in formal contexts. In addition, media interaction is generated to maintain the attention of the audience and for this purpose student uses a formal style using words such as “please” and “thanks”.

S1: Yeah, thanks for listening us. This at all, I wait so excited for your opinion with this news. And I want a have your... I want... A question for you. I want a question for you. No, I have a question for you. Do you think the both of news is real or fake?

Please, answer my question. Good byeee!

(Audio Recording #2, April 25th, 2024)

Pragmatic competence in this research is part of the processes and challenges faced by students when communicating, since they must differentiate the various contexts to use the appropriate vocabulary and the audience they are talking to. Throughout their presentations, the students correctly used the format and structure of newscasts. They maintained an appropriate formal tone and were able to communicate the news in a coherent and clear manner, without errors or confusion in their presentations. The following excerpts from the field diary show how the students themselves were aware of the formal use that newscasts must have, and therefore, any detail, no matter how small, becomes fundamental.

Some students finish and organize themselves to know the order of the news:

S3: “Guayara, comience usted”

S5: “¿Cuándo ha visto que se empieza un noticiero por deportes?”

S3: “Ah sí, entonces le toca a Sebastián que tiene la de educación”

(Field Diary #9, Third Stage, October 1st 2024)

Some mentioned that they are going to dress similarly, same color shirt, white background to make it look professional because on the news everything looks perfect.

(Field Diary #10, Third Stage, October 17th 2024)

In the excerpts presented, students recognized that there is a typical order in which news is presented and that visual appearance in a formal context is necessary. They were also aware of the expectations of professionalism associated with the newscast genre and finally, through the artifacts obtained by the students, it is evident that although the newscast presents a hierarchy in the order of presenting the news, an implicit order is also established in each news item: Introduction, headline, description, and closure.

“Introduction: *Welcome to the SY news, we present the Olympic games*

Headline: *Athletic quality for the Olympic games*

Description: *After two years of the training and summer Laura Salome Salas Smith achieves the minimum time of 15 seconds in the 2000 meters freestyle.*

Formal closure: *We conclude today's news.”*

(Audio Recording #10, September 24th, 2024)

To conclude this section, it is important to note that during the recording of the newscasts, the students complemented their verbal language with corporal and paralinguistic elements to effectively transmit the content of the news. It was observed that they consciously adapted their expressive resources according to the nature of the message: in the case of sad news, they used a slower, paused speech rhythm and facial expressions that reflected sadness. In contrast, when presenting entertaining or relaxed content, their gestures, intonation and nonverbal behavior were coherently adjusted to the nature of the information, thus evidencing the development of a pragmatic competence that includes the adaptation of multiple communicative channels to the specific context of the journalistic genre.

Thus, throughout this chapter, the results obtained from the use of news in the classroom are shown by means of a detailed analysis of the data collected. In the following chapter, the general conclusions and implications found during the research are addressed.

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

This chapter presents the conclusions that emerged from the results presented in the previous chapter and exposes some implications and limitations presented throughout the implementation, as well as some suggestions to be considered for future research.

6.1 Conclusions

To begin with, it is important to mention that this research was oriented under the main objective that sought to analyze the impact of digital news analysis on the development of digital literacy, critical thinking, and productive language skills in tenth-grade EFL students, and in turn, under the research question: To what extent does promoting digital literacy through news analysis influence the development of critical thinking and productive language skills in a tenth-grade EFL classroom? To answer this question, two specific objectives were proposed: the first was to develop students' critical thinking and digital literacy through news analysis, and the second was to foster students' productive language skills through communicative activities based on news analysis.

In relation to the first specific objective, it is pertinent to mention that throughout the three phases of implementation, students developed two fundamental components: digital literacy and critical thinking. To achieve this, the activities carried out in class were based on the analysis of short news stories, which allowed two things: On the one hand, students had to identify whether the news presented was real or fake based on some techniques for identifying fake news that were given to them. In this process, students were able to discern false information from the truth in content that appears in digital media, and in turn be aware of the misleading content that can be consumed and shared if it is not properly analyzed and doubted.

On the other hand, in this process of reviewing and identifying news, students were able to develop two components of critical thinking. The first, the development of logical thinking, through operations that connected previous knowledge with the logical information presented, and the second, the development of reflective thinking, in which the news was analyzed, its veracity was defined, and the information was argued or reflected upon. In this sense, students developed a key competency in the age of digital literacy through the

recognition of real and fake news, and they could develop two levels of critical thinking through a conscious analysis of digital information. It is also pertinent to conclude that, through this first objective, the students developed motivation towards language learning; this element occurred thanks to the interaction with the digital content and the activities based on the analysis of the digital news. Thus, not only were they motivated throughout the sessions, but this motivation transcends the school environment for use in everyday life.

Regarding the second specific objective, several elements were found that led to significant advances in written and oral expression. In each session, the students had to write and speak about the news to later design a script to produce the newscasts. This was a cyclical process, in which, throughout the sessions, students went from writing sentences to writing structured paragraphs, and from simple oral sentences to the creation of a newscast. Considering this, from these exercises the vocabulary was strengthened and at the same time the organization of the discourse was improved. In addition, one of the metacognitive processes that occur in foreign language learners was developed: the development of interlanguage. During the activities, it was evidenced that the students took elements from their mother tongue and used them to convey a message in the target language. These results evoked two findings in relation to the use of interlanguage. First, the students made a conscious learning process, since they were not using translators, and second, despite using some words that grammatically did not represent what they wanted to say, they were able to convey the message.

