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Using CDA of media texts to teach critical thinking skills:

A workshop for trainee ESL/EFL teachers

TRABAJO DE TITULACIÓN

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Acknowledgments

To my beloved son,

Benjamin.

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Abstract

This graduation project presents an innovative course and aims to fill a void in the English Teaching Program curriculum at The Pontificia Universidad Católica de Valparaíso regarding the teaching of CT skills to raise students' awareness of language and language use. This void was found during a deep investigation of the program for 11th grade, which includes the teaching of means of communication in a merely descriptive way with no further analysis on the impact media has on readers.

The elective course proposed in this graduation project was designed to be offered to fourth year English students, as a mean to encourage them to use, analyze and interpret news to promote critical thinking through different activities to be used in their future teaching practice. For that purpose, this course proposal uses a discourse-based syllabus following the participatory approach, where students will be expected to identify key issues in the classroom and from that foundation start a critical discourse analysis of media texts, which ultimately promotes critical thinking.

Key terms: Critical discourse analysis, critical thinking, media texts, means of communication, language of media, power relations, social context.

Introduction

It is widely known that means of communication –including newspapers, television, radio, magazines and internet- manipulate the information. The media biases showcase their own principles; reflect their beliefs, political stands and ideological convictions (Van Dijk, 2006). And far away from informing, nowadays in a polarized world, they manipulate the truth to make us see what they want us to see by hiding crucial information or using words with a semantic meaning that twists the supposedly objectiveness of the messages carried out by these means of communication. Thus, the public is being manipulated by text and talk, and their minds are being shaping as a form of talk-in-interaction, this way of manipulation is executed by people in control and the abuse of their power (Van Dijk, 2006).

Means of communication not only appraise information but also are an important source of guidance for younger generations. The manipulation seen in means of communication is a form of power abuse, which is, according to Van Dijk, a form of domination (Van Dijk, 2006); an influential force that shapes the mind of the subject – the reader or listener of the news- and his/her future decision making and behavior. In a world full of uncertainties, this affects the individual to a great extent, especially when the target audiences of the media are youngsters who are in an ongoing process of learning how to think critically (Willingham, 2007). Younger generations lack the necessary tools to see the world with an analytical eye, because those instruments are hidden from educational systems and teachers' professional development (Miranda, 2003).

Younger generations, and in particular students in all levels of education need the basic skills to think and see the world and how the world is exposed to their eyes in a critical way (Hansen, 2014). They are exposed to an ever-growing atmosphere where information is exposed in advertising pamphlets and propaganda. And in the educational system of our country, teaching critical thinking (CT onwards) skills is not a mere luxury in schooling programs, but it is considered by many experts a requirement and a basic skill (Hashemi and Ghanizadeh, 2012). Teaching CT skills is essential to give the necessary tools to educate an adult capable of making their own decisions and judging the reality that shapes him/her environment.

Subsequently, to incorporate CT skills in the ESL context in our country, it is necessary to carry out an in-depth analysis of MINEDUC programs that incorporate the knowledge and understanding of means of communications. This content can be found in second year of secondary education. Nevertheless, the curriculum concentrates only on students getting to know what it is said but never analyzing the information presented to them. The concern that arises from this situation is that students are taught to interpret information, only by means of understanding language without any knowledge of the underlying characteristics of it. They are not aware of the power of words as they are taught to comprehend but not to analyze. CT skills are not incorporated in documents and guidelines mandated by MINEDUC, the key component that will encourage students to see their world differently.

The concern that arises from the absence of CT is how to incorporate it in the classroom setting. In order to improve CT skill in students, language teaching programs can provide a space in which teachers can first learn strategies on how to teach CT skills. In that

way, future teachers will have the vehicle to change student's mind in how they make account of the world they live in and to cope with the information they receive in everyday interactions (Van Den Brink-Budgen, 2000).

These CT abilities are important to be developed in their mother tongue as well as in a foreign language. In this case English, as the language of globalization, is a key element to go beyond and to help students develop CT skills not only in their mother tongue, but also in a second language. By doing so, they will have the opportunity to see more, to view things from different perspectives -opportunity which only language knowledge can provide- and to make better decisions.

The development of CT skills in a classroom is a highly studied field in other countries (Facione, 1995). And in our country CT has been present in laws such as the LOCE (Ley Orgánica Constitucional de Enseñanza) in 1996 where it was declared that CT development was one of the main objectives in Primary education.

Upon the analysis of the syllabus of the English teaching program at the Pontificia Universidad Católica de Valparaíso (PUCV onwards) it came to light that the program has a weakness in the instruction and development of CT skills. The courses are indeed designed to give future EFL teachers tools to understand, produce and learn the English language; these future teachers are also trained to think critically and analyze the load and the power that words have to change society, to change people's minds, and to persuade the citizens to follow and do what is "convenient". Nonetheless, what is missing is an instance that concentrates on teaching future English teachers to teach those skills to their future students.

This graduation project proposes an elective course for future teachers, having as a tool their knowledge of discourse analysis or genre analysis, which are included in the courses that the English teaching program already offers. The course will prepare them to learn the necessary strategies to promote CT skills in their future students. In that way, the trainee teacher can create a link between their language knowledge and critical discourse analysis to promote CT skills in learners.

The type of syllabus chosen for this purpose is a discourse-based syllabus using the participatory approach, which draws on the interest of students to analyze important issues in media texts and interpret those issues with the tools provided by CDA to encourage students to think critically.

Literature review

This section provides a review of the concepts that are relevant for the syllabus design presented in this graduation project. First, it takes a deep look into the story of Critical Thinking, its changes and evolution. Secondly, the study of critical discourse analysis as an approach to understand language in use and how these studies emerged from the discourse analysis is reviewed. Then, language in media, where it will be taken into consideration the language used in news and how it is influenced by the bias of different means of communication. Also, the claims of different authors on language as a “source of manipulation” will be analyzed (Van Dijk, 2006), and finally, an example that corroborates the information stated. Concluding with a summary of different studies which put into practice the pedagogy of CT in contexts where language is a tool to express a point of view, and/or making use of critical discourse analysis to get to the hidden characteristics that are conveyed by the use of discourse.

Critical thinking

The concept of critical thinking has been discussed for more than two thousand years. Socrates first introduced this new way of thinking in Greek where he laid the basis of modern western philosophy. He is also acknowledged for the invention of the pedagogy- the teaching practice- and the Socratic Method in which he made use of critical reasoning to get to reality (Xenophon, 1990).

Similarly, in the twentieth century, Dewey, an American Philosopher, psychologist and educator whose work has been a great influence for CT and the development of the notion, defined Reflective thinking as “active, persistent, and careful consideration of a

belief or supposed form of knowledge in the light of the grounds which support it and the further conclusions to which it tends” (Dewey, 1990, p.9).

This definition is opposed to what was perceived as “thinking” in the past. On the contrary, the definition provided by Dewey defines this “reflective thinking” as an active process. This active process is a way of thinking which is different from the past perspective of thought. The perspective that considered thought as a passive process where information is received. For Dewey, on the contrary, thinking is a process in action in which you think by yourself (Fisher, 2001). Furthermore, Dewey’s definition elucidated two important concepts to take into account when thinking critically. The “reasons” people have to believe on something, which are explained as the “grounds which support a belief”. And the “implications” expressed in Dewey’s definition as “the further conclusion to which it tends”

Developing the ideas of Dewey, Edward Glaser (1942) took the same concepts and developed a new definition for CT:

An attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one’s experience; knowledge of the methods of logical inquiry and reasoning; and some skill applying those methods. Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends. (p. 5)

Instead of grounds Glaser introduced the concept “evidence” and for implications the definition remains the same. Nevertheless, Glaser introduced notions such as “attitude” “methods” and “skills” which set the notion of modern CT.

As well as developing a new and more complete definition for CT Glaser also is the co-author of the most renown and widely use test for measuring CT; *The Watson-Glaser Critical Thinking Appraisal*. This test measures individuals’ ability to think critically in different situations. The test is a valid and reliable tool, recognized internationally, that comprises of 80 items of 5 subcategories (inference, recognizing unstated assumptions, deduction, interpretation and evaluation of arguments). This test is mainly used in job interviews or selecting processes for work placements in order to select great managers and leaders. It provides information on critical thinking and decision making abilities and also predicts judgments, problem solving, creativity and openness to experience among other data.

The definition of CT evolved and underwent changes over time. Ennis (2011) argues that: “CT is reasonable, reflective thinking that is focused on deciding what to believe or do” (p. 1). Similarly, Paul (1992) explained critical thinking as “the ability to reach sound conclusions based on observations and information”. (p.50) The idea of a critical thinker has the attention of the American Philosophical Association, entity that defines the subject as someone who is inquisitive in nature, open-minded, flexible, fair-minded, has a desire to be well-informed, understands diverse viewpoints, and is willing to both suspend judgement and to consider other perspectives (Lai, 2011).

Critical discourse analysis

Fairclough (1995) argued that discourse analysis is an exploration of how “texts” at all levels work within sociocultural practices. To understand this definition, it is important to recall the meaning of the word “text” that was defined before by Halliday and Hasan (1976) as any living language that plays some part in a context of situation influencing social behaviors. What Fairclough stated means how everything that is heard or read or even seen in means of communication, books, and all texts are interpreted taking into account several factors. To put it differently, what the public perceives as a form of text is influenced by certain factors and at the same time the information delivered influences the public and their decision making.

The study of the relationship between language studies and social theory is the main goal of Critical Discourse Analysis (CDA). Fairclough (1995) defined CDA as:

The kind of discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures , relations and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power, and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and power hegemony. (p. 132-3)

The relation discussed in the quote above is suggesting that the links between discourse and power may be unclear to the ones involve. In fact, the social practices

performed by the public are as well influenced by those conventions leading to causes and effects that unconsciously are hidden from public scrutiny.

For the analysis of the linkages, Fairclough used a three-dimensional framework. What the author states is that each discursive event has three dimensions: text (spoken or written language), discourse practice (production and interpretation of a text) and social practice. Each of these facets is connected, and for that reason CDA has to be conducted upon the analysis of all dimensions (Fairclough, 1995).

According to the definition proposed by Wodak (2009), CDA understands discourses as uses of language which serves the organizations and structures social practices. CDA aims to “unmask ideologically permeated and often obscured structures of power, political control, and dominance, as well as the strategies of discriminatory inclusion and exclusion in language in use” (Wodak, 1992, p.8).

The influence and contribution of Van Dijk is a cornerstone of CDA studies. He started to apply discourse analysis theory in news media, and evolved to a point in which he enlightened the significance of the reception or comprehension of discourse (Van Dijk, 1988). He as well as Wodak and Fairclough changed the paradigms of common discourse analysis to add the social level, which has to do with the impact of discourse on society, and thus, how it shapes people’s mind and behavior within a community because of the ideologies which permeates the text. Van Dijk (1995) argues that “Ideologies are typically, though not exclusively, expressed and reproduces in discourse and communication, including non-verbal semiotic messages, such as pictures, photographs and movies” (p.17).

Language of the media

In 1988, Van Dijk proposed an approach to analyze news stories as a type or text or discourse. In this approach the major consideration was the structure of news and its nature, as well as, the processes involved to understand the use of media in mass communication. The key components to examine, according to Van Dijk, are the relationships between the language of news and its context. This analysis is performed in order to discover how cognitive and social limitations determine the structure, understanding and influence of news in different settings (Van Dijk, 1988).

