

Using Digital Media Literacy to promote learners' critical thinking in the EFL classroom

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*Dedicated to my grandparents, Teresa and Jorge, for always believing in me and for
your unconditional love and support. I love you.*

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ABSTRACT

This report analyses how digital media literacy (DML) can lead to students' critical thinking (CT) in enhancing language skills and student engagement within an English as a Foreign Language classroom. This action-research project was carried out in a school belonging to the Raul Proença school cluster in Caldas da Rainha, during the 2022/2023 school year. Through observations, a questionnaire, and interviews with 11th grade students, the research explores students' digital media habits, their responses to media-integrated teaching approaches, and the challenges encountered. Findings reveal a notable increase in students' CT, particularly when analysing media content and engaging in technology-based tasks. Students demonstrated improved language fluency and CT skills, expressing opinions with greater confidence and depth. Additionally, the integration of DML strategies, such as analysing digital content and using collaborative online tools, encouraged students to question information credibility and engage meaningfully in discussions about global and social issues. The study emphasises the educational advantages and some challenges of incorporating DML and CT skills in EFL classrooms. It highlights the importance of further research to facilitate the effective integration of digital literacy and CT across various educational settings.

KEYWORDS: Digital Media Literacy, Critical Thinking, EFL classroom, digital tools, language

RESUMO

Este relatório analisa a forma como a literacia mediática digital pode conduzir ao pensamento crítico dos alunos, melhorando as competências linguísticas e o envolvimento dos alunos na disciplina de Inglês. Este projeto de investigação-ação foi realizado numa escola pertencente ao agrupamento de escolas Raul Proença, nas Caldas da Rainha, durante o ano letivo de 2022/2023. Através de uma combinação de observações, um questionário e entrevistas com alunos do 11.º ano, a investigação explora os hábitos dos alunos em relação aos media digitais, respetivas respostas à abordagem de ensino que integra os media digitais e os desafios encontrados. Os resultados revelam um aumento notável do pensamento crítico dos alunos, em especial quando analisam conteúdos dos media digitais e participam em tarefas com recurso à tecnologia. Os alunos demonstraram uma melhor fluência linguística e competências de pensamento crítico, expressando opiniões com maior confiança e mais profundas. Além disso, a integração de estratégias de literacia mediática digital, como a análise de conteúdos media digitais e a utilização de ferramentas colaborativas, incentivou os alunos a questionarem a credibilidade da informação e a participarem de forma significativa em debates sobre questões globais e sociais. O estudo salienta as vantagens educativas e alguns desafios da incorporação das competências de literacia mediática digital e pensamento crítico na aula de Inglês. Destacando a importância de mais investigação para facilitar a integração efetiva da literacia mediática digital e do pensamento crítico em vários contextos educativos.

PALAVRAS-CHAVE: Literacia Mediática Digital, Pensamento Crítico, aula de inglês como língua estrangeira, ferramentas digitais, língua

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LIST OF ABBREVIATIONS

CEFR – Common European Framework of References

CT – Critical Thinking

DML – Digital Media Literacy

EFL – English as a Foreign Language

Introduction

In today's rapidly evolving digital world, as the Internet and digital devices continue to advance, students are increasingly exposed to vast amounts of reliable and misleading information. By teaching Digital Media Literacy (DML), educators empower students to critically assess the credibility, purpose, and potential biases of the content they encounter. This skill set is crucial for helping students make informed decisions, avoid misinformation, and understand different perspectives. Moreover, as digital tools become more integrated into everyday life, students need strong critical thinking (CT) skills to navigate complex issues, participate meaningfully in society, and responsibly contribute to both the digital and real world. Developing DML competencies prepares students to handle future technological advances confidently and equips them to use digital platforms effectively, ethically, and thoughtfully.

In my few years as a teacher, I have developed a strong interest in the topic of DML for several reasons. First, anything related to the digital world, such as media messages, social platforms, or any online content, immediately captures students' attention, making it a powerful tool for engagement. Second, I have observed that while students often have a general sense of what is happening in the world, they usually receive information through social media without critically assessing its accuracy. They tend to accept news at face value, sometimes sharing it on their own social media platforms without questioning its authenticity or considering the potential implications. This lack of critical examination highlights the need to teach them to think critically and thoughtfully about the messages they consume, encouraging them to analyse information beyond the surface and understand the broader context and potential biases involved. Thus, CT prepares students to approach media and information critically and responsibly. These skills empower students to become informed citizens who can engage with societal issues, participating in a democratic society and contributing meaningfully to the world.

This report investigates the role of DML and CT in enhancing language skills and student engagement within the English as a foreign language (EFL) classroom. Conducted in a Portuguese secondary school, the study involved one 7th grade and two 11th grade classes

where students were exposed to lessons designed to integrate digital media tools, foster critical analysis of media messages, and encourage active participation in discussions. Through a combination of observation, questionnaires, and interviews, the research assessed how these strategies influences students' CT abilities and digital media awareness.

The report begins with a literature review that defines DML and CT and explores their integration in educational contexts, particularly in EFL classrooms. It highlights the need for students to become critical consumers of digital content, equipped to analyse and question the media they encounter daily. The second chapter outlines the action research approach, with a focus on adapting a teaching practices based on continuous reflection and feedback. Chapter three examines the practicum, providing details about the context (i.e., the school and the students) and explaining how the activities incorporated DML and CT to benefit learners' language development. The final chapter discusses the results, emphasizing both the educational benefits and practical challenges of implementing DML and CT in language education. Recommendations for further research are presented to support the integration of these competencies across diverse classroom settings.

Chapter 1 – Literature review: digital media literacy and critical thinking

In this first chapter, the primary focus is to define and clarify the terms digital media literacy (1.1) and critical thinking (1.2), as well as to show relevant research (1.1.1 and 1.2.1) that demonstrates the practicality of each of these concepts in the context of the foreign language classroom. Next, the relationship between digital media literacy and critical thinking in the EFL classroom is considered (1.3), and it is evident that this connection is crucial not only for students to be well-informed, but also for them to become more knowledge-aware citizens in the current digital age. Finally, the chapter concludes by examining how these issues may be related to the national guidelines (1.4), namely the *Perfil do Aluno à Saída da Escolaridade Obrigatória (PASEO)* (Martins et al., 2017) and *Aprendizagens Essenciais* (Direção Geral da Educação, 2018).

1.1 Defining digital media literacy

Digital media literacy (DML) is a broad concept. Considering each term individually, according to and adapted from the Merriam-Webster online dictionary, digital is related to technology, such as smartphones, computers, the Internet, and all things displayed on a digital device and format. Media is associated with communication, information, and entertainment in our society – the news, the Internet, and social media. Last but not least, literacy is defined as not only being able to read and write but also to access and analyse (digital) content (Hertz, 2019). However, the definition of DML overall is so much more than simply the agglomeration of various defining words (see Figure 1).

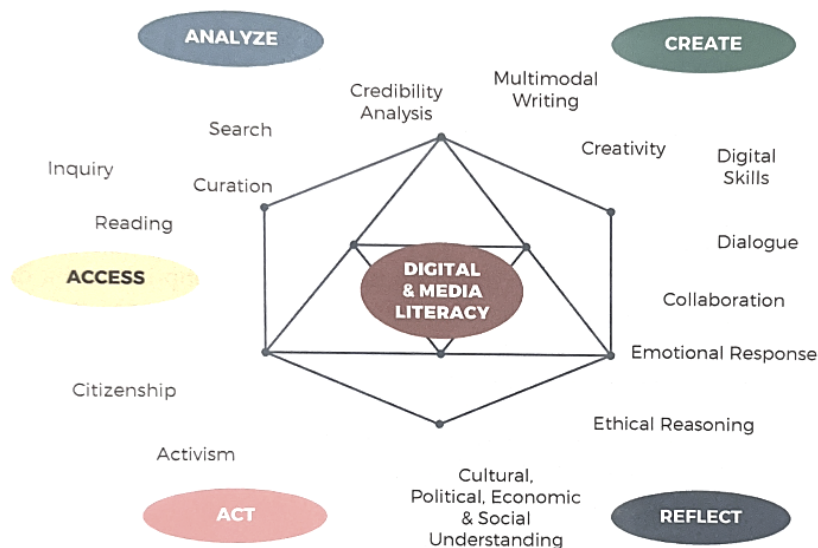


Figure 1 - Digital and Media Literacy Competencies. (Hobbs, 2021, p.11)

Some associations and scholars define digital literacy and media literacy separately, others combine the two terms to define DML, as we will observe subsequently. According to The American Library Association (ALA) 2013 Digital Literacy Task Force digital literacy is “the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills” (Digital Literacy section, para. 1). Media literacy, on the other hand, can be defined as “the ever-changing set of knowledge, skills, and habits of mind required for full participation in a contemporary media-saturated society” (Hobbs, 2021, p.4). Similarly to Aufderheide (1993), de Abreu (2021) defines media literacy as “the ability to access, analyze, evaluate, and communicate information in a variety of forms and formats” (de Abreu, 2021, p.5). Consequently, digital media literacy is an amalgamation of both digital literacy and media literacy. Thoman and Jolls (2008) additionally include that media literacy is an educational method that is relevant and applicable in the 21st century:

It provides a framework to access, analyze, evaluate, create and participate using messages in a variety of forms—from print to video to the internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy. (p. 42)

The Council of Europe’s Media Literacy for Global Education - Toolkit for Youth Multipliers (2022), a document in which the primary aim is to enhance the capabilities of

practitioners in media literacy, suggests a definition of media literacy by the Media Literacy Expert Group of the European Commission:

“Media literacy” is an umbrella expression that includes all technical, cognitive, social, civic and creative capacities that allow a citizen to access the media, to have a critical understanding of the media and to interact with it. These capacities enable the citizen to participate in the economic, social and cultural aspects of society as well as to play an active role in the democratic process. “Media” is to be understood in a broad way: including all kind of media (television, radio, press) and through all kind of channels (traditional, internet, social media). (p. 6)

As for DML, MediaSmarts, Canada’s Centre for Digital Media Literacy, defines it as “the ability to think critically about the media we consume, and to access, use and engage with digital media in an effective, responsible and meaningful way” (Digital and Media Literacy Fundamentals section, para. 1). Asking critical questions about what we see, watch, listen to and read online and through digital devices is a major part of DML (Hobbs, 2021, p. 9). Due to this, since the media and the digital world are constantly changing, DML is not a static set of knowledge and skills. It is rather a long-lasting process where users need to constantly adapt and keep pace with new tools and platforms. This can be advantageous for both educators and learners. As young individuals frequently possess a greater understanding of technology and digital tools compared to older individuals (Prensky, 2001; Hobbs, 2021), students can now take a leadership role while teachers guide them in applying critical thinking to the content (Why Teach Digital Media Literacy section, para. 8). In a study conducted by Zielke (2017), a participating teacher provided the following statement: “(...) when they’re (students) engaged with the computer, I find that they can be leaders. They can be helpful” (p.38). For this reason, DML can be highly motivating and engaging for students since it stems from interests and knowledge that students already have (Why Teach Digital Media Literacy section, para. 2), as Hobbs (2021) corroborates, “by adding film, television, radio, newspapers, video games, advertisements, music, and popular culture in addition to learning about media industries, student engagement is heightened” (p. 341).

In the current era, there is a vast volume of content being created and consumed on the Internet. Distinguishing between factual and false information has become increasingly difficult, leading to the need for DML. Robertson and Scheidler-Benns (2016) consider the role

and influence of the media, especially among younger people. Advertisements, computer games, social media, and other forms of media are just a few means that affect children and teenagers. The messages conveyed by the media can be seen and taken at face value without further analysis, or they can be examined with a more critical eye to see the powerful ways in which the media can shape public opinion. Kellner and Share (2005) proceed to comply with Robertson and Scheidler-Benns' analysis of the importance of media in shaping people's minds:

There is expanding recognition that media representations help construct our images and understanding of the world and that education must meet the dual challenges of teaching media literacy in a multicultural society and sensitising students and the public to the inequities and injustices of a society based on gender, race, and class inequalities and discrimination. Recent critical studies see the role of mainstream media in exacerbating or diminishing these inequalities and the ways that media education and the production of alternative media can help create a healthy multiculturalism of diversity and more robust democracy. They confront some of the most serious difficulties and problems that currently face us as educators and citizens. (p. 370)

Additionally, students can think of the media as merely entertaining, but in reality, messages can be potentially hazardous and should be scrutinised. As stated by Kellner and Share (2005) media literacy encompasses the instruction of students in analysing media, resisting manipulation by media, and utilising media resources in effective and profitable manners (cf. de Abreu, 2021). Furthermore, it focuses on cultivating skills that encourage responsible citizenship and enhance individuals' motivation and competence in social interactions (p. 372).

Overall, whether defined separately or combined, DML requires active inquiry and critical thinking about the media messages we receive and create in the digital realm, and it intends to develop informed, reflective and engaged participants essential for a democratic society (Mihailidis, 2014).

1.1.1 Digital Media Literacy in the EFL classroom

The education sector can be considered obsolete, as it persists in equipping students for a society that is no longer a reality (Mihailidis, 2014) (cf. Cundar-Ruano, 2021; Harizaj & Hajrulla, 2017; Negoescu, 2023). For this reason, the role English teachers can play within digital media education is an important one, as educators must let go of past convictions and critical baggage, investigate the contributions of media as a field of study, and see digital media as a vital and relevant field of research (Masterman, 1985, p. 228).

If English teachers can consider and apply DML activities in the classroom, they can play a significant role in teaching English through DML. Some activities suggested by Hobbs (2021) include, for instance, analysing and commenting on news stories, documenting stereotypes while playing video games or using Instagram, and creating a short film to examine a topic or issue with relevance to the school community. In agreement with Masterman (1985), Hobbs and Moore (2013) add that DML is crucial for educators to enhance students' reasoning, critical thinking, communication, conflict-resolution, and other 21st century highly required skills. As the authors put it:

Digital and media literacy includes the ability to access, analyze, compose, reflect and take action in the world. It's a broad and expansive array of life skills. We think it's absolutely essential for elementary educators to help strengthen children's self-expression and advocacy, reasoning, critical thinking, and communication skills. Social development, self-confidence, conflict-resolution skills, and sensitivity to social responsibilities of using 21st century technologies are habits of mind that enable children to thrive. (Hobbs & Moore, 2013, p. 16)

In a study on digital literacies in the EFL classroom, Cardoso (2018) gives us an insight into the use of digital tools in the English classroom among a group of 132 English teachers of the third cycle and secondary education in Portugal. This study involved a survey conducted through an online questionnaire where the author concluded that within this group of teachers, new technologies are part of their professional practice. Cardoso affirms that with the rising use of technology, the responsibility of schools is to prepare students to become more critical of the media messages they receive daily.

In this sense, the aim of an EFL teacher is to assist students in learning how to analyse and create various media messages (cf. Kellner and Share, 2005; Cahya, Hidayati and Wahyuni,

2023). Although digital natives¹ (Prensky, 2001) tend to be highly skilled in new technologies, studies have demonstrated a predominant use of technology mostly for social interaction (Pérez-Juárez et al., 2023; Pew Research Center, 2018), meaning learners seldom use digital platforms to develop and support their learning.

Cardoso (2018), for instance, emphasises this issue:

Although many young students may come to the classroom already largely familiar with at least some new technologies, they are likely to lack the knowledge on how to not only make the most of online resources to improve their learning, but also on how to find reliable information on the Internet, how to fully and critically interpret the information they find, and how to successfully make meaning online. (p. 8)

This study also corroborates the idea that the use of digital tools and technology increases students' motivation, helps them learn English, and assists teachers in their pedagogical work. The respondents of this study believe that technology can enhance their educational efforts and contribute to the improvement of students' language proficiency "(...) in addition to increasing students' motivation, the respondents believe that technology may help their pedagogical work and help improve students' language skills" (Cardoso, 2018, p.18).

Further studies (e.g., Kurniawati et al., 2018; Pratolo & Solikhati, 2021; Cahya et al., 2023) indicate teachers' positive attitudes towards the use of digital literacy for EFL teaching and its positive outcomes in developing learners' language skills. In Pratolo and Solikhati (2021), for instance, two Indonesian teachers successfully incorporated digital literacy practices and technology into their EFL classes. The computer was the most commonly utilized device for enhancing digital literacy and English skills. Nevertheless, both teachers and students also used tablets and smartphones in the EFL classroom. English was taught through PowerPoints, films and songs. One participant in the study utilized WhatsApp to distribute students' assignments. The two teachers concurred that technology enhances the learning experience by making it more captivating and stimulating for learners and concluded by highlighting the vitalness of technology for the advancement of education (Pratolo & Solikhati, 2021, p. 102).

¹ Term coined by Marc Prensky in 2001. Prensky defines digital natives as those who were born during the arrival of the digital age such as computers, the internet, and mobile devices.

In another study by Kurniawati et al. (2018), students also had a positive attitude toward digital literacy praxis in the classroom, in addition to teachers' favourable views regarding its use for EFL instruction. This study explores the digital literacy of teachers by examining the use of digital media in their classes, namely by two teachers from different generations. In this case, learners also recognised the usefulness of technology in enhancing language skills, more specifically that it would facilitate the acquisition of their listening, reading, speaking and writing skills.

Mardiana (2020) likewise conducted a study regarding the use of DML in the EFL classroom, presenting pre-service teachers' perspectives on this matter. The participants were twenty pre-service teachers of the English Language Education Study Program at an Indonesian university who responded to an open-ended questionnaire. This research validates the positive impact of digital media on students' attitudes, namely their interest, motivation, active class engagement, and competence in English, including vocabulary and reading skills. Although there may be obstacles to using digital media (e.g., Internet connection, lack of teacher training on the use of digital media in the classroom), it is nevertheless important for pre-service teachers to incorporate digital media in the classroom to meet the demands of 21st-century skills.

In *Digital and Media Literacy in the Age of the Internet*, Hertz (2019) presents practical classroom applications that integrate both digital and media aspects. Applying technology is necessary to engage in several types of tasks, such as verifying the truthfulness of news, deconstructing images, and accessing trustworthy websites.