In addition, it was evidenced that students developed pragmatic competence from the reports and the production of the newscast. The work with news allowed students to use components of casual or informal speech and elements of formal communication, thus developing a domain of pragmatic competence in the transmission of messages, tone of voice, nonverbal language, pronunciation and expressions.

To sum up, the use of digital news in class had a positive impact on digital literacy, critical thinking, and productive skills; such impact was evident in the data collected throughout the intervention. With this, students developed both essential elements for digital literacy and tools to interact critically with digital information, preparing them for the challenges of today's society.

6.2 Implications

This research has pedagogical implications that are relevant not only to classroom practices, but also to the broader field of foreign language teaching and applied linguistics. On these grounds, this work contributes to applied linguistics by showing how language learning can be profoundly enriched through context-aware methodologies and authentic materials. It demonstrates that foreign language teaching need not be isolated from learners' realities; on the contrary, meaningful learning occurs when language is connected to their interests, local contexts, and social challenges. Therefore, this study highlights the importance of designing language instruction that is both communicative and socially relevant.

Based on what has already been mentioned, some implications emerged in relation to the teaching of a foreign language, which will facilitate and guarantee the success of future pedagogical practices. In this sense, five components will be addressed.

First, in the field of education in relation to the teaching of English as a second language, it is suggested that English curricula could create digital literacy strategies, where students learn not only the language but also useful competencies for life itself from real and close contexts. This implies redesigning educational programs to integrate strategies that allow students to critically analyze digital content, develop critical thinking skills, and learn the language from real communicative contexts.

Second, as institutional considerations, it is suggested to invest in technological resources that allow digital learning, such as access to electronic devices, internet connection, and even digital platforms that allow access to information. In turn, this requires the development of evaluation systems that assess and evaluate formatively the critical competencies, digital, and communication skills achieved by students. In addition, it is necessary to train teachers in methodologies that incorporate authentic digital resources and develop teaching materials that connect English learning with competencies for the digital era.

Third, with respect to teachers, their work implies being in constant learning and being attentive to the needs of students. With this, the teacher becomes a critical facilitator capable of guiding students in the critical analysis of digital information, responding to the needs and emerging interests of students. It also implies being an active entity in society, knowing the problems and social changes to work on these situations from the classroom and to be able to develop experiential and contextualized activities in the classroom.

Fourth, from the students' role, it is important to continue working on the development of intrinsic motivation. This type of motivation will allow students to work for pleasure, generating autonomy in learning and meaningful knowledge. From this point, all students will have unique experiences without thinking about a grade. In the same way, the use of digital resources in class will allow them a conscious and responsible use and consumption of information found in social networks and internet in general.

Finally, for trainee teachers, it is essential to be attentive to changes in the institution and to work together with the head teacher. This implies having structured and flexible planning that is subject to modifications if necessary. In addition, it is important to get to know the students, and to work according to their needs and preferences. This implies that the

work with news should not be merely formal but should include more entertaining news; this will undoubtedly make them more motivated.

6.3 Limitations

The main limitations that arose during the implementation were due to the short period of curricular activities, sudden changes in schedules, extracurricular activities that prevented the development of classes and therefore affected the continuity of the sessions, which had to be modified. If this had not been the case, more activities would have been developed and more time would have been allocated to the exercises implemented, allowing for a more complete and deeper learning process. These interruptions limited the possibility of reinforcing certain content and conducting more detailed evaluations of each student's progress, which would have significantly enriched the educational experience and enhanced the results obtained.

6.4 Further research

As has been visible, working with digital news in class developed essential elements of digital literacy, critical thinking, productive skills and increased motivation in students. However, it would be pertinent to analyze whether receptive skills can be developed through news and working together. It would also be interesting to take this research to other contexts or educational levels, especially to primary school, and work with images that represent the news to analyze the impact and compare results. Moreover, it would be appropriate to diversify the methodology and work with different types of news, especially entertainment news, since students show taste and satisfaction in this type of information.

In addition, future studies could reflect on whether the strategies implemented have the potential to foster long-lasting habits in students' writing, speaking, or critical thinking practices. Exploring whether these skills continue to be applied beyond the classroom

environment would provide valuable insights into the sustainability and long-term impact of this type of intervention.

Finally, the development of critical thinking at all levels and the development of digital skills, through digital content; these components will undoubtedly be useful not only in academic life but also in personal life.

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ANNEXES

ANNEX 1: Diagnostic test

ENGLISH TEST
Domingo Faustino Sarmiento 10-2

LISTENING SECTION
Please mark the correct answer.

- What does Clara work on?
a. Artist
b. Marketing
c. Lawyer
d. Accountant
- What does Peter do in the design group?
a. Tags
b. Shirts
c. New products
- Where is Carla from?
a. Colombia
b. Argentina
c. Brazil
d. Mexico
- Where is Peter from?
a. USA
b. UK
c. Italy
d. Russia

WRITING SECTION
Please answer the following questions.

- Describe the place where you live.

- What activities do you like to do and why?

READING SECTION
Please read the following text, and then answer the questions. Mark the correct answer.