What Van Dijk elucidates here is how news are a product of social and cognitive processes that shapes the structure of the discourse event portrayed in means of communication. Important to remark in this part are the cognitive processes involved in the understanding, representation and retrieval of news by journalists and the reader's processes of reconstructing news based on their knowledge and beliefs (Van Dijk, 1988). That is to say that language in media carries more than just information, but a form of communication influenced by ideologies and beliefs which permeates into the reader's perception of reality –at least when the reader is not able to distinguish this feature of language in mass communication.

Extending the idea of Van Dijk, Jhon Eldridge (1993) claims that “the epistemological status on which these accounts (provisional accounts in which journalism base the selection and interpretation of news) are based can vary and we, as audience, will not necessarily be aware of this” (p.5). Eldridge discussed the difficulty of recognizing the relationships between truth and power in media communication. An issue previously

analyzed in early decades by Orwell (1954) who argued “ the purpose of Newspeak was not only to provide a medium of expression the world-view and mental habits proper to the devotees of Ingsoc¹, but to make all other modes of thought impossible” (Cited in Eldridge, 1993. p.6).

Van Dijk and Eldridge stated in different ways the same phenomenon; the power of news media to control the mind of powerless, the domination made by few people over the vast majority in a form of “information” suffused with ideologies that shape individuals’ way of thinking. Likewise, Fairclough (1989) exposed in a more general way the close and unequal relation of language usage and power. He tried to correct the extensive undervalue of language and its purpose in the production, sustaining and reformation of social relations of power; in order to increase the awareness of language as a mean for control. The consciousness of this fact will help dominated people to reach freedom and emancipation (Fairclough, 1989).

In a similar vein, Paul Simpson (1993) explained how things are “made to look” in language (p.7). He focused on language as a representation; a projection of positions and exponents whose claims sustain the view of language as a source of transmission of ideologies and beliefs_perspectives; and a means to communicate attitudes and assumptions. He suggested the view of a text in terms of its “angle of telling”, rather than if it is truth or not. In other words how resources of language are used in different text, the point of view in which language is depicted in different means to unmask its purpose.

According to Fairclough, Van Dijk and Eldridge, language in media have its own. Louw (2001) argues that cultural production has a strong relationship with power and it is

¹ Newspeak for English Socialism or the English Socialist Party.

necessary to explore on how the socially powerful minorities use media to maintain their control over others. He suggests the importance of the encoding and decoding dimensions in the communicative process. By understanding communication in media as a “total process” that influences society by cultural production, in other words the use of language.

To set an example for the use of language in media as a form of force against the audiences, Conboy (2010) explains how the content and shape of the language of newspapers sway social and political discussions since the seventeenth century. And in the same way, how political and social influences have an impact on the use of language in newspapers. Furthermore, Convoy (2010) took Bell’s observation that journalism is an “exercise in audience design” and he explained that “language in newspapers has always encapsulated what would sell to audiences and how information could best be packaged and presented to achieve this commercial end at any particular time” (p.1).

As discussed earlier, newspapers have always tried to sell something or to persuade the reader to do something which depends on the content of the media, whether it is politics or economy or simply advertisement. All the arguments mentioned before stated characteristics of discourse in media which can be extrapolated for discourse in newspapers. These agencies of messages, as they are administrated by social actors or groups exercise control over others. They wield manipulation by means of a tool available for everyone; language as discourse (Van Dijk, 2006).

Pedagogy of Critical thinking

Several studies have been conducted in the field of CT teaching, in order to explain several ways in which teachers can address the development of CT skills in the classroom.

Ruby (2003) explains the power of literacy circles to promote multilayered literacy, which includes; reading, CT and academic participation. These skills are often required in academic institutions. Ruby takes a deep look into what literacy circles are. He stresses their importance in order to conduct discussions in small groups. It also helps students to construct meanings at the surface and deeper levels, in order to understand what they have read, not only by doing it but also by stating questions that foster CT skills in the classroom which also promotes academic participation.

Conversely, Bizero (2003) argues for the usefulness of dramatic arts to teach critical challenges. By preparing a performance, students are able to expand their CT abilities, by means of encouraging them to state their points of view, to respect the viewpoint of others and assess evidence in the FL classroom. CT as an underlying component of the curricula is taken into account by Bizero (2003) who explains that dramatic arts are useful with young students as well as with middle school ones. Bizero (2003) explains the effectiveness of role play activities to strengthen CT skill as students are asked to use it, to expand and polish their knowledge of the different themes to perform.

Another way to teach CT skills in the foreign language classroom is explained by Fahim and Bagheri (2012). They utilized a method that is previously mentioned, the Socratic Method, particularly, the Socratic questioning to encourage CT abilities in students. To actualize CT they used the revised Taxonomy of Bloom and Paul. The basic principle was that “questions are not merely meant to ask, but they have a teaching potentiality” (p. 1122). The activities applied to foster CT skills were class discussions, active reading, analytical writing and dynamic assessment.

Likewise, Choo and Singh (2011) explain the findings of a study performed in Malaysian classrooms. The study enhances critical literacy in writing by employing media. They discussed the usefulness of media to promote critical thinking and analytical thinking by means of discriminating, interpreting and evaluating the information showcase in means of communication, as well as the recognition of the roles of media to resist media manipulation and to grow into an individual capable of their own decision making.

The process of writing is analyzed in Choo and Singh's study in order to evidence how the language employed by a writer is used to portray a reality. Students are expected to be aware of other people's language choices. In that way, writing was considered as a fundamental tool to enhance the development of critical literacy (Choo and Singh, 2011). Critical literacy is seen in this study as way to improve CT abilities to interpret de content of media and its impact on society. The workshop proposed aims to develop CT skills through CDA analysis in media in order to uncover the ways in which discourse influences society.

The study performed by Hashemi and Ghanizadeh (2011) investigated the effects of CDA on the development of critical thinking skills in reading journalistic texts. The study proved that CDA has a positive and great impact on the development of CT skills. The changes seen in the experimental group were the outcome of a process which included critical analysis of articles and presentations based on CDA. In the study performed by Hashemi and Ghanizadeh are mentioned the value and benefits of CDA to teach CT skills; two core concepts for the pedagogical proposal addressed below.

Needs Analysis

In this section, I present the findings of a need analysis survey administered to the target audience of this project; eleventh graders studying at Colegio Nacional Limache, and to trainee English teachers at PUCV. The tools used to conduct this survey were:

- 1) A survey administered to a group of trainee teachers studying currently in 4th or 5th year at PUCV University. The tool included 7 statements to gather information about their experience as students and their needs as professionals.
- 2) A questionnaire conducted in classroom to eleventh graders. The survey includes questions about preferences and attitudes towards means of communication and their usage.

The framework used to elaborate the tools implemented in this needs analysis was proposed by Dudley-Evans and St. John (1998) in which three types of analysis are arranged:

- 1) Target Situation Analysis (TSA onwards), a linguistic analysis based in the contents students are expected to learn.
- 2) Learning Situation Analysis (LSA onwards), which considers the learners' needs, views and concerns for L2 learning is described.
- 3) The Present Situation Analysis (PSA Onwards), which has to do with the present situation of learners in regard to their L2 level of proficiency, will be analyzed.

The needs analysis was conducted taking into account different points of view, thus, the findings will be examined and analyzed from two perspectives, which are described and analyzed hereafter.

The teacher trainee ´s perspective

The questionnaire (Appendix 2), applied to 25 trainee teachers randomly chosen, was composed of Likert questions, were 7 statements were displayed for the audience to choose and ascertain how strongly they agreed with these particular affirmations. Together with these, future teachers were asked to provide further comments in some of the statements in order to collect useful information for the syllabus design.

All questions were about their perceptions on students' abilities and requirements needed to develop CT skills successfully. In the first question, teachers were expected to provide their point of view on the impact of news in students' perception of reality. The majority of them (74%) answered that news have a great impact on students and a minor percentage (26%) added that they may have an influence on them. None of them disagreed with the statement.

From the second question until the last one, the main concern was to see how important it is for trainee teachers to develop CT skills in their future students and if they considered that these abilities are central to the development of students. In question number 2, they were asked explicitly to say if CT skills are fundamental to understand, analyze and judge the information provided by media. The assumption was unanimously asserted by the audience.

Question number 3 stated that CT skills are indispensable in students' education. The answers provided by teachers-in-training corroborated the assumption. Seventy percent of the trainee teachers answered positively and 30 percent of them agreed to some extent with the statement. Question number 4 and 5 tried to unmask trainee teachers' perception

on the current teaching program in relation with CT abilities and whether the university provides instances to develop this knowledge. The answers to both questions showed a marked tendency to think that the university does not provide the necessary tools to teach CT skills (91% of answers were between “I agree to some extent” and “I disagree”). The question about the university and whether it provides or not some courses to help trainee teachers develop CT skills accordingly showed that English university students feel that the university does not give them the necessary tools to develop the skills previously mentioned (57% of answers between “I agree to some extent” and “I disagree”).

Question number 6 and 7 were directed to recognize the interest of trainee teachers in the creation and implementation of a course that fills the void in the current English teaching program regarding the teaching of CT skills and their willingness to enroll in a course that encourages the development of CT skills through different activities. The assumption in question number 6 was that a course that teaches CT strategies to teach CT to future students is important for the development of future teachers. Eighty three percent of trainee teachers agreed with the statement and a 17 percent agreed to some extent. None of them disagreed with the statement. As well as in the previous question, the last one, in which trainee teachers were asked if they were interested in enrolling in a course that teaches CT skills through the use of different strategies, showed a positive result. Seventy percent of the audience will enroll in it and 30 percent of them agreed to some extent, adding some characteristics that will be taken into account to register in the course detailed in this proposal.

Trainee teachers provided useful comments (see appendix 2) in some parts of the questionnaire applied. Those answers influenced the way in which this course is proposed.

Several ideas were taken from the analysis of these comments; the practical methodology of the course, the development of CT around controversial issues, and the promotion of awareness through the process of becoming a critical thinker.

The student's perspective

The questionnaire (Appendix 1) applied to 14 students out of 20 in their 11th year was designed to gather information about the LSA and PSA of students. This decision was made to set the context in which this course will be developed and how much students use and how they make sense of the information presented in media.

Questions number 1 and 2 were designed to gather information about the students' disposition towards reading or listening to news. In the first question they were asked explicitly if they read or listen to any kind of news; a hundred percent of the students answer positively to these question. And the majority of them (75%) indicated that they do it every day.

The following questions gathered information about the preferences of students regarding the mean of communication they use on a daily basis, a 58 % indicated that they use television and 31% indicated that they use newspapers. This trend was shown in the following questions were they ranked them in order of preference being these means of communication the ones they used the most.

Questions five was designed to see if they comment what they have seen or read in news with other people. Fifty three percent of the students answered that they share

comments sometimes and 48% answer positively, indicating that students usually talk about news and that means of communication play an important role on their lives.

The following question gathered information about how they feel when they express their opinions, 50 percent of students felt comfortable and 50 percent of them felt that they do not have solid arguments to express their points of view.

Question number 7 tried to collect information about the arguments used by students to support their points of view, a large number of students indicated that they follow someone else's opinion instead of forming their own (53% indicated that they sometimes do it and 13% that they always do it).

Regarding their interests, they answered that they research further when a piece of news is appealing to them, demonstrating the interest of a younger generation towards news and means of communication in general as source of information.

