***FOR THE TEACHER***

**Hot topics and digital media**[[1]](#footnote-1)** (Croatian version)**

**Type of task:** A digital poster for the school web page

**Educational level**: Primary and/or secondary education - ISCED 1/2[[2]](#footnote-2)

**Proficiency level***:* B2

**Short description and aim of the activity**:

Engaging students in the crisscrossing of information available in several media in different languages, this task aims at developing critical thinking and skills of relating and interpreting. Because youth consume information in several languages, this task intends to bring their multiliteracy skills to the foreign language classroom. The tasks, even if classroom-specific, are oriented towards authentic and daily students’ needs as media consumer and producer.

**Background information:**

The task was adapted taking into account the context of English and Croatian teaching and learning as foreign languages. English is the most commonly taught foreign language and Croatian is the second foreign language taught in high schools. Having said this, this mediation task attempts to reflect principles of the pluralistic approaches to teaching and learning, namely integrated foreign language didactics and language awakening: it uses knowledge in German (Language A), a previous learnt language (Language B, Croatian) and the target language (Language C, English).

**CEFR mediation scale and descriptor** to which the activities refer:

Please note that the activities contain languages A (German), B (Croatian), C (English) and X (heritage languages).

* *Can relay (in language C) which presentations given (in languages A, B and X) at a conference, or which articles in a book (in language A, B or X) are particularly relevant for a specific purpose;*
* *Can relay in writing (in language C) the relevant point(s) contained in propositionally complex but well-structured texts (in languages A, B) within their fields of professional, academic and personal interest;*
* *Can summarise in writing (in language C) the main content of well-structured but propositionally complex texts (in language A, B) on subjects within their fields of professional, academic and personal interest;*
* *Can compare, contrast and synthesise in writing (in language C) the pieces of information and viewpoints contained in academic and professional publications (in language A, B) in their fields of special interest;*
* *Can understand a clearly structured lecture on a familiar subject and can take notes on points which strike them as important, even though they tend to concentrate on the actual formulation and therefore to miss some information.*

**CEFR mediation strategies involved:**

*STREAMLINING A TEXT:*

* *Can simplify a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience.*

*LINKING TO PREVIOUS KNOWLEDGE:*

* *Can formulate questions and give feedback to encourage people to make connections to previous knowledge and experiences.*
* *Can explain a new concept or procedure by comparing and contrasting it to one that people are already familiar with.*

*ADAPTING LANGUAGE:*

* *Can make accessible for others the main contents of a spoken or written text on a subject of interest (e.g., an essay, a forum discussion, a presentation) by paraphrasing in simpler language*

**Languages involved:**

Language A: German

Language B: Croatian (FL1)

Language C: English (FL2 and target language in this task)

**Linguistic objectives. Students will be able to:**

* write an opinion/argumentative text, using concession adverbs to present and discuss opposed ideas;
* express and ask for personal opinions, in informal written texts and oral interaction;
* express agreement and disagreement in informal written texts and oral interaction.

**Other competences involved**:

* **critical thinking**: to develop interpreting and relating skills (intercultural competence) by developing attitudes of distancing, decentering, and relativising, and by accepting the existence of other modes of interpretation of reality;
* **media and information literacy**: to develop language awareness through language and information comparison and through the willingness to face difficulties linked to plurilingual situations;
* **intra-personal skills**: to reflect on personal skills development, following their participation in the tasks.

**Time/lessons needed for the activity:** three lessons (90 minutes each)

* lesson one: steps 1 to 5;
* lesson two: step 6;
* lesson three: steps 7 to 9.

**Resources required:**

* a copy of the Activity Worksheet (with texts in languages A, B and C) for each student
* mobile devices with internet connection (tablets or mobile phones)
* paper and “bricolage” material