Central Park

Central Park is fun, trees are green and tall providing plenty of shade, grass is soft on the ground perfect for picnics. A small lake sits in the middle, ducks swim and quack happily in the cool water. Kids play energetically on the swings and slides of the large playground, while moms and dads relax on the wooden benches nearby. The sun shines bright in the blue sky, people laugh and run around the open fields, dogs bark excitedly and chase balls thrown by their owners. Central Park smells like fresh flowers blooming, everyone has a good time at this peaceful oasis in the heart of the city.

- What do the tall trees provide in Central Park?
a. Fruit
b. Shade
c. Nests
d. Climbing area
- How are the kids on the playground described?
a. Quietly
b. Sleepily
c. Energetically
d. Angrily
- What is the condition of the sky described?
a. Cloudy
b. Blue
c. Rainy
d. Sunny

4. How is Central Park described at the end of the paragraph?
a. Noisy
b. Peaceful oasis
c. Crowded
d. Boring

ANNEX 2: Output test

OUTPUT TEST
DOMINGO FAUSTINO SARMIENTO 1002

LISTENING SECTION
Listen to the following news item and mark the correct answer.
https://drive.google.com/file/d/1hpDArjYBj95H_J5FP1e2ajpN3EIHOUkk/view?usp=drive_link

- When did Martínez make her extraterrestrial revelation?
a. Monday, October 7th
b. Tuesday, October 8th
c. Wednesday, October 9th
d. Tuesday, October 15th
- How did people react to the news?
a. They were happy
b. They were surprised and confused
c. They didn't care
d. They were scared
- What position does Laura Martínez hold in Colombia?
a. Prime Minister
b. President
c. Foreign Minister
d. Anchor
- According to your understanding, is it the news:
a. Real
b. Fake

READING & WRITING SECTION
Please read and answer the questions.

Attorney General's Office investigates mass grave discovered in Bogota

In an operation carried out on Tuesday, September 24 in Bogota, authorities discovered what could be a mass grave used by the criminal gang 'Los Nandos'. The operation, which involved 200 men from the Gaula Militar and the Attorney General's Office, began at 04:30 a.m. in La Fiscalía and then moved to the Arrayanes 5 sector. At the site, various human skeletal remains were found, including skulls, spines, fingers, as well as remains of skin, clothing and shoes. It is believed that the gang incinerated the bodies of their victims before leaving the remains in the pit. Authorities raided 19 properties, also finding weapons, drugs and ammunition. Investigations are continuing into the possible existence of two other graves in the area.

- The presence of multiple types of evidence (skeletal remains, clothing, and shoes) indicates that:
a. The crimes were committed recently
b. The crimes were committed a long time ago
c. The people are alive and should continue to be
- What does the scale of this operation (200 men, 19 properties) suggest about:
a. The case was relatively minor in importance
b. The operation was poorly planned and excessive
c. The authorities had strong intelligence about the location
- When did the police operation take place?
a. At midnight
b. During lunch
c. Early morning
d. Late evening
- Do you think the news is real or fake? please mention at least two arguments.

- Analyze the details of this news report. What additional information would you need to have a more complete understanding of the situation? Mention three examples.

7. Read the news article carefully and identify which WH questions are answered in the text. Check all that apply and support your answer with the specific information from the text.

What: _____
Who: _____
When: _____
Why: _____
How: _____
Where: _____

8. What do you think about that news?

ANNEX 3: Survey

UNIVERSIDAD PEDAGÓGICA NACIONAL
Colegio Técnico Domingo Faustino Sarmiento
Encuesta para estudiantes de grado 10-2

Estimados estudiantes, la siguiente encuesta me permitirá conocer un poco más sobre ustedes, sus respuestas aportarán al proyecto de investigación que estoy realizando, del cual, ustedes son partícipes. Les pido por favor ser 100% honestos.

- ¿Cuántos años tiene?

- ¿En qué barrio vive?

- ¿Le gustan las clases de inglés? ¿Por qué?

- ¿Le gusta participar en clase de inglés? ¿Por qué?

- ¿Siente que es importante trabajar en grupo?


- Con cuál de las siguientes habilidades en inglés (leer, hablar escuchar o escribir) se siente más cómodo/a?

- ¿Con cuál de dichas habilidades no se siente cómodo?

- Del 1 al 5, ¿Qué tan preparado se siente para hablar inglés? Marque con una x

1	2	3	4	5
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ANNEX 4: Field diary

 <p>UNIVERSIDAD PEDAGÓGICA NACIONAL</p>	Universidad Pedagógica Nacional Departamento de lenguas Licenciatura en español e inglés	
Date:	Grade:	
Topic:	Time:	
Objective:	Field diary #:	
Observation:	Reflection:	