Finally, students were asked to provide information on their perceptions of news and whether they feel that the information displayed in means of communication is manipulated at some point. An 80% of students answered that information is manipulated and that it depends on the media text and the type of mean where facts are showcased.

As a result of the two sources of data, the following conclusions can be drawn in order to guide the design of the pedagogical proposal:

- ✓ Trainee teachers show a remarkable interest to learn strategies in order to promote CT skills in the classroom which, according to them, is a decisive tool for students.

- ✓ Both, students and teachers-in-training, agreed that media texts are in service to the public, nevertheless, they are able to perceive manipulation of news in means of communications and they lack the necessary tools to interpret and analyze those ways of manipulation.

- ✓ Given that students do not feel comfortable and confident expressing an opinion on media texts, it is essential for teachers to prepare students to become conscious and participative citizens and one of the tools to achieve this goal is by practicing activities that promote their capacities to think critically.

Pedagogical proposal

Rationale

According to the EFL curriculum proposed by the MINEDUC (2011), 11th graders should be able to identify different means of communication and their characteristics of them. Unfortunately, the EFL curriculum does not provide space for learners to interpret the information portrayed by those means of communication. Thus, students do not have the opportunity to make sense of the content of news, which is one of the keys to see our world and environment critically. Taking into account the importance of English as the language of globalization, it is important for learners to make sense and understand the information presented to them in their mother tongue as well as in a foreign language.

One of the tools to raise the awareness of students towards means of communication and its content is the use of the notion of discourse as a form of “social practice”. In other words, learners should be constantly analyzing discourse by means of critical discourse analysis to develop their stands and informed points of view of the world in which they live.

To make the interpretation and the analysis of pieces of news an easy task in the EFL classroom, teachers need to develop the autonomy of learners to perceive reality by themselves. Instructors should no longer teach language as merely language, but teach language with an attitude (Fairclough, 2001). Teach language and language use as a reflection of the society and at the same time a source to act upon the problems that arise from the analysis of the environment.

Using CDA of media texts to teach CT skills is aimed at filling the void of the curriculum when it comes to teaching means of communication as merely descriptive or informative devices. In order to fill this gap, this elective workshop is focused on providing trainee teachers with strategies to use CDA in the classroom to encourage CT in students, taking the information conveyed in media as a way to prove that discourse shapes and serves the public.

At the end of this workshop trainee teachers are expected to understand and apply different strategies to encourage CT in the classroom by means of CDA studies. The final project of this course will challenge trainee teachers to provide original and purposeful activities under certain content –raised by them- to teach CT skills to their future students.

The target audience of this pedagogical proposal is trainee teachers of the PUCV English teaching program currently in fourth year. This audience has been selected because they have already developed some knowledge of discourse analysis and CT required to work with CDA though different tasks and activities.

Course description

Name of the course: Using CDA of media texts to teach CT skills

Type of the course: Elective

Target audience: 4th year trainee teachers

Numbers of students: 20 people

Type of syllabus: discourse syllabus using the participatory approach

Duration: 1 semester (one ninety-minute-class a week)

Lesson will be developed once a week and they will last 90 minutes. The purpose of choosing one class per week is to develop much reading work outside the classroom and provide a space of discussion and the development of different tasks and activities in these weekly meetings.

Each lesson will be developed following a similar structure: warm-up activity, activity based on pair work or group work, presentation of contents, exercise (s), a plenary that includes a wrap-up activity and homework for each lesson in order to consolidate what students have learned. This procedure was carefully implemented in order to make students activate previous knowledge and to assign a value to their activities at the end of each session.

General objective

This pedagogical proposal is aimed to assist trainee teachers in getting to know different strategies to teach critical thinking to students by making use of CDA studies in media in L2.

Specific objectives

In this course trainee teachers will be able to:

- ✓ Remember key characteristics of DA
- ✓ Construct a deeper understanding of CDA
- ✓ Understand the usefulness of CDA to teach CT skills

- ✓ Identify the different characteristics of CT
- ✓ Associate discourse with power
- ✓ Examine different approaches to teach CDA
- ✓ Evaluate activities to encourage CT skills
- ✓ Identify important issues in the classroom (problems, difficulties, etc.)

Specific cross-curricular objectives:

In this course trainee teacher will be able to:

- ✓ Develop strategies to encourage learners' autonomy and awareness
- ✓ Cultivate a critical attitude towards means of communication
- ✓ Enhance confidence to exposed informed arguments
- ✓ Encourage the formation of informed citizens
- ✓ Appreciate the role of language to express their point of view
- ✓ Comprehend the influence of media in people's decision making

Assessment

Students will be exposed to continuous assessment throughout the semester. They will have to write a learner's journal (Appendix 3) every week based on controversial/interesting/though-provoking ideas found in the assigned readings. These ideas will be discussed during classes in order to elaborate on themes, provide answers to questions and to promote discussion in the classroom. The learner's journal will be

assessed by the teacher and students at the end of the semester with a grade and formatively checked every week on these instances for discussion.

The second assessment tool to be applied is a portfolio (Appendix 4) in which students will gather the different activities to enhance CT through the critical analysis of discourse in media. This portfolio will contain activities on CDA and CT. The purpose of this portfolio is to be a useful tool in the future, because it will contain original activities, created collaboratively during class time.

Finally, I propose a peer teaching activity (Appendix 5) at the end of the semester. This peer teaching activity will take one approach to teach CDA and one approach to teach CT, and those approaches will be jointly developed to analyze discourse in media texts in order to promote CT skills. Students will be asked to elaborate activities using news stories on controversial issues that have an impact on students' life. The critical analysis of discourse will be implemented in those pieces of news carefully selected to promote language awareness and the development of CT skills.

Assessment grading plan

- ✓ Learners' log → 30 %
 - Teacher's grade → 15%
 - Self-assessment → 15%
- ✓ Portfolio → 30%
- ✓ Peer teaching project → 40%

Course syllabus

Means of communication and news stories are present in our everyday lives, i.e., while we walk on the streets, when we turn the television on, when we are listening to music, among others. The discourse portrayed in media surrounds us and we are many times unaware of how it shapes our minds and influences our decision making. One of the tools to raise awareness of the underlying characteristics of discourse in media and our interpretation of the information displayed is to implement spaces to analyze what it is presented to us every day.

For the reason stated above, the key element to develop in this elective course is the awareness of CT to understand the information in media having as a tool critical discourse analysis. In order to accomplish the objective of this course, the syllabus proposed is a discourse syllabus adding some features of the participatory approach. Discourse is the element that plays a pivotal role in this course, a communicative process that goes beyond the texts itself, but it also comprehends verbal language, non-verbal language, cognitive components, the socio-cultural characteristics in which it happens, as well as the context involved in the production of discourse (Chimombo and Roseberry, 1998).

Having said that, a discourse syllabus is suitable for the characteristics of this pedagogical proposal, which is going to be based on the analysis of media text, under titles and words that reflect the issues and problems that affects society and the students themselves. These issues arise from the same students, through discussions and conversations that emerge from the use of the participatory approach.

The participatory approach proposed by Freire incorporates themes and content area that are of interest to the learners. These themes and content are proposed to empower learners to take a proactive attitude in order to free themselves of the unjust social conditions that evolve from illiteracy and that can be reverted through education (Spencer, 1992). Ultimately, this approach will help students develop a critical view on those issues, encouraging thinking abilities beyond what they are able to grasp at first glance.

The sequencing of the course will be modular, in which the course is divided into non-linear, independent units. This approach is followed because the modules of the course do not suppose knowledge from previous units (Nation & Macalister, 2010). The modules of the course will be divided into content units which not necessarily depend on the other modules, but certainly complement each other.

All modules are compulsory because even though they are independent content they serve to develop the last part of the course which has to do with a practical work in which student complement the knowledge acquired in the first modules to propose an original activity to teach CT skills (Module 2) through the use of critical discourse analysis (Module 1) of media texts.

Scope and sequence

Module	Module objectives	Module content	Materials	Number of sessions	Assessment
Discourse analysis v/s Critical discourse analysis	Develop a deeper understanding of CDA Associate discourse with power Examine different approaches to teach CDA	Definition of core concepts DA and CDA	Pieces of news Power point presentation	6	Students will develop a learning journal based on the readings assigned to discuss in class. Students will create different activities related to the topic to be part of a portfolio.
		Critical Discourse analysis	Learning journal Power point presentation		
		Discourse and manipulation	Learning journal Power point presentation		
		Approaches to teach CDA (Fairclough's framework)	Power point presentation Worksheet (Piece of news) Activity for portfolio		
		Approaches to teach CDA (Evaluation theory, Huckin's approach)	Learning journal Activity for portfolio Learning journal		
		Approaches to teach CDA (Cots' approach)	Activity for portfolio		
Using Critical discourse analysis to promote critical thinking	Understand the usefulness of CDA to teach CT skills Identify the different characteristics of CT	Becoming a critical thinker	Learning journal Activity for portfolio	6	Students will develop a learning journal based on the readings assigned to discuss in class. Students will work creating different activities related to the topic to be part of a portfolio.
		Critical reading (Hancock's book)	Power point presentation Learning journal		
		Balance bias with critical questions in news	Learning journal Power point presentation		
		Language and thought	Learning journal Activity for portfolio		
		Activities to teach CT	Activity for portfolio		

		Activities to teach CT	Activity for portfolio		
Using CDA approaches in media to promote CT skills	Evaluate activities to encourage CT skills Identify important issues in the classroom (problems, difficulties, etc.)	Presentation of peer teaching project (3 groups)	Activity for portfolio (one for each peer teaching presentation to add in the individual portfolio)	6	Peer teaching activity to develop one approach to teach CDA of media texts to promote critical thinking skills.
		Presentation of peer teaching project (3 groups)	Activity for portfolio (one for each peer teaching presentation to add in the individual portfolio)		
		Presentation of peer teaching project (3 groups)	Activity for portfolio (one for each peer teaching presentation to add in the individual portfolio)		
		Presentation of peer teaching project (3 groups)	Activity for portfolio (one for each peer teaching presentation to add in the individual portfolio)		
		Presentation of peer teaching project (3 groups)	Activity for portfolio (one for each peer teaching presentation to add in the individual portfolio)		
		Group feedback and assessment	Self-assessment for reading journal Evaluation of portfolio Evaluation and comment on peer teaching projects		

SAMPLE

LESSONS

MODULE 1: Discourse analysis v/s Critical discourse analysis



In this module you will:

- ✓ Remember key characteristics of DA
- ✓ Develop a deeper understanding of CDA
 - ✓ Associate discourse with power
- ✓ Examine different approaches to teach CDA



- ❖ Definition of core concepts of DA and CDA
- ❖ Social dimensions of discourse
- ❖ Ideologies and power in discourse
- ❖ Approaches to teach CDA

Teacher's note: Before the beginning of the course the teacher will send an e-mail to the students that are registered. The purpose of this e-mail is to welcome students, to send the course program and to assign the first homework of the course. All students should bring a piece of news appealing to them in order to analyze it.

LESSON 1: Definition of core concepts; DA and CDA



At the end of this session you will be able to:

- ✓ Remember key characteristics of DA
- ✓ Construct a deeper understanding of CDA
- ✓ Associate the use of DA and CDA to understand the information portrayed in means of communication.



