

## **Learning Objectives:**

1. to improve critical thinking skills (social media: Facebook pros and cons)
2. to enhance autonomous learning (learning outside the classroom)
3. to develop language skills (reading, speaking, ESP vocabulary)
4. to develop computer skills (creating a Facebook profile)

## **Introduction**

“Kašpárek gets his Facebook profile done” is a case study created by Rudolf Kalivoda and Hana Kosíková at VOŠ, SPŠ a OA Čáslav for the “Culture and Languages” project.

The case study-based learning aims to develop users’ language skills and competences at English B1 level according to the Common European Framework of Reference on one hand; on the other hand it encourages adult users’ confidence in using social media. The study has also been designed to improve critical thinking skills and to enhance autonomous learning as well as group discussions and debate. Warm-up tasks can be done online outside the classroom. They are designed to arouse interest in the given topic. The main tasks cover reading comprehension, vocabulary and speaking. Special focus is put on following the instructions in foreign language and developing computer skills of adult learners.

## **Explanation of the tasks**

All warm-up activities act as a springboard into the topic and should be preferably done outside the classroom individually or in groups (chatrooms).

### **What is Facebook? Why to have a FB profile? Read some facts about FB.**

With the help of some facts about Facebook, motivational slogans and examples of both real and fictional celebrities of various ages this part tries to motivate users to use social media and helps eradicate possible prejudice against Facebook.

### **Task 1. True or false? Choose the right answer.**

In this task you test the user’s reading comprehension based on True/False activity.

### **Task 2. Fill in the gaps with a missing word**

In this gap conversation a passionate Facebook user and a its naysayer discuss pros and cons of using social media. The user is supposed to get acquainted with specific vocabulary and the conversation can be also used as a model one for a later role-play in the classroom.

### **Task 3. Match these explanations given with the corresponding vocabulary item.**

The chart introduces key vocabulary needed for creating a FB profile.

## **Text-based Tasks**

Read the text and use important facts for discussion.

### **Why do people use Facebook?**

The text contains five most common reasons for using FB. After having read the text, users should be encouraged to discuss questions below, eventually search for further information about FB and its use.

### **Description of the case**

The essential part of the case study. Following given instructions illustrated with photographs step by step the users learn how to create their own FB profile. Then they can test its functionality by sending Kašpárek a friend request. The Kašpárek profile (<https://www.facebook.com/kasperek.kasperek.568>) is real and run by the creators of this module.

### **Additional literature**

Further related topics for discussion

In this part the users can explore further links related with social media etiquette as well as some useful FB sites focused on ESL.