ANNEX 5: Lesson plans

Lesson plan #1						
Topic: News	Population: 10th grade		Time class: 60 minutes	Date: March 12 nd , 2024		
Objectives						
<p>General objective: To improve productive skills through the news.</p> <p>Specific objective: To analyze a news story and be able to share it in a communicative way.</p> <p>Communicative:</p> <ul style="list-style-type: none"> • To share the information and the answers with others • To be able to answer spontaneous questions 						
<p>The following plans will give an account of the process carried out with the tenth-grade students during the implementation. Considering the above, the question that will guide this research is the following:</p> <p>Guiding question: What strategies can we use to verify whether a news story is true or false and prevent misinformation?</p>						
Time	Stage	AIM	Procedure	Interaction	Materials	Assessment
10 minutes	Warm-up	To familiarize students with the news	The teacher shows them a news item and then she is going to explain it to them by asking them different questions: What is news, how can they identify fake or real news and how often do they see, read or hear news?	T-S-S	News, images, board.	A formative evaluation is carried out, where students can reflect on their process, discover their weaknesses and strengths, through guiding questions, observations and constant feedback.
30 minutes	Main activity	To read the news story and answer the questions	The teacher organizes groups of three people and gives them a short news item with five questions for each group: <ul style="list-style-type: none"> • What are your thoughts or opinions on this news story? • Can you summarize the main points of the news story? • How do you think this news event will impact our community/ country/ the world? • Can you think of any potential solutions or actions we could take in response to this news? • What do you predict might happen next regarding this news situation? Then, they answer the questions in writing form.	S-S-T	Photocopies, board, papers.	
20 minutes	Reflection	To share the news story with others	One of the group members summarizes the news item in a communicative way and the others ask questions about the news item. The teacher asks some students if they know about it or specific details Finally, we are going to reflect on the class, and the teacher is going to give general feedback. (In the same groups students will write about their skills and problems regarding the class)	S-S-T		

Lesson plan #2						
Topic: Critical thinking and digital literacy			Population: 10th grade	Time class: 60 minutes	Date: April 2 nd , 2024.	
Objectives						
<p>General objective: To develop critical thinking through news stories.</p> <p>Specific objective: To learn how to recognize fake news stories.</p> <p>Communicative:</p> <ul style="list-style-type: none"> To participate actively during classes To dialogue with their partner to find out if the news is real or fake To share the news analysis 						
Time	Stage	AIM	Procedure	Interaction	Materials	Assessment
10 minutes	Warm-up	To recognize students' prior knowledge	<p>Teacher starts the class asking what a fake news is. Then, she is going to put a video and at the end is going to ask:</p> <p>What do you understand from the video? Have you seen a fake news story? How can you identify a fake news story? https://youtu.be/1JMyxROfkLM?si=cl9wai39c14eb71P</p>	T-S	Videos, slides, news, board.	A formative evaluation is carried out throughout the activities, followed by a summative activity that takes into account the learning achieved in the session.
20 minutes	Main activity	To explore new knowledge	<p>The teacher explains techniques for verifying the veracity of a news story using slides. Then, she shows the difference between a fake news and a real one and introduces them to some pages and channels to search for truthful and reliable information.</p> <p>https://www.canva.com/design/DAF_095jy0E/8s9BnidUuPiQk8FXzUJzjIA/edit?utm_content=DAF_095jy0E&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p> <p>At the end of the explanation, they will answer some questions together through a game.</p> <p>https://wordwall.net/es/resource/70271350</p>	T-S	Slides, videos, images, wordwall.	
30 minutes	Reflection	To identify the use of strategies for recognizing fake news	<p>The teacher will organize the students in pairs, give them real or fake headlines and some information about the news. They will have to find out if the news is real or fake based on the techniques previously mentioned and then argue in a paragraph why they consider the information to be real or fake.</p> <p>At the end of the class, a discussion will be generated in which students will participate by sharing the news and giving their arguments.</p>	S-S-T	Photocopies, news, papers.	

Lesson plan #5						
Topic: News opinion		Population: 10th grade			Time class: 60 minutes	Date: May 30 ⁿ 2024
Objectives						
<p>General objective: To develop students' writing, speaking and critical thinking skills through analysis and discussion of current news story.</p> <p>Specific objective:</p> <ul style="list-style-type: none"> To encourage critical thinking by discussing and expressing informed opinions on the news topic. To improve written expression skills by writing a summary and critical opinion using discursive connectors and appropriate vocabulary. To strengthen oral expression skills by presenting and defending their ideas in front of the group. <p>Communicative:</p> <ul style="list-style-type: none"> To express critical and informed opinions in a coherent and effective manner, both orally and in writing. 						
Time	Stage	AIM	Procedure	Inter action	Ma terials	Assessment
10 minutes	Warm-up	To analyze the relationship that students have with the news in their daily lives.	The teacher starts the class by showing the objective of the class and the steps to be followed. Then, she starts showing a video about a news item, and at the end they are going to answer: What perceptions, opinions or comments do you have about the news?	T-S	Papers Video	Evaluation is a constant process of reflection and learning, where students must consolidate arguments and go beyond what the news says, they must think critically, discuss and share their opinion in order to develop oral and writing skills based on their beliefs and experiences.
20 minutes	Main activity	To analyze the news and create arguments	The teacher shares with them some expressions and connectors to use when giving their opinion on the news (in my opinion, I think, I believe, I guess, I agree/disagree, and so on) The teacher organizes the students in pairs and gives each group a news item. Two groups will have the same news item; however, they are going to take a position, one of these groups will write the positive consequences and the other will write the negative consequences. They are going to write and prepare their arguments to discuss with the other group. https://www.canva.com/design/DAGF41kXGqU/UYfCPOCg02MoQ1VrMp2VwQ/edit?utm_content=DAGF41kXGqU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	T-S	Computer Screen Video	
20 minutes	Reflection	To foment critical opinions and oral communication.	Each pair will organize with the other pair, the idea is that they summarize the news and then start giving their opinions and arguments. It is important that they create a sort of discussion with those elements. At the end, they will answer the following questions: How often do you watch the news? Do you think it is important to work with news? Students organize themselves and share the answers to the two questions above with each other.	S-S-S	News	