WARMING
UP

- ❖ Take out your piece of news or retrieve it from your electronic device.
- ❖ Read carefully the piece of news.
- ❖ If you read it at home, take a look at it again, you may find new information that you did not see before.

You will have 3 minutes to do it. **OFF YOU GO!**

HANDS ON WORK!

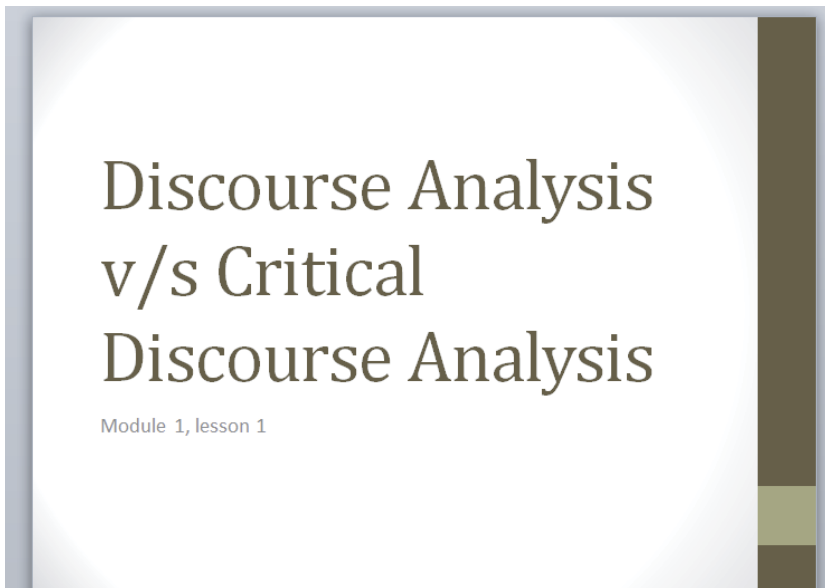
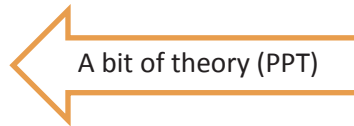
- Read the piece of news again.
- Discuss the following questions with a partner
 - ✓ What is the main issue of the piece of news?
 - ✓ What's the author's point of view towards the information presented?
 - ✓ How the author stated his/her opinion?
 - ✓ What's your point of view towards the information presented?
 - ✓ How did you get to that conclusion?

Pair
Work



Teacher's note: in this part of the session students are asked to read the piece of news they bring to the class. The purpose of doing this is having material chosen by them to introduce the content of the module and promote awareness of the different strategies they used in order to develop a stand towards the information portrayed in media.

In order to see what were the strategies used by students to develop their point of view; they will read the piece of news again and discuss the questions provided with a partner. The questions were designed to promote and guide the students in order to arrive at conclusions based on the information presented. The main purpose is not to provide answers to students immediately, but let them bring different concepts they know to the discussion. Some of the concepts that may arise are evaluation, identification of entities and presuppositions, recognition of fact and opinions, among others. After this activity, some students will share their points of views and their conclusions, in that way, the whole class will receive feedback and contributions to the work done.



Let's remember...

- **What it's discourse?**
- Turn quickly to the partner on your left and discuss what you remember about this term. You have 2 minutes, OFF YOU GO!



- **Discourse**
- From the DA course we learned that the term **DISCOURSE** comes from the Medieval Latin word “discurrere” which means “to circulate”.
- In that way, the word means “to run on” like two people having a conversation that runs on from one topic to another.
- We understand now that discourse is language that runs from one person to another.
- The language or the words used in that conversation are not isolated items, but they are connected to form a “text”
- Now, let's see if the word “text” serves to clarify the nature of discourse.

- **Text:** as textile , both words have the same roots, that comes from the Latin verb “texere”, which means “to weave”
- Woven in a text are the different meaning units that form the whole; discourse.

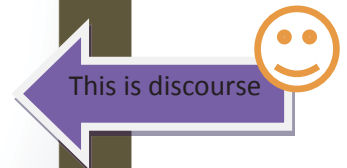


Teacher's note: in this part of the presentation content is shown to students in order to clarify the key concept needed to introduce a deeper analysis of CDA. In the example provided the teacher should elaborate on the connections of discourse to differentiate both examples, one being discourse and the other not. It should be included the seven criteria for textuality proposed Beaugrande (1981) and a brief description of them by asking students to participate. The seven criteria must be written in the whiteboard and students are expected to take notes. At the end of this part the teacher should check understanding including some CCQs to assess learning.

Discourse or not?

AN EXAMPLE

- I like bananas. My sister lives in another country. The computer is broken. I would like to go to that party. We have an exam tomorrow. The meal last night was incredible. John asked his longtime girlfriend to marry him.
- My father wanted to go to the museum. The “Natural history museum”. The museum is near the park. The subway passes nearby. The entry is free. There were problems in the station. He went home. He had forgotten his keys inside.



To sum up...

"**Discourse** is the way in which language is used socially to convey broad historical meanings. It is language identified by the social conditions of its use, by who is using it and under what conditions. Language can never be 'neutral' because it bridges our personal and social worlds."

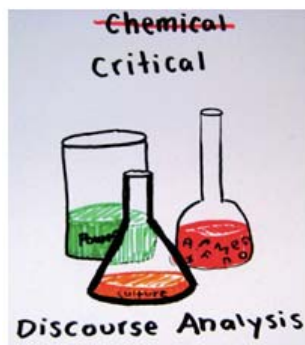
(Frances Henry and Carol Tator, *Discourses of Domination*. University of Toronto Press, 2002)

Discourse Analysis

- Discourse Analysis (DA) aims to study and analyze the use of discourse in different contexts. Analysis of discourse looks not only at the basic level of what is said, but takes into consideration the surrounding social and historical contexts.
- Fairclough (1995) argued that discourse analysis is an exploration of how “texts” at all levels work within sociocultural practices. The word “text” was defined before by Halliday and Hasan (1976) as any living language that plays some part in a context of situation influencing social behaviors



Critical Discourse Analysis



- The kind of discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power, and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and power hegemony. (Fairclough, 1995. p, 132-3)

Plenary

- Make an outline of what you can remember from this class
 - Share with your partner to your right
 - Compare answers and complement each other's notes
-
- **Answer and compare with you classmate**
 - How DA and CDA are useful to understand the information portrayed on means of communication?
 - Do you think it is important to remember these concepts in order to understand better this information? Why?



Teacher's note: the last slides of the presentation are devoted to explain briefly the core concepts of the class: DA and CDA. Finally, some guidelines are presented to guide the plenary, in which pair group is promoted through the sharing of ideas that they remember from the class. Some analysis questions are also projected so that students are able to go beyond concepts and analyze its usefulness. All answers in this part will be checked as a whole class in order to complement each student's ideas and assess the understanding of the content from this class.

Teacher's note: Some of the answers than are expected from students are that DA and CDA are useful to understand information because you can link the information presented with the context in which it is produced. You can obtain information from the analysis of the words used. They serve to identify relationships of power through language among others.

Also it is expected from students that they assign a value to the knowledge of these studies as they serve to analyze better and critically what it is exposed to us every day.

Homework



- ✓ Search for a current piece of news. Explain the seven criteria for textuality written on the board in the news text.
- ✓ Read Critical discourse analysis by Van Dijk (See document attached on the CD)
- ✓ Write your first entry in your **Learning**

Teacher's note: At the end of the class, the teacher will assign homework to students. The homework will be the creation of a Learning journal based on the reading indicated by the teacher. The guidelines, format and assessment rubric of this instrument will be detailed in a document title "Instructions for learning journal" (Appendix 3)

LESSON 4: Fairclough's approach to teach CDA



At the end of this session you will be able to:

- ✓ Understand the underlying characteristics of Fairclough's approach to teach CDA
- ✓ Use Fairclough's approach to develop activities
- ✓ Analyze the usefulness of the approach for teaching

**WARMING
UP**

- ❖ Write notes for the following questions:
 - ✓ How does Van Dijk explain CDA?
 - ✓ Does CDA have only one approach to be analyzed?
 - ✓ Explain some of the basic concepts for CDA?
 - ✓ What are the "control groups" according to Van Dijk? How they exercise control over other people?
 - ✓ What are the consequences of such control?
 - ✓ Which are the three areas of CDA research explain by Van Dijk?
 - ✓ Why it is important to be aware of the manipulation exercise by people in power explain by Van Dijk?
 - ❖ You will have 7 minutes to do it, then share it with a partner
- OFF YOU GO!**
- ❖ Now, let's share what you have come up with.

Teacher's note: this warm up activity was created in order to recall the concepts viewed in the previous class and to assign a teaching value to those concepts. Most of the questions are presented to remember the content of the previous lesson based on the reading by Van Dijk. Some of the answers in this part are: CDA as a field of study that research in the relations of social power, dominance and inequality portrayed in discourse; CDA and its versatility to be analyzed, with no fixed framework; the definition of the control groups as the ones that have access to specific forms of discourse that influence peoples' minds; some of the CDA research areas explained by Van Dijk are gender inequality, media discourse and political discourse. All the answers in this part are carefully considered to promote a deeper analysis of discourse in order to enhance critical thinking through the use of critical discourse analysis.



HANDS ON WORK!

- Can you think of ways to analyze a piece of discourse critically? Which ones?
- Can you draw on the positive effects of teaching CDA to students?
- Which type (s) of genre will you analyze using CDA approaches? Why?
- Discuss these ideas with a partner and create an outline to explain to the class your conclusions.
- Each group will present their conclusions in front of the classroom

Teacher's note: the purpose of this activity is to think of possible ways to analyze discourse and get to know the previous knowledge of students. They will present their analysis to the rest of the class. In that way they will complement ideas on the content to be presented. This activity is following the same example of previous classes where analysis is promoted at the beginning and at the end of the class, having the presentation of content in the middle.

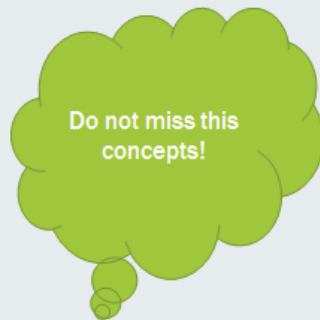
A bit of theory



LET'S REMEMBER

■ Define with your own words what is critical discourse analysis.

- ✓ Discourse study approach
- ✓ Use of language
- ✓ Social practice
- ✓ Relations of power
- ✓ Specific context



CDA

Fairclough's
approach

Fairclough (1993) defines CDA as discourse analysis which aims to explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony.

Teacher's note: the slides at the beginning of the presentation activate previous knowledge covered in the course and particularly Fairclough's definition of CDA, the context of the framework to be analyzed during this class.