**Procedure**:

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Class organisation** | **Ideas for differentiation** |
| **Step 1** | To break the ice: Students discuss the ways in which they use digital media, productively and receptively, and exchange which languages they use to do it. | Plenary | Students could work in pairs and discuss in a shared language. |
| **Step 2** | Students brainstorm about current controversial themes and whether they ever feel manipulated through social media, in order to activate and expand their vocabulary about the theme in Language C (English). The teacher introduces concession adverbs used to connect opposed and complex ideas. | Plenary |  |
| **Step 3** | Students compare information provided in German (Language A ) and Croatian (Language B) to look for similar, complementary or contradictory information (See worksheet 1) | Small groups | The teacher might encourage the comparison of the same concept in different languages (“fake news”, “lažne vijesti”, “Falschmeldung, “Gerüchte”). |
| **Step 4** | Students are given a text (Activity Worksheet 1.2) in Language C (English) and compare the information in Languages A, B (Activity 1, all parts) and C, to complement the information collected. They take notes (See worksheet 1; task 1.3). | Small groups |  |
| **Step 5** | Homework: Students produce an argumentative text, in English (Language C), positioning themselves in the controversy (See worksheet 1). | Individual work | The teacher can provide scaffolding on how to write an argumentative text and with common structures to do it. This can be done through a multilingual worksheet, where those structures are compared. |
| **Step 6** | Students produce an informative digital poster about “fake news in social media” that will be displayed at the school’s web page and read by the school community. | Group work | The poster can be produced by using free online tools. It can also contain instructions and information in different languages. |
| **Step 7** | While one group is presenting their poster, the other students fill up a worksheet where they include the new information and evaluate the quality of their partners’ work (See worksheet 2). | Pair work,  plenary | The criteria for this evaluation could be either provided by the teacher or discussed with the students. |
| **Step 8** | Students compare information in languages A, B and C and together they chose the best poster. The teacher moderates the discussion and guides the students on the theme “Manipulation in digital media”. | Plenary |  |
| **Step 9** | Students’ assessment of the task (See worksheet 3). | Individual |  |

**Extra resources for the teacher (if applicable):**

At the end of the first lesson, the teacher may ask the students to search for information in other languages as homework activity. This might be important if the students are able to speak but not to write or read in the heritage language, and thus need their parents’ assistance. If the teacher already knows which heritage languages are spoken in the classroom (and if he himself knows other languages), he might bring texts in those languages as well.

Activity 5 in worksheet 1 is intended to be a differentiation task, which can be completed at home.

**Further tips and guidance:**

* Dictionaries in Croatian could be allowed.
* The use of visuals and multilingual messages should be encouraged, according to the sociolinguistic composition of the class and of the school.

**Suggestions and ideas for adapting/differentiating for different contexts:**

The topic covered by this lesson is quite situated in time. Nevertheless, it could also be adapted to include other instances of fake news on other topics (e.g., politics), meaning that different source texts should be used. Also, the description of the activity could be modified in order to make it more adapted to the type of fake news being covered.

* For lower levels, source texts might have to be altered and adapted accordingly.

***FOR THE STUDENT: ACTIVITY WORKSHEET***

**Hot topics and digital media**

**Radni listić 1**

Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Surname : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class : \_\_\_\_\_\_

1.Kao dio razrednog projekta prevencija pandemije i dezinformacija, u grupama osmislite i kreirajte poster koji će prikazati temu „lažne vijesti na društvenim mrežama“.

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| |  |  | | --- | --- | | ***Matthias****[[3]](#footnote-3)* | *(12/10/2020 15:14)* | |
| |  | | --- | | *Immer wieder werden über das Internet oder Messengerdienste wie WhatsApp auch Falschmeldungen über die Corona-Pandemie verbreitet. Es kursieren Gerüchte über die Entstehung von Covid-19, über Opferzahlen oder es werden seriös aufgemachte Schutzempfehlungen weitergeleitet, wie man sich angeblich vor dem Virus schützen kann. Angesichts der Fülle an Informationen fällt es schwer, Nachrichten auf den ersten Blick als wahr oder falsch zu bewerten. Entscheidend ist in diesem Zusammenhang, die Verbreitung von verunsichernden und schlicht falschen Informationen zu stoppen. Hier meine Hinweise, wie Sie Nachrichten selbst überprüfen können, um Fake-News auszuschließen:*   * *Achten Sie auf die Quelle: Überprüfen Sie beispielsweise im Impressum, wer hinter dem Inhalt steckt und wo der Ursprung der Meldung liegt.* * *Suchen Sie nach Fakten: Stimmt das, was behauptet wird. Sind die Informationen plausibel?* * *Fragen Sie sich bei Bildern: Sind die Fotos echt? Stimmt der Zusammenhang zwischen Foto und Text?* * *Achten Sie auf die Aktualität: Nutzen Sie eine Suchmaschine und suchen Sie unter „News“ nach den Nachrichten, die Sie überprüfen möchten. Sie können so nachschauen, ob die Aussagen überhaupt aktuell sind oder schon zu einem früheren Zeitpunkt im Umlauf waren.* | |