Lesson plan #8						
Topic: Creation of roles and groups. Writing my script.		Population: 10th grade		Time class: 60 minutes	Date: September 26 th , 2024.	
Objectives						
<p>General objective: To develop speaking and cooperative teamwork through the creation of a newscast, where students will research, select, and reformulate real and fake news, applying previously learned concepts and phrases.</p> <p>Specific objective: Students will be able to navigate the web by recognizing real and false information by applying digital literacy skills.</p> <p>Communicative: To practice and reinforce their communication skills in organizing groups, roles, and news selection.</p>						
Time	Stage	AIM	Procedure	Interaction	Materials	Assessment
10 minutes	Warm-up	To remember and apply previous concepts	To begin with, the teacher asks about the roles seen in the last session, phrases and concepts. Later, the teacher shows very short news stories on the screen and the students will have to read it in a reporter's voice, making use of at least one common phrase already learned.	T-S	Screen, news stories.	The evaluation is a constant space for feedback, individual and group work where doubts are clarified, learning takes place and the best is given in the realization of the activities that lead to the final work.
30 minutes	Main activity	To develop presentation and teamwork skills. Research and select relevant content.	<p>Groups of four and three people are organized and the objective and the final product to be obtained in the next sessions are explained.</p> <p>1. Each group should choose the role they want to present in the newscast, whether it is a field reporter, studio reporter, entertainment reporter, or sports reporter.</p> <p>All newscasts should contain a news item about:</p> <ul style="list-style-type: none"> • Politics • Education • Sports • Entertainment • And one credible fake news stories. <p>When the students have defined their role, they will begin to consult news to form their newscast and will have to show it to the teacher for approval. Finally, students have to complete a worksheet answering some wh questions and including the false ones. They are going to write in Spanish. Finally, the teacher collects the sheets to later accept them or reformulate them.</p>	T-S-S	Slides with the explanation. Board, markets.	
10 minutes	Reflection	Reflecting on learning.	To conclude, students should look for news at home to supplement the newscast if necessary. In addition, the teacher closes the class b reflecting on the positive aspects and areas for improvement.			

ANNEX 6: consent form

	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD <small>Resolución 767 de 18 de junio 2018</small>		
FOR009GSI	Fecha de Aprobación: 18-05-2018	Versión: 01	Página 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Ciudad y fecha: _____
Yo, _____, identificado con C.C. C.E. No. _____ expedida en _____, representante legal del menor _____, identificado con T.I. NUIP No. _____

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 personales³, 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 sensibles⁴ 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

La Universidad garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de los 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.

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la UPN para tratar los datos personales del menor que represento, de acuerdo con el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* y para los fines relacionados con su Misión.

Lefdo 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.

FIRMA

Nombre: _____

Identificación: _____

³ 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.

⁴ 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 promuevan 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).

ANNEX 7: Teacher interview

Entrevistador: Teniendo en cuenta que la información digital es tan aceptable y abundante, ¿considera que fue importante y relevante trabajar con noticias en el aula de clase? Si, no o ¿por qué?

Profesora: Sí, considero que fue relevante porque les da la oportunidad a los estudiantes de ehh, utilizar el idioma en un contexto más real, más ehh concreto y como del diario vivir.

Entrevistador: Ok, muchas gracias. La segunda es, ¿considera que el uso y revisión de noticias en clase desarrolló el pensamiento crítico en los estudiantes? Pues ya que ellos trabajaban las noticias reales y las falsas, tenían que hacer como todo el proceso para descubrir.

Profesora: Si, considero que también fue pertinente además porque les ayudó como a poder expresar sus ideas de qué opiniones les merecían esas noticias que en su momento se revisaron.

Entrevistador: Muchas gracias. En su opinión, ¿cree que este proyecto contribuyó al desarrollo de las habilidades comunicativas en inglés, especialmente la escritura y la oralidad de los estudiantes?

Profesora: Si, creo que les aportó bastante en ambas habilidades. Ehh primero, pues el hecho de construir sus guiones y demás para su proyecto final, la retroalimentación que recibieron, la posibilidad de pronto de identificar nuevo vocabulario y en la parte de speaking, pues sí porque fortaleció el trabajo que se está haciendo también desde el plan de aula.

Entrevistador: Desde su perspectiva como docente, ¿cuáles son las principales ventajas y desventajas de usar noticias para enseñar escritura y oralidad en inglés?

Profesora: Bueno, como ventaja lo que mencioné anteriormente, que digamos son contextos reales, es el idioma en situaciones reales, también porque en algunos momentos de pronto ellos tuvieron que utilizar otras herramientas como la traducción para ayudarse con cosas que de pronto no entendían, poder identificar vocabulario que está relacionado al contexto específico, una palabra que de pronto solo se utiliza en ese contexto o que ellos tenían el referente de otro uso, de otro significado de la palabra y verlo como en un contexto diferente. De desventajas, pues no, realmente no considero que se haya presentado o que sea una desventaja, no.