FAIRCLOUGH'S APPROACH

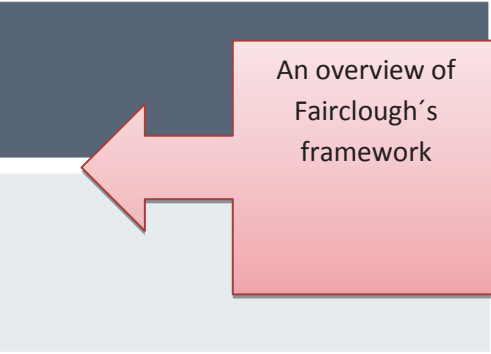
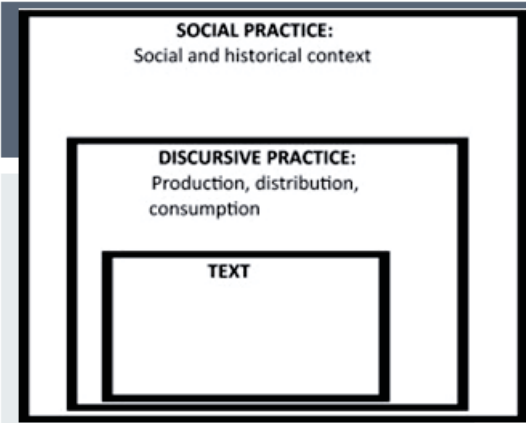
- Fairclough's (1989, 1995) model for CDA consists of three inter-related processes of analysis tied to three inter-related dimensions of discourse. These three dimensions are
- 1 The object of analysis (including verbal, visual or verbal and visual texts).
- 2 The processes by means of which the object is produced and received (writing/speaking/designing and reading/listening/viewing) by human subjects.
- 3 The socio-historical conditions which govern these processes.



- According to Fairclough each of these dimensions requires a different kind of analysis
- 1 text analysis (description),
- 2 processing analysis (interpretation),
- 3 social analysis (explanation).

Which activities would you perform to conduct these three types of analysis?

Teacher's note: the answers in this part should be directed towards the analysis of the text, specifically, the words employed, what they mean and why the author of a piece of news chose to use those words. How those words influence the interpretation of the news text and if the chosen words and structures are meant to explain a point of view or/and persuade the reader to follow the author's opinion.



An overview of Fairclough's framework

How is CDA done?

1. Starts with a 'social problem'
- ↓
2. Identifies the discursive dimension to the problem (i.e. identify relevant texts)
- ↓
3. Analyses those texts showing the workings of power
- ↓
4. Show how discourse is implicated in systems of power

ANALYZING TEXTS

- Analysis of text involves linguistic analysis in terms of vocabulary, grammar, semantics, the sound system, and cohesion-organization above the sentence level (Fairclough, 1995b, p. 57).
- Linguistic analysis is applied to text's lexical-grammatical and semantic properties, two aspects that have mutual impact on each other (pp. 57-58).
- According to Fairclough, any sentence in a text is analyzable in terms of the articulation of these functions, which he has relabeled representations, relations, and identities:

REPRESENTATIONS/RELATIONS AND IDENTITIES

- Particular representations and recontextualizations of social practice (ideational function) -- perhaps carrying particular ideologies.
- Particular constructions of writer and reader identities (for example, in terms of what is highlighted -- whether status and role aspects of identity, or individual and personality aspects of identity)
- A particular construction of the relationship between writer and reader (as, for instance, formal or informal, close or distant). (Fairclough, 1995b, p. 58)

ANALYZING DISCOURSE PRACTICE

- According to Fairclough (1995, p. 58-59), this dimension has two facets: institutional process (e.g. editorial procedures), and discourse processes (changes the text go through in production and consumption). For Fairclough, "discourse practice straddles the division between society and culture on the one hand, and discourse, language and text on the other" (p. 60), as shown in the following figure.



A framework for critical discourse analysis of a communicative event (Fairclough, 1995b, p. 59)

TO ANALYZE DISCOURSE PRACTICES

- **INTERTEXTUALITY:**
- Intertextual analysis focuses on the borderline between text and discourse practice in the analytical framework. Intertextual analysis is looking at text from the perspective of discourse practice, looking at the traces of the discourse practice in the text. (Fairclough, 1995, p. 16)
- **Manifest intertextuality:** the heterogeneous constitution of texts by which "specific other texts are overtly drawn upon within a text." This kind of intertextuality is marked by explicit signs such as quotation marks, indicating the presence of other texts.
- **Constitutive intertextuality:** refers to the "heterogeneous constitution of texts out of elements (types of convention) of orders of discourse (**interdiscursivity**)" (p. 104). This kind of intertextuality refers to the structure of discourse conventions that go into the new text's production

Linguistic features of texts provide evidence which can be used in intertextual analysis, and intertextual analysis is a particular sort of interpretation of that evidence (Fairclough, 1995, p. 61).

ANALYZING SOCIOCULTURAL PRACTICE

- For Fairclough (1995b, p. 62), analysis in this dimension pertains to three aspects of the sociocultural context of a communicative event: economic (i.e. economy of the media), political (i.e. power and ideology of the media), and cultural (i.e. issues of values). According to Fairclough, one does not have to carry out analysis at all levels but any level that might "be relevant to understanding the particular event" (p. 62).

- ✓ Access to media
- ✓ Economy of the media
- ✓ The politics in media
- ✓ Practices of media text production and consumption.

Media will be the genre to be analyzed

Teacher's note: during the presentation of content in this class, the teacher provides further explanations on the framework analyzed and clarifies questions.

These last slides are particularly related to the steps to perform CDA, and the dimensions taken into account to perform in later activities.

Bearing in mind that the course is specially designed to perform CDA in media, the activity HANDS ON WORK is based on the analysis of a news story.

HANDS ON WORK! (See full text attached on the CD)

Before reading: Read the title of the news text. Without further reading on the article and based on your own knowledge comment the following points with a partner:

- Does the title of the piece of news provide a view point on the issue?
- Does the picture provide some information about the piece of news?
- What can you say about the source of information? The author's information and the newspaper bias.

President of Chile Removes Five from Cabinet in a Shake-Up

By PASCALE BONNEFOY MAY 11, 2015



President Michelle Bachelet of Chile announced new cabinet ministers on Monday at the presidential palace in Santiago. Credit Felipe Trueba/European Pressphoto

SANTIAGO, Chile — President Michelle Bachelet, responding to a series of corruption scandals that have shaken Chile's political establishment, made sweeping changes in her cabinet on Monday.

INSTRUCTIONS:

The class will be divided into three mayor groups. Each group will analyze one dimension of analysis proposed by Fairclough. Group one: Text analysis.

Group two: Discourse practice.

Group three: social cultural practice

- Each group will read the piece of news carefully to analyze each different dimension
- For each one of the dimension of analysis proposed by Fairclough provide questions that can help you to gather information to perform your CDA

Teacher's note: In this part of the lesson the class is divided into three groups in order to promote a deeper analysis of each dimension. The students should proposed questions that explore on different points in each dimension. For the analysis of text, student can develop questions related to the particular representations of the text (E.g. Nominalization), particular constructions (E.g. tenses, voice, etc) and relationships between author and reader/listener (E.g. formal or informal, close or distant). For the discourse practice it can be analyzed the editorial bias of the mean of communication and how it is produces and commercialized. It can be studied also the presence of intertextuality and interdiscursivity in the text. Finally, for the socio-cultural practice, students can search for the characteristics of the mean of communication and its access, the economy of the mean, thee practices of the specific mean, among others.

After this part of the lesson, each group will present their questions and findings to the rest of the class, to discuss and complement the activity performed.

The homework of this lesson will explore further on the activity performed in class.

PLENARY

- ✓ What were the main topics of this class?
- ✓ Can you quickly join in groups of three people and share experiences on what you learned?
- ✓ Do you think the approach to do CDA seen in this class can be used to teach your future students? Why yes/no? HOW?
- ✓ Can you adapt CDA activities to be performed by regular students?
- ✓ Would you take the time to use this s this approach to teach CT to your future students?
- ✓ List 3 benefits and 3 disadvantages of using CDA approaches in the English classroom to promote CT skills

LET'S SHARE WHAT YOU COME UP WITH TO THE REST OF THE CLASS!

Teacher's note: in the plenary students are ask to retrieve the information learnt in class and to evaluate the usefulness of activities to do CDA. Also, they are encouraged to think beyond the content and analyze the teachability of this approach to regular students in school and how they can adapt those activities to be performed with school students. Finally, they will reflect on the value of teaching CDA to students.

Homework



- ✓ Choose five of the questions created in the “hands on work” activity and answer those questions in the same text.
- ✓ Choose three of these concepts to be analyzed in the same text (Blue picture).
- ✓ Provide conclusions for the analysis performed
- ✓ Analyze the 4 parameters for media discourse shown in the last slide of the presentation (yellow box). To be part of the analysis.

- 1 Lexicalization
- 2 Patterns of transitivity
- 3 The use of active and passive voice
- 4 The use of nominalization
- 5 The choices of mood
- 6 The choices of modality or polarity
- 7 The thematic structure of the text
- 8 The information focus
- 9 The cohesion devices

MODULE 2: Using critical discourse analysis to promote critical thinking

In this module you will:



- ✓ Identify the different characteristics of CT
- ✓ Evaluate activities to encourage CT skills
- ✓ Analyze key characteristics of a critical thinker



- ❖ Becoming a critical thinker
 - ❖ Definition of CT
 - ❖ Critical Reading
- ❖ Developing conscious citizens
- ❖ Activities to teach and encourage CT

Teacher's note: after this class, at the end of module one, students will be asked to bring notes of their ideas of what it means to be a critical thinker in order to promote discussion at the beginning of the class. This is going to be done by following the same pattern of encouraging thinking and promoting a meaningful dialogue between partners and with the teacher before the presentation of content.

LESSON 1: Becoming a critical thinker



At the end of this session you will be able to:

- ✓ Analyze the key characteristics of a critical thinker
- ✓ Recognize and analyze the influences that have an impact on our thinking
- ✓ Evaluate activities to encourage CT

WARMING
UP

- ❖ Take out your notes on your assumptions of what is a critical thinker.
- ❖ Turn quickly to your right partner to compare and complement each other's answers.
- ❖ You will have 3 minutes to do it! **OFF YOU GO!**



HANDS ON WORK!

- Form groups of 3 to 4 people
- Discuss with your group and take notes
 - ✓ Think on people who are considered by each member of the group as expert thinkers
 - ✓ List some qualities of those people that make them critical thinkers
 - ✓ For each of the qualities write down a brief example

Teacher's note: the purpose of the activity above is to visualize the kind of people you would like to imitate and associate their qualities to the quintessential qualities of a critical thinker.

LET'S THINK.....



The
unexamined
life is not
worth living.

Socrates

Teacher's note: In this part of the class students are asked to read the quote (displayed somewhere in the classroom) and take a minute to analyze it in silence.

The purpose of this activity is to see if students are capable of making sense of the words and to share this thought that portrays the essence of what is to be a critical thinker. Together with this some information about Socrates is presented to be commented in order to set an example of a critical thinker (see below).