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | ***Ivan****[[4]](#footnote-4)* | *(13/10/2020 17:07)* | |
| |  | | --- | | *Bok svima! 5.318 državljana Hrvatske je već mrtvo, a i dalje brojimo mrtve. Zašto dopuštamo da se to događa? Zašto smo postali imuni na činjenicu da muškarci i žene u našoj zemlji bespotrebno umiru? To se nije trebalo dogoditi, a ne treba se niti nastaviti događati. Zahtijevajte da nas naša vlada zaštiti. Neka se prestanu igrati politikom kada su naši životi u pitanju. Moramo imati nacionalnu strategiju za sprečavanje još jednog događaja kao što je onaj motociklističi skup. Nakon godišnjeg motociklističkog skupa tamo u kolovozu, na kojemu je sudjelovalo stotine tisuća ljudi, država je izvijestila o rekordno velikom broju slučajeva koronavirusa, a većina slučajeva odnosi se na sudionike tog skupa. Znamo se boriti protiv ovog virusa. Vlada mora uspostaviti politiku i dati nam resurse za borbu protiv ovog neprijatelja. Dakle, upamtite - koronavirus je još uvijek ovdje. Nosite masku. Držite razmak. Perite ruke. I o lažnim vijestima: osim ako nema nekoga tko bi osobno svjedočio da se nešto dogodilo, moramo se osloniti na vijesti i novinare. Većina vijesti vrlo je stvarna sviđalo se to ljudima ili ne. Poštujte novinare koji daju sve od sebe kako bi prenjeli istinu najbolje što mogu.* | |

**1.1** Provjerite točan odgovor, pozivajući se na podatke sadržane u oba teksta.

**1.1.1** Kako znamo da je vijest istinita? Koji su pokazatelji istine u vijesti?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **News** |  | **Facts** |  | **Sources of information** |  | **All responses combined** |  |

**1.1.2** U kojemu tekstu/tekstovima možeš pronaći odgovor? \_\_\_\_\_\_\_\_\_\_\_(red/redovi)\_\_\_\_\_\_\_\_\_\_\_\_.

**1.1.3** Koji su izvori širenja "lažnih vijesti"?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Internet |  | Social networks |  | Messages (Viber, WhatApp, Messenger) |  | All responses combined |  |

**1.1.4** U kojemu tekstu/tekstovima možeš pronaći odgovor? \_\_\_\_\_\_\_\_\_\_\_(red/redovi)\_\_\_\_\_\_\_\_\_\_\_\_

**1.1.5** Koje mjere možemo sami poduzeti kako bismo se zaštitili od virusa Covid-19?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Any** |  | **Wearing a protective mask** |  | **Hand washing** | **Vaccination** |  |

**1.1.6** U kojemu tekstu/tekstovima možeš pronaći odgovor? \_\_\_\_\_\_\_\_\_\_\_(red/redovi)\_\_\_\_\_\_\_\_\_\_\_\_

**1.1.7** Tko govori o tome da morate vjerovati onome što čitate?

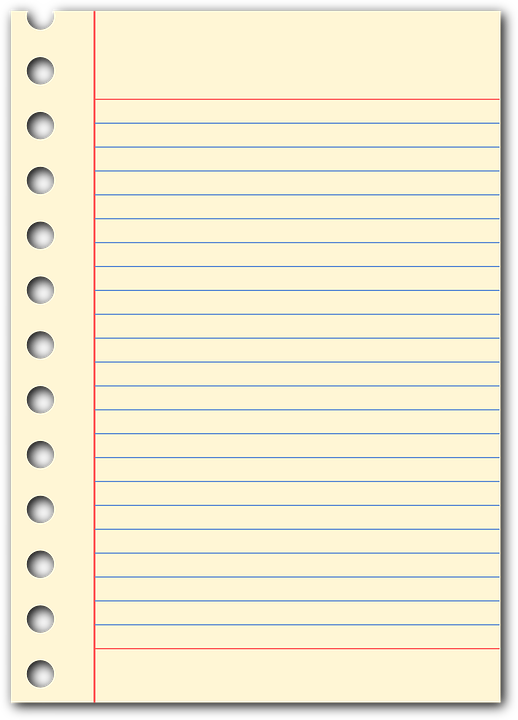
|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Matthias** |  | **John** |  | **Both** |  | **Person** |  |