Entrevistador: Ok, ¿Cree que el juego de roles es una buena técnica para desarrollar las habilidades productivas en el área de inglés? Si, no, ¿y por qué?

Profesora: Si, y especialmente, por ejemplo, cuando ellos tienen que hacer las presentaciones porque de alguna manera tienen que fortalecer la parte memorística, la parte de utilizar de pronto lo que ellos saben para, entre comillas, defenderse en el momento que están haciendo su producción oral.

Entrevistador: ¿Y cómo evalúa la pertinencia de las actividades grupales propuestas para alcanzar los objetivos de aprendizaje en clase?

Profesora: Bueno, creo que sí fueron pertinentes, aunque a veces, pues es un poco complejo manejar la parte de los gustos de hecho. De todas maneras, la parte de noticias estuvo enfocada muy por la parte formal, de pronto haber complementado un poquito más lo de entretenimiento o algo así para que ellos se sintieran como un poquito más eh a gusto, por decirlo. No era que no estuvieran a gusto, pero sí hubiera sido como algo pertinente para que también compararan y demás.

Entrevistador: Claro, sí. ¿Desde su perspectiva evidenció algún aprendizaje significativo en los estudiantes a lo largo del proceso?

Profesora: Sí, de todas maneras, tuvieron que focalizarse ya para la elaboración de su producto final, aunque algunos llegaron solo hasta un punto porque no sé, de pronto les daba miedo presentarse, tener que hablar, aunque fueran grabados sus vídeos y eso, y luego presentarlos a los grupos siempre generan a ellos cierta angustia, por decirlo. Pero pues es un proceso en el que ya se dio un pasito y pues con el tiempo se puede ir mejorando.

Entrevistador: ¿Y ha recibido algún tipo de reacción por parte de los estudiantes durante la implementación del proyecto? Y si es así, ¿le han dicho algo, le han mencionado algo?

Profesora: Pues sí, yo observé y los escuché en algún momento que les gustó, por ejemplo, ya cuando tuvieron que hacer como el cierre, los vi bastante comprometidos con

el trabajo que hicieron. Lo que decía anteriormente, de pronto hay que seguir fortaleciendo ciertos aspectos, sobre todo también como autocontrol, el manejo de los tiempos.

Entrevistador: Exacto, sí, y la última pregunta iba relacionada a eso y era ¿qué aspectos podrían mejorarse? ¿Qué otros podrían de pronto que tengan en mente?

Profesora: De pronto, bueno, como tener la posibilidad de hacer una parte donde ellos espontáneamente escojan sus grupos, que fue lo que se hizo para la parte del proyecto, pero también una parte donde uno en algún momento le organiza los grupos para ciertas actividades, con eso ellos tienen como más momentos de compartir y experimentar con otros compañeros, porque es que a veces son solamente los que quieren, los que les gusta y los otros compañeros pues se relajan demasiado.

ANNEX 8: focus group

Interviewer: Listo, la primera pregunta es, ¿creen que es importante trabajar con noticias en clase, si, no o por qué?

S1: Sí, porque ayuda a mejorar el vocabulario y la redacción de noticias, y más en inglés.

S2: Yo creo que sí, pero considero que no necesariamente tiene que ser una noticia, sino que puede ser algo más abierto, más enfocándose a nuestra generación que evoluciona con la tecnología.

S3: Pues, dentro de mi opinión, en lo que cabe, creería que sí, ya que, prácticamente como dijo mi compañera, nuestra generación siempre está en cuenta de la tecnología, pero pues, como nosotros ya casi no vemos noticias, también hay que tener en cuenta de que las noticias no solamente son las que, por ejemplo, un programa de Noticias Caracol, sino también en Twitter, van sacando información, y ahí, por parte tecnológica, también hay que entender si es como importante o no tanto, digamos, falso o verdadero.

Interviewer: Sí, ¿qué más? ¿No más opiniones? ¿Pero creen que es importante, sí o no?

S1,2,3,4,5: Sí.

Interviewer: Listo, la segunda es, ¿creen que las actividades realizadas en clase han aportado al desarrollo del pensamiento crítico?

S4: Sí.

Interviewer: ¿Por qué?

S4: Porque podemos tener un análisis de texto muy, como, nos concentramos mucho en lo que estamos leyendo, y más porque está en inglés, entonces, con más razón lo vamos a analizar a profundidad, y así podemos reconocer más fácilmente, o bueno, le podemos dar más atención a si son noticias falsas o verdaderas, que no se ven mucho, para no desinformarnos ni desinformar.

Interviewer: Ok, muy bien.

S3: Pues yo, opino que sí, porque, pues, justamente, ehh hemos trabajado el tema del vocabulario y reforzado el pensamiento crítico, tanto en análisis como comprensión de lectura, ya que, gracias a que nuestro vocabulario, a partir de las noticias, se ha incrementado y ha crecido un poco, ya se hace como un poco más fácil el poder entender como nuevos contextos, como nuevos tipos de lectura.

Interviewer: Ok, ¿quién más?