All in all, while there is a wealth of research on digital literacy and media literacy, there are few studies explicitly focusing on DML in the EFL classroom. Bearing this in mind, DML in this report is developed through the use of digital devices, specifically smartphones and computers, to access and analyse various forms of media, such as videos and news articles on the Internet. The objective is to cultivate habits of inquiry among students so as to develop their CT skills.

1.2 Defining Critical Thinking

Several definitions of CT have been put forth; however, it was Glaser (1941) who laid the foundations for CT by defining three key elements to be able to think critically. First, a disposition to thoughtfully consider issues and topics that are relevant to one's experience; second, a familiarity with the processes of logical reasoning and inquiry; third, a certain level of skill in using such methods (Critical Thinking Defined by Edward Glaser section, para. 1).

Later, Scriven and Paul (1987) provided a further definition of CT as a skilful, methodical process that involves actively conceiving, applying, analysing, synthesising, and evaluating knowledge obtained through observation, experience, reflection, reasoning, or communication (Defining Critical Thinking section, para. 2).

Paul and Elder (2008) present a further definition of critical thinking as "the art of analyzing and evaluating thinking with a view to improving it" (p. 2). To eliminate bias or prejudice that may arise, it is necessary to think critically. According to the authors, a well-cultivated critical thinker is someone who questions the information, gathers relevant information, and interprets it effectively, coming to well-reasoned conclusions. Last but not least, a critical thinker must be able to communicate effectively with others when figuring out solutions to complex problems (Paul & Elder, 2008b, p. 2).

Critical thinking is also considered one of the key competences for the 21st century. The Reference Framework of Competences for Democratic Culture was designed to outline the key competences that individuals need to effectively participate in democratic processes and culture. The "butterfly" model (see Figure 2) is structured around four main areas of competence and it is intended to guide educational practices. Teachers must, therefore, empower students to cultivate relevant competences free from discrimination and promote democracy, human rights, and social justice. Developing CT skills enables students to become responsible citizens and enhance their prospects for employment. Asking students to research a certain topic enables them to comprehend the strengths and weaknesses of knowledge production, communication, manipulation, and misuse in different sectors of society (Council of Europe, 2020).

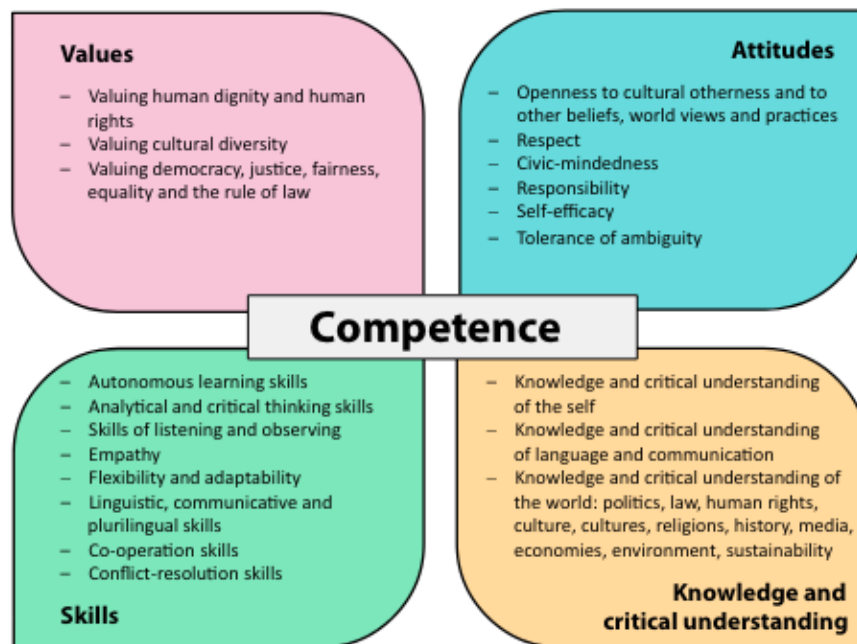


Figure 2 - Competence model "butterfly". (Council of Europe, 2020, p. 6)

More recently, Sari and Wardhani (2020) describe CT as cultivating students' ability to think in an impartial, objective, rational, logical, clear, and precise manner. In view of this, students are trained to make informed decisions by arguing the veracity of a statement and taking appropriate action based on the circumstances.

1.2.1 Critical Thinking in the EFL classroom

Developing CT skills is essential for being involved in today's world, as it allows one to analyse problems from multiple perspectives and assess whether a given solution is appropriate for a certain situation (Pineda-Báez, 2004).

Cundar-Ruano (2021) conducted a research study in an EFL classroom that used the target language to promote CT skills among college students. It concluded that when CT techniques, such as questioning information, thinking beyond facts, defending one's own ideas, solving problems, and becoming independent learners, are applied correctly, learning becomes meaningful for both teachers and students. Cundar-Ruano believes that "teachers and students' endeavors in the EFL classroom should strive to stimulate students to use the

language productively, so they can debate, analyse, criticize, evaluate, create, judge, and reverse their thinking” (p.362). Moreover, the specific characteristics of the EFL classroom are an ideal environment where teachers can foster CT, especially when the teacher provides a learning environment where students feel respected, comfortable and secure. If this is provided, students feel safe to think critically and eventually state their opinions and ideas.

According to the author, learners of foreign languages who have received instruction in CT are confident in their ability to communicate and use language creatively to apply pertinent knowledge, reason logically, and reach consistent and reliable conclusions (p. 364). Cundar-Ruano additionally presents practical activities that motivated and functioned well with the group of college students, resulting in students’ positive outcomes. During the sessions, students exhibited increased levels of involvement and a more favourable attitude towards working with language. In addition, students demonstrated that by engaging in cognitive activities, such as creating, analysing, reflecting, and debating, they were able to enhance their language proficiency. The most prominent activities in the study were debates or group discussions and posing questions. One of the activities that students found to most foster the development of their CT skills was arguing their positions regarding controversial themes, followed by responding to questions that demanded deep thinking from them. Effective inquiry is essential for fostering analytical reasoning in EFL. As a result, teachers ought to create inquiries that align with students’ linguistic and cognitive abilities, and that have a sense of progression that fosters a more profound contemplation:

Appropriate questioning is, however, crucial when using this strategy to develop Critical Thinking. Oftentimes, teachers rely heavily on questions to check for understanding. Although these questions are sometimes necessary, they do not demand deep thinking. (...) Appropriate questions are those that match both students’ language and thinking levels. A good practice to facilitate questioning in the EFL classroom is to design questions in a sequence. The sequence will help students to think deeper and deeper as they come through in progression. (Cundar-Ruano, 2021, p. 366)

A further study on cultivating students’ CT skills was carried out by Harijaz and Hajrulla (2017). In this study, it has been determined that cultivating CT skills enables learners to improve their communication skills, expand their lexicon, and acquire proficiency in using

language for diverse purposes across various contexts (2017, p. 126). According to the authors, students who develop CT skills can reflect, be creative, and develop their independence and self-assurance. CT further fosters the growth of creativity in students while also expanding their vocabulary, linguistic proficiency, and cultural understanding (p. 129). The objectives of thinking critically are achieved by supporting students in becoming questioners who can analyse the complexity of everyday challenges with the help of their teachers. In the words of Harizaj and Hajrulla (2017), when engaging in critical thinking, students make an effort to establish connections between what they already know and what they are unfamiliar with, create visual representations, and link their thoughts to their intended meanings. The teacher's responsibility is to guide students to know how to analyse the material and reach conclusions (p. 129).

Marin and de la Pava's study (2017), referring to ten EFL teachers' conceptions of implementing CT into the educational process, concludes that there is a clear agreement that by encouraging and assessing CT skills, students can significantly improve their language fluency in both their first and second languages. Furthermore, the authors state that CT involves independent learning, creativity, argumentation, problem-solving, and decision-making skills and that the EFL classroom is considered an ideal environment for fostering these 21st-century skills (p. 78). The authors summarise critical thinking in the EFL classroom as:

a set of conceptual, methodological, criteriological and contextual considerations that integrates thinking skills, dispositions, attitudes, intellectual resources and pedagogical assistance. It affects communicative competence, creativity, argumentation, problem-solving, decision-making, autonomous learning, project-based instruction, in order to take ownership of information, construct knowledge, take individual and collective action with the purpose of shaping up ethical citizens who are committed to the common good and the dignity of others'. (Marin & de la Pava, 2017, p. 86)

Despite the existence of several studies on developing CT in the EFL classroom, there is still the need to further address the development of CT in EFL as well the need to overcome the challenges of training teachers on how to explore it in the classroom (e.g., Marin & de la Pava, 2017; Cundar-Ruano, 2021; Pineda-Báez, 2004; Negoescu, 2023; Harizaj & Hajrulla, 2017). By doing so, it is possible to contribute to a more interventive discussion in educational processes as well as contribute to reformulating the curriculum and learning outcomes.

In this sense, promoting CT skills in the EFL classroom cultivates learners' creativity and enhances their vocabulary, linguistic aptitude, and cultural comprehension, leading to a substantial enhancement in their language fluency. By doing so, they are provided with the necessary skills to become responsible, active, and involved citizens, similar to the importance of digital media literacy.