**1.1.8** U kojemu tekstu/tekstovima možeš pronaći odgovor? \_\_\_\_\_\_\_\_\_\_\_(red/redovi)\_\_\_\_\_\_\_\_\_\_\_\_

**1.2** Pročitaj što Jacqueline kaže o ovoj temi.

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| --- | --- | --- |
| |  |  | | --- | --- | | ***Jacqueline****[[5]](#footnote-5)* | *(13/10/2020 11:09)* | |
| *Hi everyone!*  *As the COVID-19 epidemic spreads rapidly around the world, the expansion of rumours and false information is also increasingly visible. The urgency is to restore its credibility by placing itself at the forefront of the fight against "fake news". Those who spread false information about the coronavirus are using this pandemic as an ideal way to make money or to confuse, deceive and manipulate public opinion. Taking advantage of anonymity on social networks, some do not hesitate to publish invented and malicious information on the situation of the pandemic. And many people even take this opportunity to slanderously accuse the authorities of withholding information on the matter.*  *Much information about the coronavirus has been incorrect. Two examples: information on the Internet according to which the Russian government had declared that this virus was created in the laboratory. This news was immediately distorted and generated a conspiracy theory. Shortly after, a famous translator confirmed that this false information was due to a bad translation. Another example: the host of COVID is a bat, a mouse, then a snake.*  *You already know the song against “fake news”, available in 15 languages? I leave you the link YouTube*  [*https://www.youtube.com/watch?v=wnh9mgGYo1s&ab\_channel=RapNewsPlus*](https://www.youtube.com/watch?v=wnh9mgGYo1s&ab_channel=RapNewsPlus) *(accessed 11 August 2023)* |

**1.3.** Vodi bilješke kako bi mogao/mogla napisati sažetak sva tri teksta.



**2.** Zamisli da na Internetu želiš pronaći "lažne vijesti" na nekoliko jezika. Koje bi ključne riječi koristio/la u pretraživanju? Usporedi ključne riječi na nekoliko jezika koje si odabrao/odabrala.

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Language 1

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Language 4

Language 3

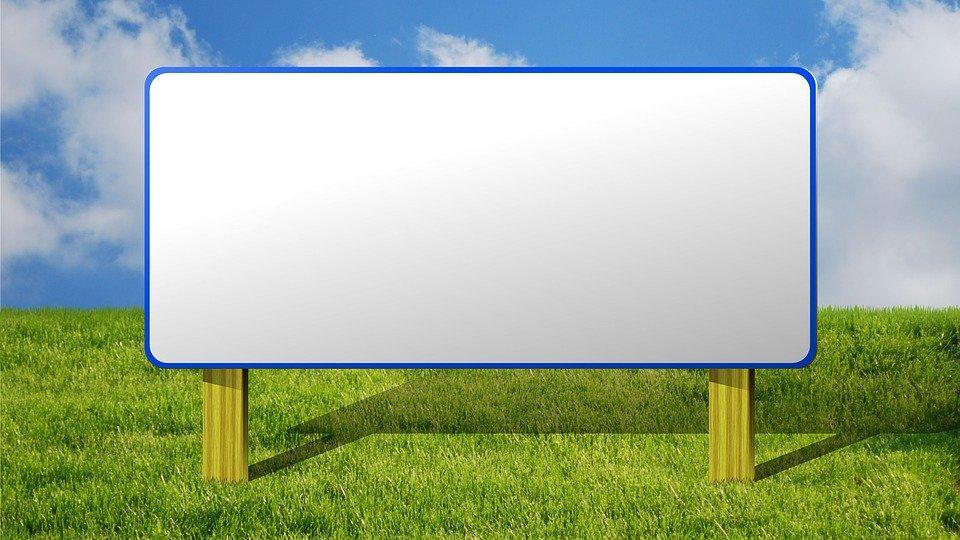
Language 2

**3.** Kako bi izradila plakat za razred, tvoja grupa provodi dodatno istraživanje na nekoliko jezika. Zabilježite dvije nove informacije koje nisu navedene u prethodnom popisu (vježba 1.3).