S2: Yo creo que sí, porque realmente en nuestra edad hay que aprender y tener la experiencia de equivocarse y de volverse a levantar, o de poderse expresar de la manera que uno desee, pero digamos que los profesores se han encargado, y Ximena como practicante se ha encargado de ayudarnos a facilitar ese entendimiento. Entonces creo que es una parte importante tener nuestro criterio, digamos que evolucionarlo más con las personas que nos pueden colaborar.

Interviewer: Ok, muy bien. ¿Listo? La tercera es, ¿creen que las actividades realizadas en clase han aportado al desarrollo de la escritura y la oralidad en inglés?

S3: Claro, sí.

Interviewer: A ver, ¿por qué?

S3: Pues claro, porque aparte de que mejora nuestro análisis y nuestro pensamiento crítico, como también había dicho anteriormente, en el tema del vocabulario, y como no escribir las palabras como se pronuncian o como se escuchan, sino justamente como debe ser gramáticamente, ha mejorado a nivel del curso, por promedio, ha mejorado bastante, ya que cada vez que se le llama o se tiene alguna pregunta, no se le niega nada a nadie, sino que ella también trata de ayudar. Entonces, dentro de sí, yo creo que ha sido un buen ejercicio y al menos nos ha quedado una palabra, no sé, al menos, news, que se escribe con W y no se escribe con U. Al menos una.

Interviewer: Muy bien, ¿Quién más? Sí, una más. Luego, ¿consideran que el trabajo en equipo ha funcionado para fortalecer su aprendizaje de inglés y de pensamiento crítico?

¿Encuentran alguna ventaja o desventaja?

S1,2,3,4,5: Sí y no. **S1:** En algunas ocasiones, porque hay grupos que fueron conformados por los mismos estudiantes y pudieron trabajar bien, en cambio, los que fueron conformados por la profesora, por ejemplo, no eran amigos o no eran muy conocidos y no tenían esa química que como que tienen entre amigos, por lo tanto, no se pudieron llevar tan bien, o no entregaron el trabajo o lo entregaron muy a medias. En cambio, los que trabajaron bien o los que eran amigos, algunos no entregaron nada y otros entregaron muy buenos trabajos.

S4: Exacto. Yo creo que sí.

S5: Pero no, porque por decir, cuando tú te haces con alguien que no es conocido, tú te enfocas en el trabajo y no en echar chisme. Entonces, si no lo entregaste, por qué no quisiste y ya

Interviewer: Bueno, es un poco más de responsabilidad en sí.

S3: Dentro de lo que yo tengo con experiencias de trabajar en grupo, hay tres tipos en los que yo me quiero enfatizar. El primero, lo que dijo mi compañera, de que se siente como una responsabilidad o como un compromiso de, listo, si esta persona trabaja, porque normalmente yo digo que en cada grupo hay alguien que no hace nada y hay alguien que también aporta. Entonces, la persona que también aporta puede ser o que jale a los demás a que aporten o dejarlos y que haga todo.

Lo segundo es el uso de inteligencias artificiales dentro del ámbito escolar. A mi opinión, siento que en el grupo solamente trabajan si tienen algún tipo de ayuda como traductor, chat GPT, etc. Y aparte, en el otro, ya es lo que me estaba diciendo mi compañero, sobre los grupos que son conformados por los mismos estudiantes, que dos cosas, o es para hablar o para trabajar y los grupos conformados por los profesores. Que si bien normalmente, por promedio, siempre termina siendo una catástrofe, sí se puede aprender algo de eso, porque si bien no es como un para ampliar nuestros conocimientos en inglés, pero sí para otros ámbitos lo que es reforzar el nivel de expresión de la persona y su nivel de eh compañerismo ante sus compañeros.

S4: Bueno, yo opino que finalmente sí ayuda de alguna u otra forma a fortalecer aprendizajes, porque así se entregan el trabajo entre compañeros, se hacen caer en cuenta de errores o debilidades o fortalezas de uno mismo. Y eso ayuda mucho tanto al pensamiento crítico como al aprendizaje en inglés.

S5: Por decir mi grupo, todas nos fuimos juntas. Camila le tocó aparte y ella lo grabó y aunque no tiene tiene algo que no pueda hablar bien, lo intentó. En cambio, otros no lo entregaron.

S2: Yo considero que no, porque el hecho de depender de otras personas simplemente para entregar un trabajo me parece una falta de respeto, porque no todo el mundo es responsable, sí. Cada uno escogió su grupo y creo que a veces uno suele elegir a las personas por cómo trabajan o cómo son, pero realmente fue algo aleatorio, porque antes habían dicho que creáramos unos grupos para hacer trabajos, pero no específicamente para tener que vocalizar y tener que aprenderse un guión, que realmente pues en inglés es muy complicado para nuestra edad.

Aunque pues nuestra edad no depende mucho de eso, sino que la concentración que le damos. Por ejemplo, a mi grupo tuve que rogarles dos días para que me enviaran sus audios y digamos que eh dos me cumplieron entregándomelo en la mañana y digamos que en la tarde un compañero no me lo había entregado y lo que yo hice fue decirle que o me lo entregaba a las tres de la tarde o no lo ponía en el grupo. Y es como algo grosero o pues a mí me parece grosero el hecho de tener que amenazar a alguien para que logre hacer su trabajo sabiendo que también es su trabajo y también es algo que le puede ayudar y le puede hacer bien a la persona.