1.3 Developing students' critical thinking skills through digital media literacy

According to Mihailidis (2014), in addition to physical space, there is now more than ever a virtual space in which we coexist on a daily basis. However, in these virtual spaces, the lines that distinguish news from entertainment, fact from fiction, and truth from rumour are blurred as "the internet makes it easier to put lies out into the world just as easily as it is to put truth out there. It goes both ways" (Mihailidis, 2014, p.107).

Critical thinking, as defined previously, is understanding information, analysing, explaining, evaluating pros and cons, and making informed decisions. By reinforcing students' need to develop CT skills through DML, teachers hope that instead of receiving media content from digital platforms inertly and without questioning it, students will be able to carefully analyse and think about the information they consume and share every day.

Young people are avid consumers of media messages, but most do not thoroughly analyse or consciously reconsider the information they consume; hence the role teachers can play to try to change this in classrooms. Hobbs (2010) finds it necessary for youth to harness curiosity, seek diverse knowledge, and build habits of inquiry, which should be a concern of all teachers and not only of EFL teachers. In the words of Boumediene (2018), "critical thinking is a common goal of different disciplines and the objective that most language teachers seek" (p.1) (cf. Kellner & Share, 2005). Pineda-Báez (2004) therefore believes that the role of language educators should not be limited exclusively to the teaching of language features. Teachers are also agents of change who can motivate students to actively consider contemporary issues (cf. Hobbs, 2021; Cundar-Ruano, 2021; Harijaz & Hajrulla, 2017; Kellner & Share, 2005). By doing so, students understand that they are not merely consumers of

services and but that they may one day become involved citizens who can help to meet their nation's needs. In concordance with Pineda-Báez, Boumediene (2018) states:

As EFL teachers, we want our students to acquire lessons and practice logical judgment. They have to be able to understand reasoned relationships among series of information, construct opinions, respect different perspectives, consider problems from diverse points of view, and possess the flexibility to revise their thinking when necessary. (Boumediene, 2018, p. 2)

In addition to all teacher roles, the above affirmations reinforce the idea of the teacher as a facilitator who “provides opportunities for learning, helps learners to access resources and develop learner autonomy” (Spratt et al., 2011, p. 199) (cf. Harizaj & Hajrulla, 2017).

Hence, the importance of DML in helping develop students' CT in the EFL classroom. If students can use their smartphones, tablets, or computers to gather information for pedagogical purposes in classes, this can have a positive impact on their education. Teachers can bring media messages in a variety of forms, such as podcasts, YouTube videos, and social media posts, among others, for students to analyse, reflect upon, and comment on. Accessing digital devices in classes can also facilitate the process of critical thinking, in the sense that students can gather information and evidence from the Internet to support their opinions and points of view. Accordingly, by instigating students' CT and encouraging deeper thinking and reasoning, they will become better-informed citizens both in the real world and online. Furthermore, instructing students in the art of CT enables them to transform information into knowledge and knowledge into wisdom.

Many CT techniques can help students go beyond the surface of the messages conveyed by the media (e.g., stories, news articles, photos, videos, advertisements) and uncover a plethora of information (Ferlazzo, 2021). Some of the strategies mentioned by Ferlazzo (2021) are to 'Ask the tough questions' and 'Strike Gold'. The purpose of the first strategy is to teach students how to critically examine the information they consume and to pose difficult queries like: “What information is included? Who or what is not included? What effect does word choice have on the reader? Which viewpoint is portrayed? Which individuals or ideals are marginalized?” The purpose of the second strategy is for students to contemplate the consequences of their learning, focusing on the significance of their knowledge and its

application in various contexts. More explicitly, the first strategy (Ferlazzo, 2021) can easily be compared with the Key Questions of Media Literacy by the Media Education Lab, namely: “Who is the author and what is the purpose? What techniques are used to attract and hold your attention? What lifestyles, values and points of view are represented? How might different people interpret the message? What is omitted from the message?” Teaching students to critically analyse the information they receive is crucial at this time of easily accessible, fast-paced information; hence, the primary objective is to instill in them the skills and strategies to independently seek information on these matters.

The best strategies to promote CT in an EFL context are, as suggested by Marin and de la Pava (2017), “debates, round tables, roleplays, oral discussions about topics of interest, case studies, project-based activities, presentations, essays, decision-making activities, problem-solving tasks, and self-evaluation activities” (p. 84). These can all be connected to media content or even presented and carried out on a digital device, as one relates to the other. As posited by Mihailidis (2014), media literacy is based on the idea of fostering CT abilities by enabling individuals to acquire, assess, scrutinize, and generate information (p. 33). That is to say that media literacy relies heavily on critical thinking, as it empowers individuals to differentiate factual from subjective viewpoints, as well as discern accurate news from false or misleading information. As Barroso (2022) highlights, it aids in identifying as well as preconceptions, prejudices, and ideological assumptions included in media information, consequently contributing to a greater comprehension of how to consume media:

By self-asking questions about media content for audience consumption, the public can confront what they are hearing, seeing, or reading and differentiate facts from opinions, truth from lies, news from misinformation. (...) Such active attitude is capable of recognizing stereotypes, prejudices, and ideological assumptions that television and radio programs and newspaper and magazine reports manifest, sometimes without intention. Therefore, critical thinking is fundamental for the acquisition and development of media literacy, as it allows to separate facts from opinions, prejudices, stereotypes, and biases in the news media content in general. (p. 8)

Establishing a correlation between DML and CT in the EFL classroom can, therefore, be achieved by allowing students to collect data on their mobile devices about a specific topic, which can afterwards lead to a debate in class, for instance. As Ferlazzo (2021) suggests,

debates naturally embed CT skills by asking students to formulate and support their opinions and to consider and respond to opposing viewpoints, aside from sparking a lively conversation in the classroom. Additionally, the primary benefit of these types of tasks is their ability to stimulate interest and motivation to engage in conversation in the target language, as they can enhance their language skills by using more advanced vocabulary and participating in meaningful debates (cf. Harizaj & Hajrulla, 2017; Cundar-Ruano, 2021). In addition, CT encourages learners to expand on their thoughts and articulate their points of view, significantly improving their language and communication skills. Consequently, English becomes a more useful tool for performing and debating in their social, personal, and professional lives (Marin & de la Pava, 2017, p. 84). Digital media tools may be used to assist them in building their opinions if they are unsure about any information they want to use to defend their position. If there are any doubts about how to say or write a term or expression, they can also use translators, grammar, or spell checkers. In doing so, students are using both DML and CT skills in the EFL classroom.

Moreover, several authors (e.g., Mihailidis, 2014; Hobbs, 2021) highlight how adolescents need to be taught how to identify opposing viewpoints on a range of topics and assess the reliability of information found online. As Mihailidis (2014, p. 118) mentions, “Youth must learn how to judge the credibility of online information and find divergent views on varied issues.” To achieve this, students must critically analyse media messages and develop consumer skills. How we use technology in the future for tolerance, diversity, transparency, and inclusivity can and will depend on how we nowadays approach teaching digital culture. Critical thinking, therefore, plays a key role in challenging preconceived notions and biases students might have.

Taking all this into consideration, when teaching DML and stimulating CT in the EFL classroom, students become more critically aware of the messages they consume and create. Students are also able to analyse those messages, reflect upon them, and finally take action. The latter is crucial as it represents the final stage in the development of digital media skills, as well as critical thinking. It prompts students to carefully examine their consumption habits, adopt a critical mindset, and ultimately communicate more consciously in the digital realm. Thus, they become better prepared citizens of our (digital) world. As Hobbs (2021)

emphasizes, teachers must “prioritize research and pedagogies that encourage students to become critical thinkers, consumers, and creators who advocate for and actively contribute to a better world” (p.11) (cf. Kellner & Share, 2005, Harizaj & Hajrulla, 2017; Marin & de la Pava, 2017).

Despite the number of advantages of implementing digital media and CT skills, there are also possible challenges that have to likewise be considered.

Concerning DML, according to Mihailidis (2014), “[digital] tools and technologies emerged as “social” amplifiers, with little effort made to see them as anything more” (p.114). Some claim that technology is “dumbing down our culture”, but the real issue is “how we can learn to use them in smart and meaningful ways” not whether technology is improving or trivializing our culture (Mihailidis, 2014, p.113) (cf. Cardoso, 2018). Although efforts have been made to use digital media as a teaching tool, there has not been a corresponding financial investment to ensure that students have access to such digital tools and resources (Matos et al., 2016, p. 44).

Regarding CT, students’ confidence in expressing themselves in English can be a challenge, since they may feel nervous, which can lead to feelings of shyness and hesitation when asked to share their perspectives (Cundar-Ruano, 2021, p. 365) or the lack of linguistic resources can interfere with the message they want to convey (Pineda-Báez, 2004; Marin & de la Pava, 2017).