**4.** Tvoja domaća zadaća: Sudjelujte na forumu. Iznesi svoje mišljenje na forumu za raspravu. Navedi jesi li za ili protiv mjera sprječavanja usporavanja širenja virusa Covid-19 i iznesi svoje mišljenje o pjesmi.

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | *Your nickname: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* | *(\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)* | |
| |  | | --- | | *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* | |

**5.**Uzimajući u obzir podatke koje ste prikupili, u malim grupama izradite plakat koji će obavijestiti učenike u vašoj školi o opasnosti od širenja „lažnih vijesti“. Osmislite i provedite postupak odabira najboljeg plakata, te odabrani plakat izložite u prostorijama škole.

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**Radni listić 2**

Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Surname : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class : \_\_\_\_\_\_

**1.** Vršnjačko vrednovanje plakata: kako biste odabrali najbolji poster provedite vršnjačko vrednovanje svih plakata. Dok vaši vršnjaci budu predstavljali svoj poster bilježite koje su nove informacije predstavili, te kakva je kvaliteta postera.

|  |  |  |  |
| --- | --- | --- | --- |
| **Students’ name** | **Language/languages** | **new news** | **Poster quality** |
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**Radni listić 3**

Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Surname : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class : \_\_\_\_\_\_

**1.** Uz pomoć rubrike provedi samovrednovanje.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DURING THIS UNIT, ...** |  |  |  |  |  |
| 1. **I felt motivated by the theme.** |  |  |  |  |  |
| 1. **I felt motivated by the tasks.** |  |  |  |  |  |
| 1. **I developed my language skills in English.** |  |  |  |  |  |
| 1. **I managed to compare my vocabulary in several languages.** |  |  |  |  |  |
| 1. **I have been able to understand information in several languages.** |  |  |  |  |  |
| 1. **I discovered similarities between languages.** |  |  |  |  |  |
| 1. **I managed to understand the differences between the points of view expressed in the texts.** |  |  |  |  |  |
| 1. **I was able to convey my personal position, relying on third-party data.** |  |  |  |  |  |
| 1. **I enjoyed using several languages ​​that I already knew when performing the exercises.** |  |  |  |  |  |
| 1. **I enjoyed using languages ​​that I did not know when performing the exercises.** |  |  |  |  |  |
| 1. **I felt comfortable doing the exercises.** |  |  |  |  |  |
| 1. **I enjoyed working in small groups.** |  |  |  |  |  |
| 1. **I enjoyed the individual work.** |  |  |  |  |  |
| 1. **I would love to do the exercises on my own.** |  |  |  |  |  |
| 1. **The activities are very simple for me.** |  |  |  |  |  |
| 1. **Other comments:** |  |  |  |  |  |

**2.**Napiši sažetak. Odaberi jezik/jezike na kojemu ćeš napisati sažetak onoga što si naučio/naučila u ovoj lekciji.

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. The METLA team deeply thanks *Kristina Kaucic* for adapting the METLA activity “Hot topics and digital media” incorporating the Croatian language in an effort to cater for her students’ needs. [↑](#footnote-ref-1)
2. [International Standard Classification of Education (ISCED) - Statistics Explained (europa.eu)](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=International_Standard_Classification_of_Education_(ISCED)) [↑](#footnote-ref-2)
3. Source: <https://www.polizei-beratung.de/startseite-und-aktionen/corona-straftaten/fake-news/> last visited on 04.10.2020, adapted). [↑](#footnote-ref-3)
4. Sources : <https://triblive.com/opinion/letter-to-the-editor-our-government-must-protect-us-from-covid-19/> et <https://www.news-gazette.com/opinion/letters-editor/letter-to-the-editor-don-t-kid-yourself-about-fake-news/article_4ccb69ad-5cd2-50e0-96ed-88d4faf2ca03.html> (accessed on 11.08.2023) and <https://www.koronavirus.hr/> (accessed on 11 August 2023) [↑](#footnote-ref-4)
5. Source : <https://www.lecourrier.vn/les-medias-face-au-fake-news/810497.html> (accessed on 11.08.2023, adapted). [↑](#footnote-ref-5)