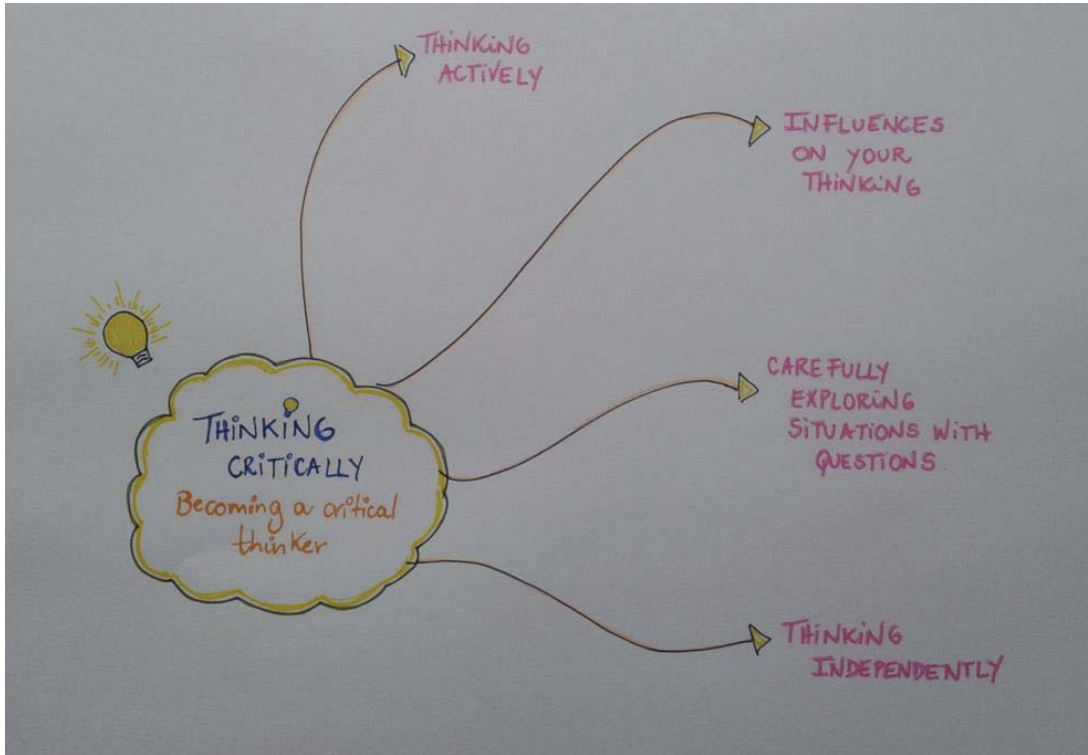
Students will read and watch a short biography of Socrates (see materials for sample lesson 3) and answers questions of analysis to promote discussion in the classroom and highlight the importance of the important figures that have set the roots of the critical thinking tradition.

ACTIVITY: "Getting to know the life and death of a critical thinker" (Text attached in the CD)

- Read Socrates' biography carefully and comment the following questions with a partner you choose
 - ✓ What can you say about the reaction of Socrates to his imminent death?
 - ✓ What was the reaction of his friends and relatives?
 - ✓ Why do you think he reject the offer of liberation made by his friends?
 - ✓ What do you think about his claims to the jury?

- ✓ What would be your reactions to the jury and to death if you were on Socrates' shoes?
- Comment as a whole class

What we will see?



Teacher's note: image to be presented to students in order to guide them, by knowing the processes to become a critical thinker.
The teacher will explain briefly each one of the processes providing an overview of the upcoming activities.



- ❖ Thinking actively is using your intelligence, knowledge of the word and abilities to deal with different situations that arise from everyday life.
- ❖ Thinking actively is getting involved in actions and/or engages in projects.
- ❖ Thinking actively is taking initiative in decision making
- ❖ Thinking actively is following your goals and commitments no matter the difficulties you encounter on your way.
- ❖ Thinking actively is being responsible for you own actions and decisions.

THINKING ACTIVELY
ACTIVITY

In a university course you are asked to perform an activity in groups. In this activity you have to choose a topic and perform different tasks in order to accomplish a specific goal.

After your work you and your group are poorly evaluated.

- ***In a sheet of paper make two columns in which you will describe the actions of a person that thinks creatively and on the other column the opposite.***
- ***Analyze how different the actions performed by both "groups" are***
- ***Are you on the left or on the right side?***
- ***How can you encourage your students to think critically? Provide 1 example.***

Activity
for
Portfolio

Teacher's note: This activity (Thinking actively) is presented to students in order to raise awareness of the previous content and provide a space for learners to think on activities that will encourage this type of thinking in a context provided, a context that is seen repeatedly during group work in school and university. In addition, it is a good space to promote a participative attitude in different tasks which is one of the bases for students to think actively and then critically.

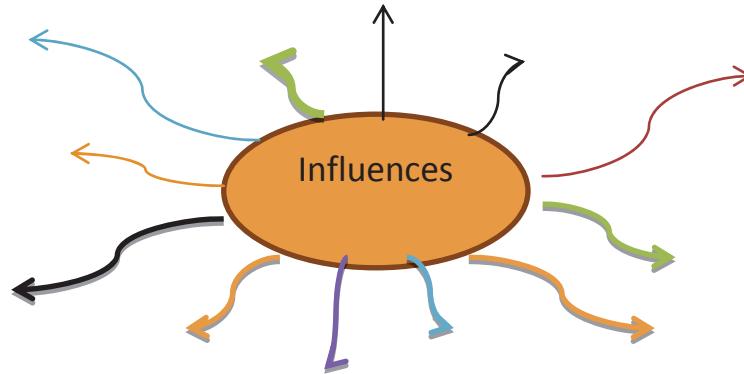
What are the influences on your thinking?

**Pair
Work**



- ✓ Take out another sheet of paper and brainstorm about some of the activities and people that influence the way in which you think
- ✓ EXAMPLE: an activity → reading newspapers
People → parents
- ✓ Are these activities PASSIVE or ACTIVE in terms of how they allow us to think?

EXAMPLE



Teacher's note: the purpose of the activity is to raise awareness on the way in which thinking processes are influenced throughout our lives by different entities. This activity is performed to recognize that many of these influences are often overlooked because there aren't spaces to exercise metacognition in education and in daily life.

Carefully
exploring
situations
with
questions

CAREFULLY EXPLORING
SITUATIONS WITH QUESTIONS
Module 2, lesson 1

WHAT INVOLVES TO THINK CRITICALLY?

- It involves actively using your thinking abilities to solve problems, overcome challenges, and analyze different situations.
- One of the abilities that play an important role is the ability to ask appropriate and penetrate questions.



Are you an active or a passive learner?

WHAT THEY DO?

ACTIVE LEARNERS

- *Explore learning situations
- *They take part on their learning situations
- *They are involved in questions that enable them to understand
- *They integrate their new understanding

PASSIVE LEARNERS

- *Rarely explore their learning situations
- *They seldom ask questions
- *They try to absorb information
- *They memorize most of the information
- *They parrot what was memorized in evaluations

CLASSIFICATION OF QUESTIONS

- Benjamin Bloom identified six categories of questions. These types of questions are classified in terms of the ways people organize and interpret information.
- These categories are:
 - Fact
 - Interpretation
 - Analysis
 - Synthesis
 - Evaluation
 - Application



Teacher's note: students are exposed to content in order to understand in depth how to explore situations with questions. Together with the presentation of the slides, there is more information to be discussed in class. The close interrelation of these types of questions or the fact that one question can be classified into more than one category.

Students may know different types of questions but it is important to recall on previous knowledge and link this content with the topic of the module in order to provide tools to think critically by themselves and promote critical thinking in future students.

- **Questions of fact:** seek to determine the basic information of a situation. The (Wh) questions.
 - **Questions of interpretation:** seek to select and organize fact and ideas, recognizing the relations between them.
 - **Questions of analysis:** seek to separate an entire process or situation into its components parts i order to understand the relations of each part to the whole.
 - **Questions of synthesis:** combine ideas to form a new whole or to come to a conclusion, by making inferences, creating solutions and designing plans of actions.
-
- **Questions of evaluation:** help us make informed judgements and decisions by determining the value and reliability of things.
 - **Questions of application:** help to take the knowledge and/ or concepts learned in other situations to apply them into other.

Discuss with a partner

- ❖ Do you think these questions are useful to become active learners?
- ❖ Were you aware of this classification?
- ❖ Do you use different types of questions to tackle different issues in your life? What type? University problems or life issues
- ❖ Can you remember an important event that was solve by carefully exploring the situations with these questions?

Teacher’s note: in this part students are able to know the basic definition of each type of questions and later a discussion with a partner (and afterwards as a whole class) on the usefulness of this classification and their experience using them, if applicable. Examples are not provided in this part, because they will be part of the homework and of the next class.

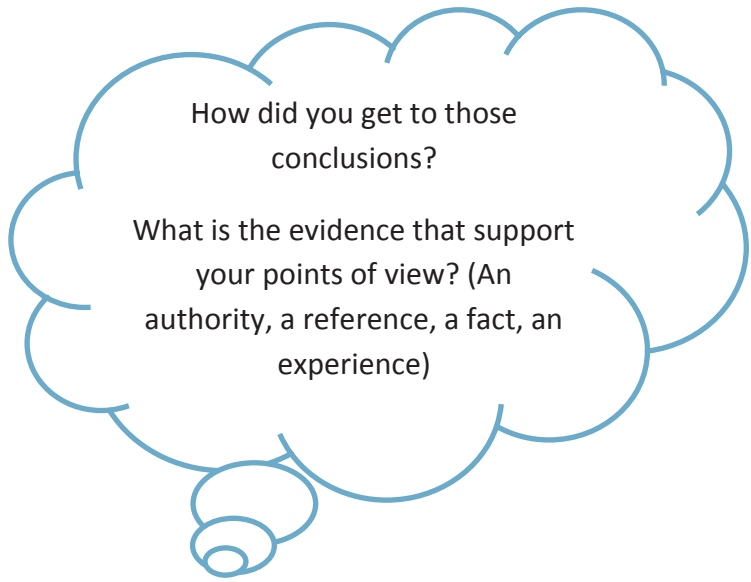


**THINKING
INDEPENDENTLY**

Individual work

Think of these questions:

- ✓ Do transgender people have the right to choose their own sexuality?
 - ✓ Is abortion a sin?
- ✓ Are Traditional universities better than private universities?



How did you get to those conclusions?

What is the evidence that support your points of view? (An authority, a reference, a fact, an experience)

Teacher's note: in this activity students are not trained to think independently, instead, they are encourage to analyze some questions and see whether they can support and explain their thoughts on the issues presented. If they are capable of doing so, they are thinking independently and recognizing the influences on their thinking; two fundamental steps to become a critical thinker.

PLENARY

- ✓ What were the main topics of this class?
- ✓ Can you quickly join in groups of three people and share experiences on what you learned?
- ✓ Are these activities and content helpful to develop critical thinking in your life? In what way?
- ✓ Can you provide examples of activities which include the processes seen to encourage critical thinking in your future students?
- ✓ Can we use these activities with other subjects apart from the English class? How?

LET'S SHARE WHAT YOU COME UP WITH TO THE REST OF THE CLASS!

Teacher's note: in the plenary students are asked to retrieve the information learnt in class and to evaluate the usefulness of activities to promote CT. Also, they are encouraged to think beyond the content and come up with activities to use what they have learnt. Finally, they will reflect on the value of CT abilities to be used in other contexts (meaning other subjects) highlighting the importance of this way of thinking beyond the barriers of the English classroom.



Teacher's note: At the end of the class, the teacher will assign homework to students. The homework will be to write an entry for their learning journal based not only in the reading assignment but also in the performance of exercises and if they help them to fully understand, analyze and evaluate the information.

