**INFO SHEET #1: Recognizing Biases**

**Competency**

**MELC:** **EN8RC-IIIg-3.1.12:** Examine biases (for or against) made by the author**.**

**Objectives**

After the end of the lessons, the learners are expected to be able to:

1. Define bias;

2. Determine ways to recognize bias,

3. Detect bias from the material viewed and read.

4. Create a poster-slogan that prevents biases in different aspects of life.

**Key Information**

**BIAS**

Bias is any opinion that influences a person’s thoughts, feelings, or actions. It is a subjective way of thinking that only tells one side of a story, sometimes leading to inaccurate information or a false impression. When an author allows his/her feelings or emotions, it prevents him/her from being completely neutral about the topic or issue; thus, making him biased.

Bias also shows a tendency to lean in a certain direction, either in favor of (favoritism) or against (prejudice) a particular thing. If you are biased toward something, then you lean favorably toward it; you tend to think positively of it. Meanwhile, if you are biased against something, then you lean negatively against it; you tend to think poorly of it.

An author may show bias when s/he is relying on incomplete information, trying to deceive the reader by saying only positive things, or trying to persuade the reader into what s/he is saying.

To recognizing bias:

1. **Look for loaded words –** words that are charged with emotion (whether positive or negative) can reveal an author’s opinion about his/her topic. For example, using words like healthy or safe cause a positive reaction from most people.

1. **Watch out for stereotypes –** if the author labels an entire group, the writing is probably biased. For example, saying that “All Arabs and Muslims are terrorists.” or “Girls are not good at sports.” show bias against nationality and gender.
2. **Notice vague language or generalizations –** if the author is not using specific language, this could be an indicator of bias. For example, after buying 3 rotten tomatoes from a store, a person may say that the store does not have anything good to sell. This shows a hasty generalization that may not exactly be true.

1. **Be on the lookout for one-sided arguments –** if the author only presents one side of an argument, his/her writing is probably biased. For example, when an author says that “Children under 12 should not be allowed to stay home alone” and then adds the following statements, “I believe that if the children are allowed to stay home alone, it will cause a lot of problems because they can't look after themselves well and may cause a great disaster to the people living in the same area,” the author is only presenting one side of the argument – his side only. Therefore, it can be considered a bias.
2. **Does the author present facts or opinions?** Facts are what they are – the truth. But opinions can be based on feelings, emotions, or prejudices, which are not always objective. When a person claims that “Ferraris are what dreams are made of. They are the fastest, coolest and highly exclusive car in the world.”, without providing evidence or supporting facts, then it becomes a bias.

Sources: Author’s Tone and Bias. (n.d.) Retrieved from https://www.wcpss.net/cms/lib/NC01911451/Centricity/Domain/3855/Authors%20Bias%20Notes.pdf Identifying Bias. (n.d.). Holt, Rinehart and Winston. Retrieved, January on 19, 2021, from https://www.gpisd.org/cms/lib01/TX01001872/Centricity/Domain/2148/Week%209.pdf Kittelstad, Kit. (n.d.). 17 Examples of Bias. Your Dictionary. Retrieved from <https://examples.yourdictionary.com/examples-of-bias.html>

3. Notice vague language or generalizations – if the author is not using specific language, this could be an indicator of bias. For example, after buying 3 rotten tomatoes from a store, a person may say that the store does not have anything good to sell. This shows a hasty generalization that may not exactly be true.

4. Be on the lookout for one-sided arguments – if the author only presents one side of an argument, his/her writing is probably biased. For example, when an author says that “Children under 12 should not be allowed to stay home alone” and then adds the following statements, “I believe that if the children are allowed to stay home alone, it will cause a lot of problems because they can't look after themselves well and may cause a great disaster to the people living in the same area,” the author is only presenting one side of the argument – his side only. Therefore, it can be considered a bias.

5. Does the author present facts or opinions? Facts are what they are – the truth. But opinions can be based on feelings, emotions, or prejudices, which are not always objective. When a person claims that “Ferraris are what dreams are made of. They are the fastest, coolest and highly exclusive car in the world.”, without providing evidence or supporting facts, then it becomes a bias.

LISTENING STRATEGIES

Listening is one of the skills you commonly use every day. However, there are times when we need to use different techniques to better understands what we heard or listened to. These techniques which contribute directly to the comprehension and recall of a listening input are called listening strategies.

These listening strategies may be categorized into two:

1. Top-down – this strategy is considered listener-based because it uses the listener’s background knowledge to make sense of the what of what s/he is listening to. This means that the listener can relate to what s/he is hearing because the topic may be familiar to him or her.

*Sample activities that use top-down listening strategy:*

* Putting a series of pictures or sequence of events in order.
* Listening to conversation and identify where they take place.
* Reading information about a topic then listening to find whether or not the same points are mentioned.
* Inferring the relationship between the people involved.

1. Bottom-up – this strategy is more *text-based* and focuses on listening for details and involve tasks that focus on understanding at a sound or word level. The listener relies on the language in the message (e.g. sounds, words and grammar) that creates the meaning.

*Possible activities that use bottom-up listening strategy:*

* Listening to an advertisement with special details to understand.
* Recognizing word and clause divisions.
* Using stress and intonation.
* Listening to a tongue-twister activity.

References:

Villalobos, John Lerry F. (2020). PIVOT 4A Learner’s Module Quarter 2 p. 7

Mensalvas, Athan (2014, August 15). Strategies for developing listening skills. Retrieved December 2, 2020, from <https://www.slideshare.net/athanmensalvas/strategies-for-developing-listening-skills-38040043>

Morley, Catherine (n.d.). Listening: Top down and bottom up. Retrieved December 2, 2020, from https://www.teachingenglish.org.uk/article/listening-top-down-bottom

Tennant, Adrian. (2020). Listening matters: Top-down and bottom-up listening. One-stop English. Macmillan Education Limited. Retrieved from https://www.onestopenglish.com/listening/listening-matters-top-down-and-bottom-up-listening/154567.article

**Proposed Performance Tasks**

Write the title of performance task

Provide a short description

Explain the process (how to do it)

Add rubrics (if possible but not required)

Reminders

1. Change the grade level in the header (English 7) according to your level.

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**Proposed Performance tasks**

***Slogan-making***

**Directions**: Create a poster-slogan on what you learned about biases. What do you think people should know or be aware of to avoid biases in any form?. Be sure that your work is also free from any bias.

RUBRIC:

4- Exceptionally well-done 3- Well-done 2- Acceptable 1- Poorly-done

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| --- | --- | --- | --- | --- |
| **Standards** | **4** | **3** | **2** | **1** |
| 1. The output clearly demonstrates what the learner understood about the topic |  |  |  |  |
| 1. The output does not contain any bias at all |  |  |  |  |
| 1. The ideas presented in the output shows relevance to the topic and has clear points. |  |  |  |  |
| 1. The information is well-organized and blends together with all other elements |  |  |  |  |
| 1. The output is clean, neat, and shows the learners effort and creativity |  |  |  |  |
| **SCORE** |  |  |  |  |