Both also encounter time constraints, as they are not skills that can be acquired rapidly; the process is continuous and considerably time-consuming. Both additionally require surpassing superficial comprehension and thoroughly exploring the topic matter. The process entails meticulously assessing the trustworthiness, relevancy and reliability of the sources of information. Evaluation can be a laborious practice, particularly due to the abundance of information, where a significant portion of it may be misleading. Additionally, it entails introspecting on one’s thinking process, discerning prejudices, and comprehending the impact of personal experiences and beliefs on logical thinking. This requires a significant amount of time and deep reflection (Hobbs, 2021; Cottrell, 2017).

Furthermore, CT and DML are not usually part of the syllabus, the lesson planning or the curriculum, resulting in a short period to go through topics and content related to these

subjects (e.g., Marin & de la Pava, 2017, p. 84; Cundar-Ruano, 2021, p. 367; Cardoso, 2018, p. 14).

An additional difficulty can be the lack of teacher training in these specific fields (e.g., Marin & de la Pava, 2017, p. 84; Kurniawati et al., 2018, p. 29; Tomé, 2016; Cardoso, 2018). In Portugal, in-service teacher training in digital and media literacy is still lacking. It is in the field of Communication Sciences where the largest selection of seminars can be found on the topic, such as “Media Education”, “Media Pedagogy and Literacy”, and “Digital Transliteracy” (Jorge et al., 2015). Regarding critical thinking, Marin and de la Pava (2017) add that foreign language teaching programmes have mostly neglected the importance of CT, prioritising the enhancement of linguistic proficiency and the instruction of grammar.

Lastly, assessing and evaluating CT and DML can be challenging for some educators (Kurniawati et al., 2018; Marin & de la Pava, 2017) due to the lack of policy to integrate DML and CT in the syllabus (Tomé, 2016; Jorge et al., 2015; Marin & de la Pava, 20). The teachers who participated in Marin and de la Pava’s study (2017) believed that the assessment of CT in the EFL context is subjective and indirect since students’ perspectives are considered, and opinions and ideas are unique to everyone. Alternatively, in written and oral production, teachers would analyse other linguistic features, such as pronunciation, spelling, coherence, cohesion, and fluency, which are more objectively assessable when students express their thoughts and opinions.

Furthermore, as DML and CT are not included in the syllabus, additional time, willingness, and effort are necessary for teachers to create or adapt lesson plans to incorporate DML and CT activities (Cardoso, 2018; Pratolo & Solikhati, 2021; Marin & de la Pava, 2017).

To sum up, the teaching and learning of a foreign language has changed significantly in recent years. To educate learners in new and creative ways, national documents and guidelines need to keep up with the latest developments (see section 1.4), as they play a central role in guiding teachers in what they can implement in the classroom and how. All in all, despite some of the challenges identified here, students can grow to become more critically aware of the messages they receive and create by acquiring DML skills and being

encouraged to think critically in the EFL classroom, hence becoming more informed and critical citizens.

1.4 National Guidelines

The importance of DML and CT skills is undeniable in the 21st century, as both are crucial and essential in today's society, especially when learners transition from university to the workforce and adult life (A Comprehensive Guide to 21st Century Skills, para 4). According to Marin and de la Pava (2017), the EFL classroom is considered an ideal setting for cultivating 21st-century skills, including critical thinking, creativity, communication, ICT literacy, among other competencies (p. 78). EFL classrooms provide opportunities for students to practice communication skills and participate in collaborative activities, such as debates and role-plays. Learning English involves exploring diverse cultures, which encourages students to think critically about different perspectives and enhances cultural competence. ICT tools, such as online resources and multimedia materials, are often incorporated into the EFL classroom, thus making students more familiar with them. (Marin & de la Pava, 2017; Mihailidis, 2014; Hertz, 2019; Hobbs, 2021; Cambridge University Press, 2021; Stockwell, 2015).

After completing secondary education in Portugal, students are expected to demonstrate independent research, knowledge sharing, technology literacy, and online communication (Martins et al., 2017). According to the *Aprendizagens Essenciais – 11.º ano* (Direção Geral da Educação, 2018), students must know how to collaborate in different communicative contexts appropriately and safely, using different types of tools (analogue and digital) based on the rules of conduct specific to each context. Regarding CT, learners are expected to think critically by relating abstract and concrete information, summarising it logically and coherently, showing a critical attitude towards information, and taking a reasoned position according to the evaluation carried out. Furthermore, students are expected to anticipate and assess the consequences of their choices, generate original and innovative ideas and solutions by collaborating with others or through introspection, and apply these ideas and solutions to various situations and fields of study (Direção Geral da Educação, 2018).

However, little has been done to help students meet these needs and expectations in the Portuguese school system. Media education has a limited presence in the Portuguese curriculum despite its increasing importance (Tomé, 2016). Some authors state that many educators have difficulty incorporating critical thinking activities into their lessons (Lopes et al., 2019). Consequently, there is a growing need to explore these issues in teacher training (Tomé, 2016; Lopes et al., 2019).

Considering DML and CT, both can be seen from an interdisciplinary approach and taught simultaneously. Stakeholders, including parents, teachers, and decision-makers, must recognise their collective responsibility in promoting critical consciousness in media education. UNESCO's Grunwald Declaration on Media Education (1982) emphasizes how

Media education will be most effective when parents, teachers, media personnel, and decision-makers all acknowledge they have a role to play in developing greater critical awareness among listeners, viewers and readers. The greater integration of educational and communications systems would undoubtedly be an important step towards more effective education. (p. 1)

To summarise, this chapter has examined the principles of DML and CT, highlighting their applicability in the foreign language classroom. It has likewise emphasised the importance of teachers adjusting their teaching practices to incorporate skills that are essential in the 21st century. Two of these skills include proficiency in digital media and the ability to think critically. Both contribute to developing students who are conscientious, proactive, and involved members of society. The following chapter outlines the methodological approach employed to investigate the proposed research question and discusses the data collection methods utilised during the STP.

Chapter 2 – Methodology

This chapter presents the methodology applied to address the research question for this report. It begins by examining how teacher training and action research (AR) are inherently related (section 2.1). Next, it refers to the data collection tools used throughout the practicum (section 2.2).

2.1 Action research

AR seeks to enhance education and generate better outcomes for students by means of observation and introspection on existing classroom practices. Kemmis and McTaggart (1988) define AR as “a way of working which links theory and practice into the one whole: ideas-in-action” as stated by Nunan (2006, p. 2). Nunan (2006) considers AR an important tool, especially for teachers, as it can empower them to take control of their own professional development. The cyclical aspect of AR – in which educators identify a problem, collect and analyse data, reflect on the findings, and then implement additional adjustments in light of their conclusions – is valuable when doing research, especially in the education field. In concordance with Nunan, Burns (2009) explains that finding a topic to focus on is the first step in AR. Examining this topic more thoroughly and coming up with potential solutions allows teachers to work toward better educational results and more successful learning experiences for students. Both authors agree that AR must result in some form of publication because, in the absence of a public account, teachers and researchers engage in reflective instruction rather than action research (Nunan, 2006, p. 7). Burns (2009) further emphasises how all collected findings are crucial whether they go or not in line with the initial expectations.

As mentioned in the first chapter, the problem that instantly drew my attention from the very beginning of the STP, especially during the observation period, was that most students (and young people, in general) admitted to not thoroughly evaluating the messages

they receive on a daily basis on their digital devices. They also post news articles on social media, but never verify the accuracy of the data posted. Occasionally, when the cooperating teacher tried to engage the students in conversation about a topic that had recently made headlines, the students would respond by saying they had seen something on social media concerning that piece of news, but they were unable to clarify the content or offer an opinion. Thus, 'How can digital media literacy improve students' critical thinking skills?' was the research question formulated after identifying the problem to tackle.

In addition to bringing underlying assumptions and beliefs to light for a more thorough examination, I kept a journal throughout my practicum and recorded voice memos (as suggested by Burns and Nunan) after the classes I taught to register my teaching experiences, the students' motivations and reactions to different approaches and reflect upon them after.

2.2 Data collection tools

During the observation phase, I adopted the "Observation Web" technique (Millrood, 2003) to analyse different classroom practices (cf. Appendix I). I accompanied two cooperating teachers with different class levels, both third cycle (7th, 8th and 9th grade) and secondary education (11th grade), and throughout the observations, I was able to observe that most activities were teacher-centered, resulting in students' lack of motivation to participate in classes. In addition, students rarely expressed their opinions and ideas or debated topics. However, when they did, or when they were able to use the Internet, watch a video in class, do a Kahoot, among other activities related to technology or give their critical viewpoint, their motivation levels would rise. In a student-centered lesson, the emphasis is on motivating the learners "by having them do interactive tasks" (Millrood, 2003) as the ones above mentioned. Although I observed and taught a 7th-grade class and two 11th-grade classes, I chose to apply a questionnaire and do the interviews with the secondary level only. Not only are their CT skills more advanced, but so is their maturity level, as Alana (2010, as cited in Marin & de la Pava, 2017, p. 81) highlights when referring to more advanced students, "critical thinking is more likely to take place in advanced levels because there are more discussions, reflections, comments and opinions shared with their classmates and teachers."