- ✓ Read Chapter 10 of *Reading skills for college students* by Ophelia H. Hancock and work on exercises 19 and 20 (See chapter attached on the CD)
- ✓ Write an entry in your **Learning Journal** based on your experience solving the exercises and the reading itself
- ✓ To be part of your learning journal: Do the exercises (See exercises attached on the CD) help you to fully understand the purpose of a critical reading

LESSON 2: Critical reading

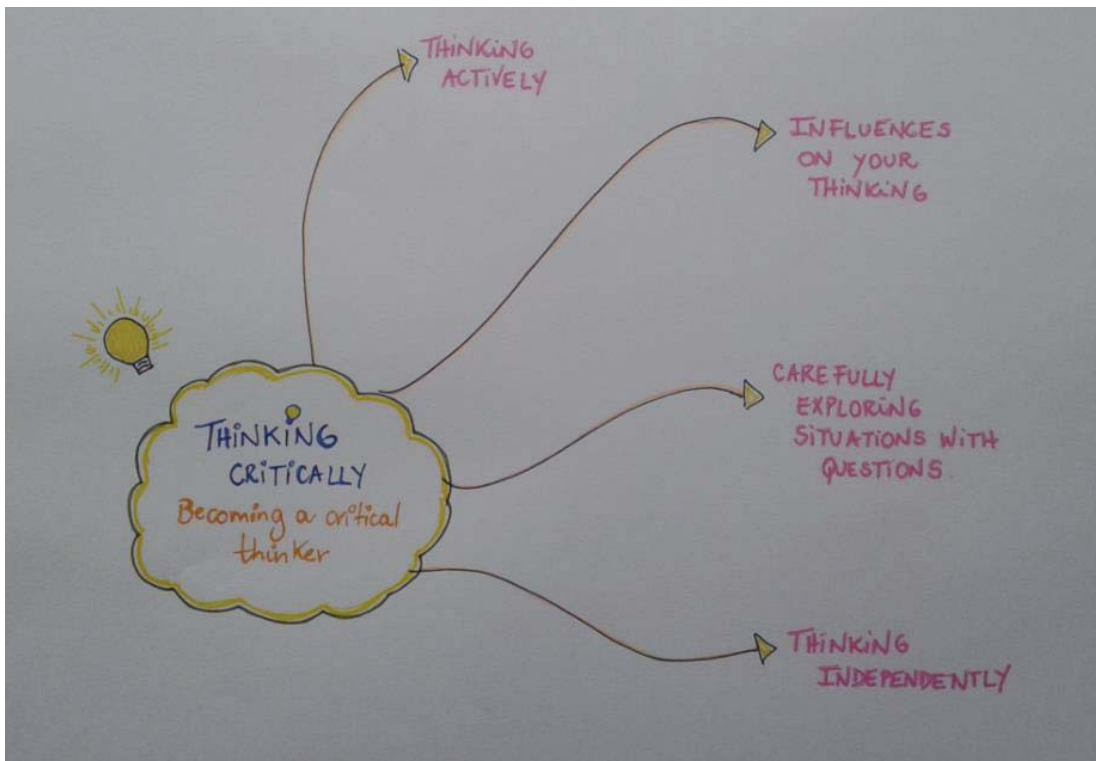
At the end of this session you will be able to:



- Identify different characteristics of Critical reading
 - ✓ Evaluate processes to read critically
 - ✓ Understand helpful guidelines to read critically

WARMING
UP

❖ Let's remember what we saw last class. Look at the drawing



- ❖ Describe the steps seen to become a critical thinking and analyze how they help you to become a critical thinker
- ❖ Take notes on a blank sheet of paper under the title "How can I become a critical thinker?"
- ❖ You will have 5 minutes! **OFF YOU GO!**

Teacher's note: the warm up activity was designed to activate previous knowledge of the past session. Students will remember the key characteristics of a critical thinker and analyze how they help them to develop critical thinking. In the activity "How can I become a critical thinker" they can provide examples and go beyond definitions. They become aware of the processes involved to think critically. After this activity the teacher will ask for comments individually and as a group to promote discussion and to share ideas.



WHAT DO YOU REMEMBER?

- Without looking at your reading journal answer the following questions and comment with a partner
 - What is to read critically?
 - What are some strategies to do it?
 - Why is it important to become a critical reader?
 - What can you do to guide your reading?

An example...

Teacher's note: the second part of the lesson has to do with critical reading, related to the text assigned to read, so students have already seen the information beforehand. At the beginning of this activity they are asked to remember their notes on their reading journals in order to list the content which is in the chapter assigned and that will be carefully analyzed in the next parts of this class.

BUYING A LAPTOP

- With the specifications provided analyze the different questions to choose a laptop to buy
- ✓ What is the purpose of buying a computer?
- ✓ What are your basic requirements?
- ✓ How much money do you have?
- ✓ Which option(s) is/are in accordance with your purpose?
- ✓ Which option(s) is/are in accordance with your basic requirements?
- ✓ Which option(s) is/are affordable for you?
- ✓ Does the computer chosen fit with your basic needs and requirements?
- ✓ Is the computer chosen within your money limits?
- ✓ If the computer chosen exceeds the amount of money you have. Which will be the things you can negotiate to have access to a cheaper computer? Make a list of priorities!



Teacher's note: the activity Buying a laptop is presented to analyze the processes involved when reading critically. First, they receive a worksheet with different laptops, their characteristics and price (See attached document "Buying a laptop"). And then these questions are projected for them to answer. After this individual analysis they are asked to gather in small groups to see what where the purpose of each question, following the classification of the next slide.

WHERE CAN WE CLASSIFY THE QUESTIONS PROVIDED?

Are you questioning yourself?

Are you making comparisons?

Are you evaluating your options?

To guide your critical reading there are some guidelines for questioning you should have in mind.



Teacher's note: the last slide serves students to guide their critical reading. It proposes several points to take into account following Hancock's approach to read critically.

What is important here is to provide tools to make the analysis on the things students read even more complex and in that way thorough. The teacher explains with examples each one of these guidelines.

LET'S PRACTICE

- ❖ Take out your electronic devices available and retrieve one of these readings (Both reading attached on the CD, under the title "Let's practice exercise, module2, lesson 2")
- ✓ Chile Might Change One Of The Most Restrictive Abortion Laws In The World
From http://www.huffingtonpost.com/2014/05/23/chile-abortion_n_5382055.html
- ✓ Chilean teachers declare indefinite protests over education reforms
From <http://www.worldmag.com/2015/06/chilean-teachers-declare-indefinite-protests-over-education-reforms>
- ❖ For the article chosen design an activity to analyze the information presented critically, take into account the sources, the processes involved and the guidelines shown previously.

In order to accomplish the objective of this part of the lesson, students will develop an activity to analyze critically one of the pieces of news presented. Some of the guidelines for this exercise are: identify the purpose of the piece of news, if there are manipulation of information, the use of persuasion, the reliability of the source, the author of the news text, recognition of facts and opinions, the date, among others. The students can also analyze their reaction towards the piece of news by stating their perception on the information portrayed; they can analyze if the news text make them question what they think and the use of comparison within the text and the purpose of them.

A key answer for this activity will be attached on the CD under the title "Key for let's practice activity. Module 2, lesson 2", in this document some analysis questions and guidelines are shown in order to analyze the piece of news from a critical point of view.

PLENARY

- ✓ What were the main topics of this class?
- ✓ Can you quickly join in groups of three people and share experiences on what you learned?
- ✓ Would you use these activities with your future students? Why?
- ✓ What do you think about the readings selected to work?

LET'S SHARE WHAT YOU COME UP WITH TO THE REST OF THE CLASS!

Teacher's note: in the plenary students are asked to retrieve the information learnt in class and share their experiences with other partners. Also, they are encouraged to think on their future as teachers and in the issues seen on the readings provided to develop the activity. The purpose is to raise the awareness of critical reading as a tool to analyze controversial issues that arise from the difficulties or problems of the students themselves.



- ✓ For the activity designed in class, create the answer key to be presented in class. (Add both documents on your portfolio)
- ✓ Read News: Balance Bias with Critical Questions (See document attached on the CD under the title "Reading for homework. Module2, lesson2").
- ✓ Write an entry in your **Learning Journal** based on the reading.
- ✓ Bring a piece of news to the next class; you are free to choose the content of the media text and the mean of communication.

Teacher's note: At the end of the class, the teacher will assign homework to students based on the work performed during class time. They will have to read a issue of a journal to develop the ideas of reading critically now in an fixed context; means of communications.

APPENDICES

Appendix 1

Needs analysis survey

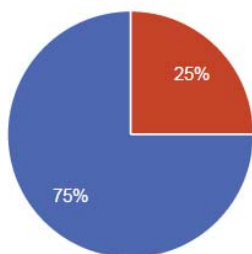
Survey for students

1. Do you usually read or listen to news through the different means of communication available nowadays? (TV, radio, newspapers, online websites)



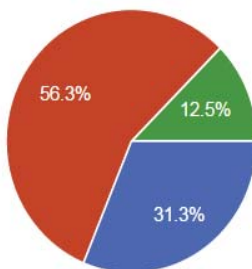
Yes	16	100%
No	0	0%

2. If yes, How often?



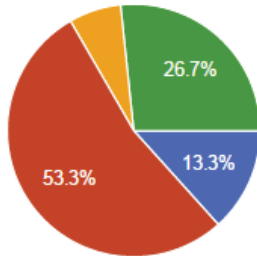
Every day	12	75%
Every week	4	25%
A couple of times in a month	0	0%

3. Which one of these means of communication do you use?

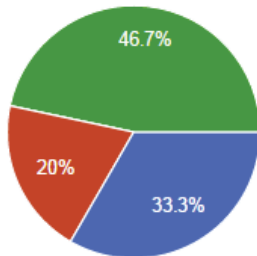


Newspaper (online/paper)	5	31.3%
Television	9	56.3%
Radio	0	0%
Online webpages/sites (specify)	2	12.5%

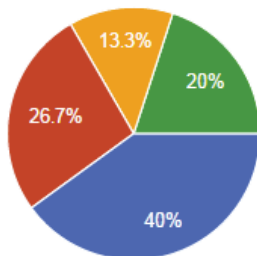
4. Rank them in order of preference according to the ones you use the most



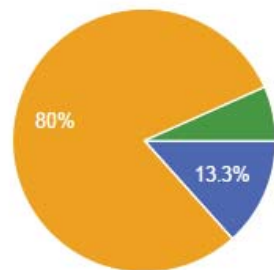
Newspaper (online/paper)	2	13.3%
Television	8	53.3%
Radio	1	6.7%
Online webpages/sites (specify)	4	26.7%



Newspaper (online/paper)	5	33.3%
Television	3	20%
Radio	0	0%
Online webpages/sites (specify)	7	46.7%

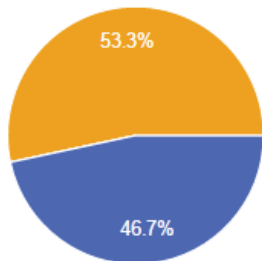


Newspaper (online/paper)	6	40%
Television	4	26.7%
Radio	2	13.3%
Online webpages/sites (specify)	3	20%



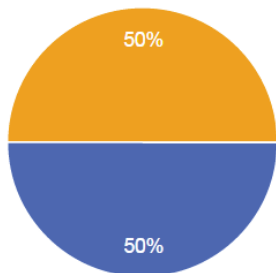
Newspaper (online/paper)	2	13.3%
Television	0	0%
Radio	12	80%
Online webpages/sites (specify)	1	6.7%

5. Do you talk to others about the news you've recently heard or read?



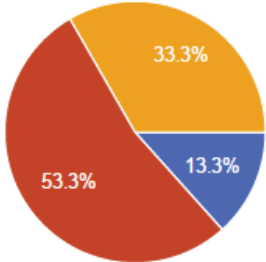
Yes	7	46.7%
No	0	0%
Sometimes	8	53.3%

6. Based on your own beliefs and ideas, do you express your opinion on the current news with people you know?



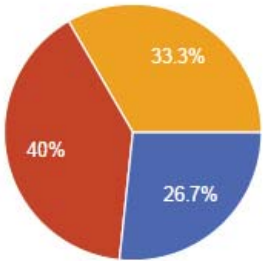
Yes, I feel comfortable expressing my opinion	7	50%
Never, I feel ashamed of expressing my opinion	0	0%
Rarely, I think I don't have solid arguments to express my point of view	7	50%

7. Do you usually follow someone else’s opinions instead of forming your own ideas about the news you see or hear?



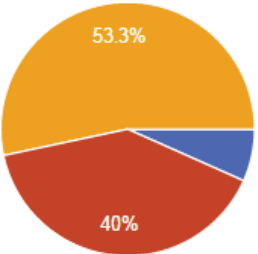
Yes	2	13.3%
Sometimes	8	53.3%
Never	5	33.3%

8. When you see something interesting for you in a newspaper headline while you walk on the street, do you go to your home and research further?