Interviewer: Ok, muy bien, muchas gracias. La siguiente es, ¿encuentran alguna diferencia entre su forma de percibir las noticias antes de las actividades que realizamos y ahora?

S4: Sí, en parte sí. Bueno, en el caso de gente que no ve tantas noticias, sí, porque se ven con mucha más atención teniendo en cuenta si son reales o falsas. Si es que están muy bien organizadas las que son falsas en esos casos porque hay otras noticias que no están tan bien estructuradas para eso.

S3: Yo opino que no. Como yo soy una persona que se la pasa muy empeñada en el internet, puedo conocer fácilmente si es verdadera o falsa. Dentro de lo que a mí compete, y es mi caso, no. Porque uno ya está tan acostumbrado de ver noticias como que Lady Gaga mató a tal persona o que la ONU apruebe que ya existen los aliens y vamos a tomar té junto con ellos. O sea, ya es independientemente si está bien estructurada o no, gracias a las preguntas anteriores, lo que estaba mencionando sobre la comprensión de lectura, si sabemos bien analizar la noticia, como le explico ahí sí ya podemos decir si es verdadera o falsa. Más, como que ya es trabajo de estar ya mirando tanta noticia no verdadera para no decir otras palabras.

Interviewer: ¿Y los demás?

S2: Yo creo que sí ha cambiado mucho porque realmente yo antes pensaba que todas las noticias eran verdaderas porque si aparecen en noticias es porque está certificado y porque el guion realmente es algo importante porque uno no puede ir a un noticiero y decir, ay si, los niños están comiendo mucho dulce, entonces esos dulces contienen drogas o unas vainas así y uno les cree porque pues realmente son adultos y también son noticieros de confianza que se supone que uno les va a creer. Como los diccionarios que son un gran ejemplo de información que realmente nosotros vemos y analizamos y creemos porque están escritos desde hace tiempo y que muchas personas lo han certificado, pero a veces no. Pero digamos que el cambiar de las noticias fue mucho por descubrir cuáles son reales y cuáles no, y más en inglés porque como nosotros no entendemos muy bien el inglés entonces cualquier persona puede venir a decir como lo de mi noticia que fue que Karol G estaba vendiendo plantas, cannabis y coriander que, pues es cilantro y realmente si a nosotros no nos dicen cilantro o marihuana entonces como no, esa noticia puede ser verdad y realmente en nuestra época todo es posible entonces es muy raro.

S1: Sinceramente no, la manera de ver no, pero la comprensión que leemos esas noticias y distinguir entre las noticias falsas o verdaderas digamos que a veces les cuesta un poco de dificultad, bueno depende mucho de la persona, pero pues ya dije, de mi manera de ver no, como de redactar de la comprensión lectora sí fue que haya cambiado un poco.

Interviewer: ¿Y la última, chicos, consideran que conocer acerca de las noticias falsas es necesario, es útil en la vida diaria?

S 1,2,3,4,5: Sí, claro.

S5: para saber lo que pasa en el país.

S3: Para no dejarse engañar, tener en cuenta de que no todo lo que vemos en internet no lo podemos pasar porque es verdadero, que es la verdad absoluta de que es lo único que vale, sino que siempre es bueno cuestionar todo, entonces claro, si tú vas pasando y ves, o bueno, en Noticias Caracol pongámosle, de que no sé, Petro está regalando anquetas por navidad y que tienes que ir a tal lugar de la ciudad para poder reclamarla, pero notas algo raro, entonces a decir, no pues porque es como es el presidente y apareció en un lugar que se supondría que sería confiable, entonces va a ser verdad. En este caso sí se necesitaría como el conocimiento y ya las experiencias de haber visto algunas otras noticias falsas que sean justamente parecidas y que parezcan reales. Entonces, a mi parecer, sí, es muy importante.

S4: Es realmente importante identificar entre noticias falsas y verdaderas y más porque en el caso de las falsas podemos tender a cuestionarlas y a indagar en otros sitios o buscar más información de la noticia para saber qué tan real es, qué tan falsa es y complementar la información entre sí.

S2: Yo creo que es muy esencial, que realmente debemos dudar de todo lo que vemos, sin importar si es certificado o no, siempre hay algo detrás y pues deberíamos consultarlo y indagarlo, no solamente conformarnos con un lugar que nos da, por ejemplo, RCN o

Caracol, que son lugares que ya están comprados, entonces es como, por ejemplo, cuando hacen campañas de derecha o de izquierda, es como, ellos van a decir, van a vender una buena imagen, pero realmente indague y mire qué es lo que ellos ofrecen y qué es lo que realmente usted le puede aportar.

Interviewer: Muy bien. Sí, es necesario para ver qué es verdad y qué es falsa.

S1: Obviamente mucha gente va a creer en noticias falsas y va a tener una información falsa y va a tener desconocimiento total sobre lo que pasa en su día a día y pues es malo porque ¿qué ganamos con una persona que no conoce lo que pasa en su día a día? Nada, pues es un poco, llega a ser un poco ignorante y más las personas que defienden sus ideales, a más no poder, llega a ser un poco ignorante y puede afectar seriamente a los demás o seguir repartiendo esta información falsa, pero sí, sí, es importante conocer sobre las noticias falsas.

Interviewer: Listo. Muchísimas gracias, chicos.