As previously stated, throughout the practicum, I recorded observations about students' motivation and responses to various activities in class using a journal and voice recordings that I documented after the classes, stating what went well and what could be done differently from my perspective and taking the cooperating teacher's comments into consideration. A questionnaire in English on Google Forms (cf. Appendix II) was carried out to two 11th-grade classes, totalling 48 answers. The survey questionnaire was developed to understand students' digital media habits across six categories: news, relationships, education, entertainment, and privacy. In addition, there was an introductory part where students answered four close-ended questions about media use in general and a final open-ended question where students had to develop their opinions. In total, there were 42 questions, 37 close-ended and five open-ended. This questionnaire, based on a survey from the book *Media Literacy and the Emerging Citizen* by Paul Mihailidis (2014), aimed to better understand students' media use and their judgment on adapting digital media into education. In addition to the questionnaire, 11 students consented to participate in a one-on-one interview (cf. Appendix III). The primary objective of this interview was to go further into certain aspects of the previously administered questionnaire. The interview occurred near the end of the third term and was conducted in Portuguese to facilitate students expressing their opinions unhindered by any linguistic limitations. The interview revolved around four primary areas of interest. The initial topic focused on digital tools, the subsequent one was on social media, the third one encompassed media as its whole, and the final one delved into the acquisition of the English language. Chapter 4 provides a comprehensive examination of the questions and responses from both the questionnaire and the interviews. Parental consent was granted for every step of the STP.

This chapter has outlined the specific approach used to investigate the research question in this report. It explored the underlying relationship between teacher training and AR. Taking into consideration the AR conducted and research tools implemented, the following chapter explores in more detail how the STP was conducted, taking a look at both the observation and teaching phases.

Chapter 3 – The Supervised Teaching Practice

This chapter examines the context in which the Supervised Teaching Practice (STP) occurred, the groups involved, the primary observations made during the observation stage, and finally, it delves into the specific tasks undertaken during the teaching stage to address the research question.

3.1 – School context

The STP was conducted at the Raul Proença school cluster in Caldas da Rainha, Portugal. The school cluster, which is made up of 11 schools, currently has around 2700 students. Raul Proença, from Caldas da Rainha, was recognised for his political, philosophical, literary, and pedagogical thought.

The cooperating teacher mentored me throughout my practicum and offered me substantial encouragement and support during my STP. Interacting with other teachers was equally delightful as they consistently demonstrated their willingness to provide assistance and encouragement, thereby enhancing my performance. The climate and interactions among teachers, students, non-teaching staff members, and school administration are defined by mutual respect, support, and collaboration. It was a profound pleasure to undertake my STP in the same institution where I previously studied.

Regarding the English subject, the school offers students a total of two English classes per week. One class has a duration of one hour and a half, and the other lasts forty-five minutes. The teaching approach tends to be teacher-centred, with both observed teachers relying mostly on the student's book as the main instructional instrument. Each classroom is equipped with a computer, Internet connectivity, a projector, and speakers. Additionally, students can connect their smartphones to the school's Internet network.

3.2 – Participants

I observed numerous classes taught by two different EFL teachers spanning all the years of the third cycle and secondary education. The observation stage took place from

September to December 2022. Afterwards, the teaching stage occurred between January and May 2023, during which I taught two 11th-grade classes and one 7th-grade class.

The 7th grade group comprised 24 students, with ten being female and 14 being male. The students in the class were between the ages of 12 and 13. The students' proficiency in English was quite diverse. Some had exceptional English proficiency, while others exhibited lesser abilities. Nonetheless, there existed an environment of mutual support. There were no students with special educational needs.

One of the 11th-grade classes (group A) comprised a total of 27 students, with 16 being female and 11 being male. All students in the class were between the ages of 16 and 17. Despite being a languages and humanities class, their language skills were poorer in comparison with the other classes. In addition to this, the class lacked cohesion, as some misunderstandings hindered effective teamwork. This class also consisted of students with varying levels of language skills, which posed a challenge in adapting the exercises to suit the diverse group. There were no students with special educational needs.

The other 11th-grade class (group B) consisted of a total of 24 students, with 16 being female and eight being male. The age range of all the students in the class was between 16 and 17. They were a sciences and technology class and had a good level of proficiency in English. They actively engaged in activities and were a cohesive group, which greatly facilitated group work. They participated a lot, and the class was united, making working in groups much easier in comparison with group A. The language proficiency levels in this group were more homogeneous and there were no students with special educational needs.

I administered both the questionnaire and the interview to the 11th graders, but decided not to include the 7th graders as my focus group. This was due not just to their age and immaturity, but also to the reduced number of lessons taught in the 7th grade (only four lessons).

3.3 – Observation for learning

Through the observation web technique outlined in the second chapter and my own observations throughout the observation phase, I determined that the teacher predominantly

controlled the activities, which discouraged students from participating actively in class. Students occasionally expressed their opinions and ideas and rarely engaged in debates on various themes. Nevertheless, whenever students had the opportunity to access the Internet, watch a video, participate in a Kahoot game, or engage in other technology-related activities, their motivation levels would increase, as well as their participation. This was a major focus point while composing my lesson plans.

I conducted a short study about the use of digital media in group presentations with group B from the 11th grade, where the cooperating teacher allowed each group to select their presentation topics. Whilst students were presenting, I took notes on which presentations used digital media materials. All presentations integrated digital content, such as videos, images, and news articles, aligned with their chosen themes. In addition, all groups used digital tools like PowerPoint, Canva, or Prezi to create their presentations. Students sought to engage their peers by incorporating multimedia elements, such as videos, to enhance their interest instead of relying just on instructive text (Hobbs, 2021, p. 343). Nevertheless, most of these most of these multimedia elements were used solely as supplementary evidence, without any additional commentary or critical analysis. This led me to reflect on how to approach this issue during my STP.

3.4 – Supervised Teaching Practice

3.4.1 - 7th grade

A total of four lessons were taught to the 7th grade. The first session focused on Halloween, two sessions on daily routines and household chores, and the final one on school life.

In the **Halloween** lesson (Appendix IV), I started by asking students about their knowledge and celebration of Halloween, encouraging them to connect personal experiences (or their idea of Halloween from films and television series) with historical facts. This process enhanced their ability to analyse and reflect on information critically. I encouraged students to ask questions about Halloween's history and to consider its cultural significance. This fostered their CT as students interpreted new information and challenged preconceived ideas.

I proceeded by presenting Halloween's history and vocabulary commonly associated with the holiday. By incorporating digital media, such as Canva presentations, I demonstrated how to effectively organise and display information in a clear, visual format. This can help students to develop the ability to extract relevant data from digital sources. After that, students did a Kahoot to reinforce the material learned. This activity provided an opportunity to apply the knowledge acquired during the lesson. We still had time to make some school decorations with various materials (asked previously) related to Halloween. I finished the lesson by suggesting some Halloween movies. Recommending films further exposes students to the use of digital media as an educational resource, highlighting how media can convey cultural knowledge and support learning (Hobbs, 2010, p. 50). Students had as a homework assignment to research the history behind Jack-o-Lantern. Learning about it fosters cultural understanding, helping students appreciate and respect different traditions and customs. This also promotes global awareness and encourages students to engage with diverse cultures, which is essential in today's interconnected world. By learning about Halloween, students not only expand their knowledge but also develop essential language skills, CT, and cultural literacy. These activities enhanced students' capacity to navigate digital tools in a structured learning environment, thereby promoting their digital media literacy. Simultaneously, students strengthen their CT skills by analysing, reflecting on, and questioning the information presented through various media.

The **Daily Routine** (Appendix V) and **Household Chores** lessons (Appendix VI) played a crucial role in developing students' CT and DML by using relevant, relatable content and multimedia integration. Both lessons invited students to connect vocabulary to their daily lives, first through daily routines and then through household chores. This personalization prompted students to think critically about their actions and choices, fostering self-reflection. The Household Chores lesson included a poetry-writing activity where students synthesised vocabulary to create their own rhyming lines, applying CT to structure their ideas creatively. This not only reinforced vocabulary but also encouraged self-expression. Both lessons incorporated multimedia – NASA footage for the daily routine in space and a Mr. Bean video for household chores. These resources helped students develop their visual literacy. By engaging with reputable sources like NASA, students gained familiarity with credible media,

enhancing their understanding of reliable information. These lessons combined personal reflection, creative expression and multimedia engagement. This integration allowed students to develop essential skills in evaluating information, expressing ideas, and adapting to diverse digital content, fostering students' CT and developing their DML.

In the **School Life** lesson (Appendix VII), students were encouraged to watch a video on after-school clubs in the United Kingdom, prompting them to reflect on and compare these options to clubs or activities in our country. This cultivated their CT skills by evaluating cultural differences and similarities. In addition, watching a video about school clubs not only strengthened their listening skills but also helped them engage with authentic media. Through activities that involved describing photos, analysing videos, and participating in charades-inspired games (presented through a digital Canva presentation), students built their capacity to critically navigate digital media, an essential part of media literacy.

3.4.2 – 11th grade

The following lessons were developed and taught to both groups in the 11th grade. These were the lessons most directly associated with the topic of this report.