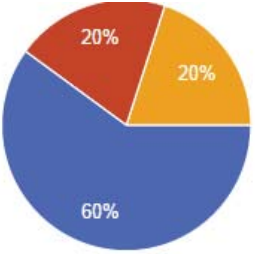
Never	4	26.7%
Only if the piece of news appeals to me	6	40%
I always research further on the information I receive	5	33.3%

9. Do you look at the same piece of news from different perspectives? (for example in different newspapers or sources)



Yes	1	6.7%
No	6	40%
Sometimes	8	53.3%

10. Have you ever felt that the information revealed on news in general is manipulated?



Yes, it's manipulated	9	60%
No, means of communication always reveal the truth	3	20%
Depending on the means and its type (For example: El mercurio v/s Las Ultimas noticias)	3	20%

In what way?

- No muestran la realidad, sino que lo acomodan según a si conveniencia y para que no les traiga repercusiones malas.

- Algunas veces se presentan los hechos de diferente manera y se filtran muchas cosas, mucha gente no confía en los medios de comunicación.
- de que en diversos noticieros no toman siempre la información que se les dice algunas veces agregan otros puntos o mienten del hecho, también se llega a crear calumnias sobre el tema
- Muestran, la mayoría de las veces, solo un punto de vista. No muestran las distintas perspectivas de una noticia, lo que hace que el receptor no pueda formarse su propia opinión.
- Muestran lo que les conviene y dan énfasis a algunas Noticias para opacar otras
- De todas formas encuentro que las noticias Muestran lo que les conviene A ellos
- Muestran lo que les conviene que la población crea.
- Son escritos o hablados de distintas maneras en distintos portales, pero depende de que noticia sea.
- The media exaggerate and manipulate information showing only the part that encourages them to show them

Appendix 2

Survey for trainee teachers

News have a significant impact on students' perception of reality



I agree	17	73.9%
I agree to some extent	6	26.1%
I disagree	0	0%

Critical Thinking(CT) skills are fundamental to understand, analyze and judge the information provided by the media



I agree	23	100%
I agree to some extent	0	0%
I disagree	0	0%

Teaching CT skills is indispensable in students 'education



I agree	16	69.6%
I agree to some extent	7	30.4%
I disagree	0	0%

The current English teaching program provides the necessary tools to teach CT skills



I agree	2	8.7%
I agree to some extent	15	65.2%
I disagree	6	26.1%

Some of the courses in the English teaching program help me to develop CT skills (Provide examples in comments)



I agree	10	43.5%
I agree to some extent	11	47.8%
I disagree	2	8.7%

A course that teaches CT strategies to teach CT to future students is important for the development of future teachers.



I agree	19	82.6%
I agree to some extent	4	17.4%
I disagree	0	0%

If there was an elective course that teaches CT Skills through the use of different strategies I will enroll in it. (Provide reasons in comments)



I agree	16	69.6%
I agree to some extent	7	30.4%
I disagree	0	0%

Use this space to provide comments on the statements that require further information

- I would enroll, because being a teacher implies not only teaching the factual information to students, but also teaching them to be better persons and people useful for the development of a better society, and that can be done with the teaching of CT
- The English courses (1, 2, 3, etc.) provide students with the possibility to develop this skill. We can also say that some EPE course too.
- If there was an elective CT skills course I would enroll in it since it helps develop new ways of conceiving the contents we have to learn and, in a near future, to teach to our students.
- Discourse Analysis helped me develop CT (in a way) -I would enroll depending on the method used (less theory and more practice I would say).
- English and methodology constitute some sort of instance to develop critical thinking, but they do not aim directly at fostering CT in students.

- Discourse Analysis provides some knowledge about how media is biased so that we have to be aware of it by using our critical thinking. I will enroll in the course because I think it's very important to develop critical thinking in our students so that they can think deeply about things, especially of the world that surrounds them.
- English 8 Discourse Analysis I think it is important to know about CT as it make us to interpret reality in a different way and to think before believing everything we hear, read or see.
- Some of the courses in the English teaching program help me to develop CT skills (all literature courses and English 5,6,7, and 8) If there was an elective course that taught CT Skills through the use of different strategies, I would enroll in it. (Your if-clause is wrong) A CT course sounds interesting. CT skills are valuable.
- I would take that course because it is important to know and analyze the world we live in, even more if I'll become a teacher. A teacher who doesn't care of the world, is a teacher I would not trust much.
- Only discourse analysis provided some tools for CT. In licenciatura there were more. I would enroll in a course to learn how to teach CT because as a teacher it is fundamental to encourage CT in students, since they will build the future we will live in
- In the classes we had with Miss Pilar Moran, she taught us a lot, if not the most important facts about CT Regarding the elective course, I would probably go, but I don't have enough time this semester. :)
- Some of the courses in the English teaching program help me to develop CT skills: English courses (from English 6 on), processes and ESP. If there was an elective course that teaches CT Skills through the use of different strategies I will enroll in it: Yes, because it is important for teachers to develop critical thinking skills.

- Literature, because I had to compare, analyze and relate the books not only between them but to life. I would enroll in it because I think children learn from what has been controversial in their lives, from what they have been part of, and from what they were able to argue about
- I would enroll in it since I would expect it to be useful so to develop my own CT and to learn how to guide students on how to think critically.
- 1.English classes (when we discuss controversial topics), EPE courses in which we discuss issues about education, in Discourse Analysis when we evaluate texts and their underlying meanings. 2. As teachers, it is necessary to learn strategies to teach CT skills to our students. An optional course about this would be the best option to learn CT skills to pass them on to students.
- I will enroll in an elective course that teaches CT skills because I think we as teachers do not encourage our students to think critically that much. One of the reasons is because we do not know why, since we haven't been trained or taught how to do so in a strategic and successful way.

APPENDIX 3

What is a learning journal?

A learning journal (also known as a learning log, reflective journal, personal development journal, etc.) is a personal record of your learning.

Why use a learning journal?

You can use a learning journal to record

- What you've learned (a record of your learning).
- What you still need to learn
- Your learning goals - what you're going to do and when.
- Experiences while you're learning. What was good and bad about the experience? Will you do things differently next time? What changes will you make?
- Your feelings about your learning. What were you thinking and feeling while you were learning?
- Your thoughts about what you're learning.
- Problems and possible solutions - when you write something down your subconscious mind often continues working on it, and it's amazing how often you'll come up with a solution to your problem.
- Why the new information/knowledge/skill/technique is relevant to you and how you'll use it in future.

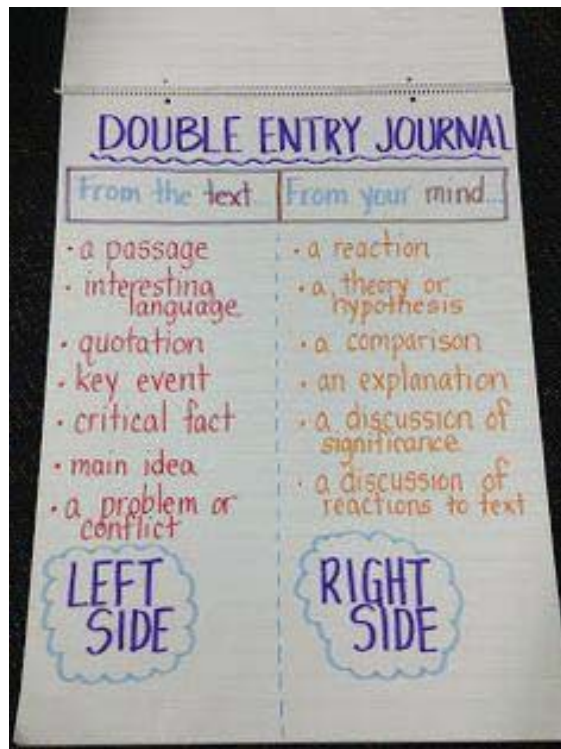
Your learning journal should be like this

ASSESSMENT:

Total: 30%

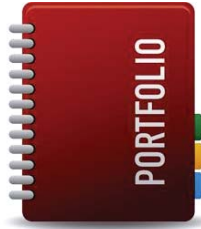
Teacher's grade: 15% based on the delivery of the learning journals at time and complete

Students' grade: 15% based on a self-assessment following the guidelines shown previously.



Appendix 4

PORTFOLIO



There is no fixed format for the portfolio. Nevertheless, it is expected that students put all their creativity in its design and in the activities designed.

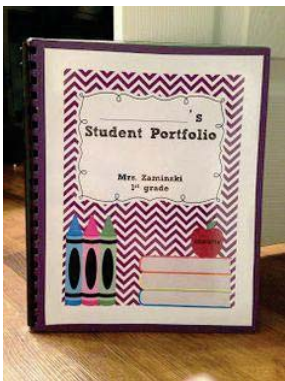
The second assessment instrument in this course will be the design of a portfolio.

In this portfolio students can include:

- ✓ Activities performed in class
- ✓ Learning journals
- ✓ Homework activities
- ✓ Activities created and shared with other students
- ✓ Activities from the peer teaching project
- ✓ Key answers for the activities included

The purpose of this portfolio is:

- ✓ Gather in one place different activities performed and created during the course to be part of a useful tool for the future teaching practice of students.



Assessment:

The portfolio weights a 30% of the final course grade.

The grade will be assign by the teacher taking into account:

- The originality of the design of your portfolio.
- The activities included. The ones created in classes and the ones collected during class time.
- Activities from tall peer teaching presentations.
- Include answer keys for the activities.
- Homework activities and learning journals.

Appendix 5



Peer teaching activity

At the end of the course students will develop an activity in groups (4 people maximum, groups of 2 or 3 people are allowed too) in which they will develop a sample activity taking into account one CDA approach in media texts to teach critical thinking skills.

The activity can vary according to the interest and needs of each particular group. They can use a wide variety of themes and areas and based on that election create activities that make use of CDA to promote CT in students.

Students should bear in mind that the activities should be complete. Including a pre, while and post task.

The media text can be written or spoken. And the group can chose up to three different texts, under the same topic.

The purpose of this activity is to explode the creativity of students. And evaluate how much they have learned throughout the course.

The activities will be shared with all the students in order to be part of their teaching material on each student's portfolio.

ASSESSMENT: the project will be assessed following dimensions detailed in a Rubric (see attached document on the CD "Peer teaching rubric"). It weighs 40% of the final grade.

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