In the course of the **Activism and Volunteering Class** (see Appendix VIII), students were required to initially recognise images of known activists. Subsequently, they were divided into six groups to collect information about these activists and their notable accomplishments. The groups were randomly chosen, and the activists were also randomly attributed to each group. I instructed the students to only use their mobile phones and the Internet for research purposes, emphasizing the importance of doing so in English. Students conducted research, and each group presented their renewed activists and the information they had collected online. During this task, I aimed to see the sources the students utilised and whether they cited other references to corroborate the facts. Upon observing that students typically accessed only the first website and neglected to examine material from further sources, I recommended that they consult other credible references to verify the accuracy of the information. The students understood the work, and most groups verified the information about their activists. Some groups had designated a specific individual to undertake this task. Students used digital tools to find credible information about activists, teaching them how to

effectively navigate and filter online resources. This skill is crucial for discerning reliable sources in a media-rich environment. This specific exercise also proved highly effective for students to collaborate, resulting in high levels of engagement and motivation. The purpose of this lesson was for them to participate in online research so that I could gather data on the sites they consulted. As confirmed by Paul and Elder (2008a), ‘Students Teaching Students’ is a CT strategy, as well as ‘Group Problem Solving’ since grouping students to collaboratively address a problem or issue typically enhances their collective articulation and exchanges, hence improving their cognitive processes. They frequently correct one another, so acquiring the ability to self-correct (p. 34). I proceeded by initiating a discussion on the difference between activism and volunteering, prompting students to share their perspectives before reviewing a detailed explanation of the presentation. The distinction between activism and volunteering prompted students to think critically about motivations, societal impacts, and personal involvement in these activities. This comparison helped them evaluate different forms of social engagement and their implications, promoting CT skills. The listening activity that followed involved completing a fill-in-the-gaps exercise based on an audio file from YouTube on the importance of volunteering and enhancing students’ ability to extract specific information from digital media, a foundational skill in DML. To promote speaking among students, they were encouraged to circulate with their notebooks, conducting a mini survey by gathering insights on volunteering experiences from five classmates (see Figure 3).

You are going to ask five of your classmates a question about voluntary work. Try to get as much information as possible and make notes.

Names					
Have you ever done any voluntary work?					
If so, what did you do?					
If not, would you like to?					




Figure 3 - Mini survey about students’ volunteering experiences.

Through this mini-survey and a mingling activity, students shared and compared their volunteering experiences with classmates. This encouraged empathy and understanding of diverse perspectives on community involvement and personal contributions to social causes. According to Spratt et al. (2011), “Whole-class activities, such as mingles, enable all the students to practise the language at the same time. These activities are good for increasing confidence, especially amongst why or weaker learners” (p.205).

This lesson also incorporated Google Classroom and a Canva presentation, encouraging students to engage with digital tools for both accessing and sharing information, which enhances their familiarity and comfort with collaborative online platforms.

Considering the students’ high levels of motivation towards digital and media sources, as well as their absence of CT skills regarding these contents, I acknowledged the need to address this issue.

The **Environment Lesson** (see Appendix IX) included elements that were pertinent to both CT and DML. Students were required first to identify six celebrities and engage in a brainstorming activity regarding their shared characteristics. This activity served as a lead-in to prepare for the next activity. Once it was determined that all those celebrities advocated for an environmental cause, students were required to express their stance on whether they believed celebrities needed to be concerned about the environment. This sparked a class discussion, encouraging students to engage with and comment on their peers’ diverse perspectives, thereby promoting their CT. Following the discussion, I presented a quote from Elon Musk, prompting students to share their thoughts on whether they consider Musk to be an environmental activist. After that, I presented two videos: one about Tesla’s Gigafactory and another about the impact of SpaceX rocket launches on the environment and the ozone layer. Following their reflections on the two videos, students engaged in a class discussion, and it was verified that most had altered their perspective regarding Musk’s environmental concerns. This activity honed their analytical and CT skills by pushing them to consider the reliability and potential biases in the information they encounter online. Through questions that encouraged students to express personal views, they practiced forming and defending their opinions with supportive reasoning.

In the latter part of the lesson, students watched a TED Talk by Greta Thunberg, “The Disarming Case to Act Right Now on Climate Change”, where she argues for immediate action to address the climate crisis. After watching, I instructed students to write a speech that mimicked a TED Talk, utilizing the knowledge they had learned in the first part of the lesson and the insights they had gained from the TED Talk. This exercise was completed on a shared Google Docs page. I encouraged them to read and provide feedback on their classmates’ speeches. This activity sparked a significant amount of enthusiasm and commitment from students in both classes. This output supports Harmer’s (2015, p. 367) assertion that participating in collaborative writing can greatly motivate and empower students. After finishing writing the speeches, I prompted students to read at home their classmates’ speeches and to share with the class their favourite speech and explain why.

The lesson included elements of digital media and CT at different points: examining Elon Musk’s statement, engaging in classroom debates, and critically evaluating videos that depict two sharply different realities in connection to the environment. Students had to comment on the following statement by Elon Musk: “We’re running the most dangerous experiment in history right now, which is to see how much carbon dioxide the atmosphere can handle before there is an environmental catastrophe” (see Appendix X) before and after watching the video about SpaceX ventures to space and the harm rocket launches cause to the ozone layer. Most of the students initially considered Elon Musk, an environmental activist, but after watching the SpaceX video, the majority changed their opinion. When I asked them what contributed to changing their perspectives, a class discussion emerged because of the opposing views and opinions of different students, hence stimulating CT in both groups. This lesson emphasised the importance of conducting a thorough investigation before forming a judgment rather than relying solely on superficial information. Hobbs (2021) states that by engaging in active interpretation of all their reading, viewing, and usage, students cultivate the ability to critically analyse and assess various forms of communication, therefore acquiring confidence as independent learners (p. 338).

The lesson dedicated to **Multiculturalism** (see Appendix XI) focuses primarily on CT, although digital content was also displayed. The lesson started with a lead-in activity asking students to explain the terms diversity and multiculturalism. After reading the definition of

the two terms and discussing the differences, students analysed the poster of a film called *Serial (Bad) Wedding* (Philippe de Chauveron, 2014), relating the cover both to the title of the film and diversity. Through this pre-watching activity, students predicted the plot based on the film's cover and title, then watched the trailer and evaluated their initial thoughts, helping them refine their analytical skills by comparing their assumptions with actual content. In addition to highlighting the distinction between stereotypes and generalisations, we also explored how stereotypes can undermine the principles of multiculturalism after watching the film trailer. By connecting stereotypes with real-life examples and personal experiences, they analysed how stereotypes can shape perceptions and interactions. This activity developed their ability to critique and question social norms. Students continued by discussing several questions in pairs (Q&A worksheet – see Appendix XII) related to discrimination, equality in the workplace, racism, and xenophobia, among other issues. This Q&A worksheet posed thought-provoking questions that encouraged them to critically consider social issues and personal biases, fostering empathy and perspective-taking as they shared and discussed different viewpoints. This activity sparked their interest, as they were eager to discuss diverse perspectives with their peers, they were encouraged to share personal experiences and compare scenarios in various countries, extending beyond just Portugal. According to Harmer (2015), pair work enhances the speaking time for each student in the class, fosters a more comfortable and supportive classroom environment by encouraging collaboration, and encourages learner autonomy. This subsequently proved accurate in this and many other lessons throughout my STP.

It was important to address this topic in class because, as Hobbs (2021) states, stereotypes hold significant power in shaping how individuals, occurrences, and concepts are portrayed. Visual representations of gender, race, socioeconomic class, sexuality, professions, and events in the media can influence how we perceive ourselves and the world around us (p. 292). This is particularly important because, as educators, we play an active role in shaping responsible young members of society. Schools provide knowledge and ideals to create a more equitable society, promoting fairness and democracy. Education unites diverse students, fostering CT, creativity, and communication skills. Students should, therefore, reject discrimination and social exclusion while developing the literacy skills needed to critically

examine reality, make informed decisions, and be independent (Martins et al., 2017, p. 15). As Hobbs (2021) affirms, media literacy education is a deliberate initiative aimed at equipping individuals to scrutinise, analyse, and challenge discriminatory attitudes and prejudices acquired during childhood via parents, family, and the mass media (p. 312).

Considering the **Jobs of the Future Lesson** (see Appendix XIII), students showed significant interest in two *TikTok* videos presented. In the first *TikTok* a computer scientist, businessman, and writer, Kai-Fu Lee, speaks about how artificial intelligence may replace about 40% of jobs in the next 15 years. The other *TikTok* was about a robot waiter in a restaurant in Lisbon called to illustrate what Kai-Fu Lee had previously said in the first *TikTok*. The *TikTok* videos provided a tangible, relatable example of AI's impact, specifically a robot waiter in Lisbon. This example grounded the concept of job automation in our own country, helping students understand the topic in a context relevant to them and even having the possibility to experience it in person because Lisbon is relatively close to Caldas da Rainha. Students practiced interpreting digital content to enhance comprehension and predicted the future of the world of work based on preliminary media cues, which strengthened their ability to analyse and contextualise information within a digital format. By asking them to identify jobs they believe AI could never replace, I encouraged them to think about the core qualities and skills that make certain jobs distinctly human. This thought process involved examining what qualities, like creativity, empathy, or complex problem-solving AI may lack, fostering a deeper understanding of both human skills and AI's capabilities and limitations. Following the viewing and subsequent brainstorming session, they composed a paragraph articulating their perspectives on the potential of AI to supplant numerous jobs and proposed strategies for addressing this issue in the future. In this case, I used a social media platform to analyse the videos contained within it, encouraging students to engage in CT based on their observations and to compose an opinion centred on their projections for the future. Exposure to *TikTok* as a medium of information allowed students to practice critical consumption of digital content, as they had to evaluate the credibility of the information, the perspective of Kai-Fu Lee as an expert, and the presentation style of the content on a platform designed for quick consumption. This helped them differentiate between entertainment and informative content, assess source reliability, and understand how different platforms can influence their

perception of information. Through the analysis of videos that prompted a class discussion, students engaged in CT regarding AI and the future of the workforce, articulating their perspectives and responding to their peers' comments. Subsequently, they were tasked with completing an exercise on work-related idioms to improve their language fluency. In addition to the provided work-related idioms, they were encouraged to explore the Internet for other idioms and compose sentences demonstrating their correct usage. By exploring work-related idioms and current job trends online, they learned how to navigate and validate information. This activity supported, once again, their ability to assess the reliability of online resources, reinforcing essential digital research skills that are essential to responsible media use.

In the **A Mind Set for Change** Lesson (Appendix XIV), students examined three distinct newspaper headlines from *Euronews*, *The Washington Post*, and *Time* regarding the topic of the four-day workweek. Following the examination of the headlines, students were required to assess the circumstances in our country, specifically the normal duration of a work week and the impact of this duration on our personal lives. They conducted a concise investigation online regarding which countries have the longest and shortest working hours. Subsequently, the entire class discussed the possible advantages and drawbacks of a four-day workweek. At that time, this topic was frequently discussed in the media, and I believed it would be beneficial for my pupils to contemplate it, and it proved to catch their attention. They watched a video regarding a company that implemented a four-day workweek and responded to related questions, namely a comprehension task that presented a practical illustration of the topic. One strategy proposed by Paul and Elder (2008) for evaluating students' listening comprehension and enhancing their CT is to call on students consistently and unpredictably, requiring them to provide a summary, elaboration, or example of the discussed material (Paul & Elder, 2008a, p. 34), as such, I routinely engaged in this type of activity.

As further stated by Paul and Elder (2008a), "acquiring effective thinking skills requires several opportunities to engage in problem-solving and to apply theoretical knowledge to real-life situations" (p. 34). I chose to address the topic of the world of work and connect it to a subject that was frequently highlighted in the media at that time. This resulted in a favourable effect on student involvement. Furthermore, during interviews with several students, they said that after certain classes, they conducted further research on the issues

discussed, particularly the more unconventional ones, such as the four-day workweek and the future of the world of work. Although “not about the environment”, as said, because they claim it is a subject they frequently discuss, so it has lost its fascination.

With this panoply of activities tackling the four competences (reading, listening, writing, and speaking), we can conclude that it is possible to draw on students’ CT and that we managed to implement ways for them to think critically about what they consume on the Internet while making use of digital media to help them in the EFL classroom. It was visible that students who initially were too afraid to speak in English were more comfortable doing so throughout the lessons. I also noticed that recent topics engaged students to participate more and share their thoughts. Considering the five *savoirs* proposed by Byram (1997), most of the lessons planned fostered open-mindedness and encouraged critical reflection. Instructing students to analyse cultural media messages and behaviours fostered their CT, linked cultural concepts to personal experiences, and cultivated lifelong abilities. As a teacher, my objective was to enhance understanding of diverse cultural norms and values, aiming to increase their linguistic abilities while also cultivating awareness and adaptability in various contexts.

This sequence of lessons encouraged students to build CT and analysis skills around social issues while enhancing their proficiency with digital resources, preparing them for informed, active participation in both digital and real-world environments.

3.5 Extracurricular activity

Raulinho is an activity that engages the entire school community and takes place during *Raul Proença Week*, where teachers and students collaborate on various school activities. On March 28, various subject groups collaborated to organise *Raulinho*, an activity that involved a record 41 teams and 11 stations. Students assembled their own teams and designated names, allowing participation from individuals across different classes and school years. In each station, students faced challenges specific to their respective subjects. The language group (English and German) prepared riddles for the pupils, utilizing a timer to measure time and award points based on the duration taken. The leading three teams are

awarded gifts and a medal. Thus, the school grounds were filled with joy, conviviality, and good humor, fulfilling the tradition of Raul Proença Week.

This was the sole interdisciplinary activity conducted during my practicum, as previously explained, I was not allowed to proceed with the Podcast initiative, which aimed to incorporate more subjects. English is a versatile discipline, enabling students to express their knowledge and perspectives on a wide array of topics and issues, and I was hoping that students had the opportunity to do so with this initiative. Nonetheless, *Raulinho* is a great example of what an interdisciplinary activity can be.

In this chapter, I aimed to provide practical examples of implementing critical media and digital media literacy in the lessons I carried out during my STP. In the subsequent and last chapter, I analyse the findings and succinctly address the positive and negative aspects of this research. I will elucidate how these findings have facilitated my growth as a teacher trainee and propose recommendations and ideas for future research relevant to this subject.

Chapter 4 – Discussion of results and further investigation

This final chapter will offer a comprehensive overview of the research question and key findings, synthesising the data collected about existing literature on DML and CT in language education. The analysis will focus on the impact of the study project on student learning outcomes and the challenges encountered. Lastly, this chapter will also discuss the broader applicability of DML and CT in different educational settings and offer recommendations for further research.

4.1 Questionnaire

I administered a questionnaire (see Appendix II) to gain insight into students' use of digital media. I felt compelled to address this issue to better understand students' digital media habits. I chose to address the most significant elements of the questionnaire. The questionnaire was administered during one of the final lessons I conducted for both 11th-grade groups. Upon reviewing the questionnaire responses, I sought to conduct further investigation through open dialogue with the students. Eleven students agreed to take part in this one-on-one interview.

When students were questioned about the amount of time spent on the Internet, 47 responded they spend more than three hours online, indicating that students spend an excessive amount of time online, especially on social media platforms. When asked how much time per day they spent reading or watching the news on the Internet, more than half of the students (27) responded "less than one hour", proving that they allocate minimal time to online news searches. Instead, the majority of their time online is spent on social media platforms for entertainment purposes since 36 students affirmed they spend more than two hours on social media. This corroborates studies (e.g., Pérez-Juárez, 2023; Pew Research Center, 2018) about young people being online mostly for social interaction. When asked where they keep informed about the news, the predominant responses were Instagram, Twitter (now referred to as X), and TikTok (see Figure 4). Despite the presence of prominent Portuguese media organisations among the potential options, students continue to favour

consuming news via social media. Upon confronting them with this matter in the interview, they informed me that some follow the same news organisations on social media, finding it more convenient to access news there rather than searching specific websites on the Internet. Only five out of 48 students affirmed to have a news application on their mobile devices and they do not use printed sources like newspapers or magazines to search for information anymore, only four students said they still do. This is a crucial reason for teaching DML in the EFL classroom. As students receive information about global events through social media, they must develop the ability to critically analyse this information, discern the reliability of the sources, and understand possible underlying interests, to avoid manipulation. All of this is intended to enable students to formulate their own thoughts and opinions and communicate effectively and responsibly online.

1.3 Which of the following sites do you get your news from? (Select all that apply, if you select the option 'other' please specify)

48 respostas

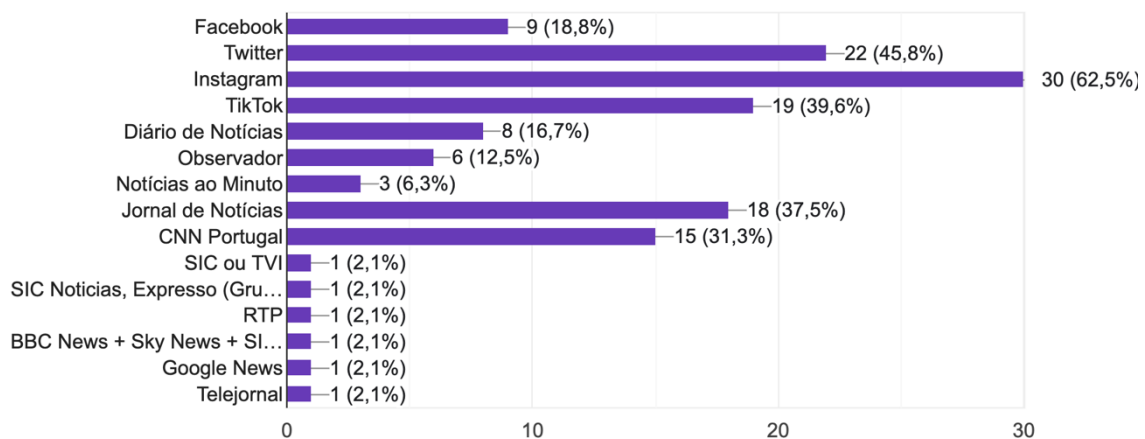


Figure 4 - Students preferred channel to get informed.

As for the use of media in the classroom, I wanted to have an overview of the students' use of media in different subjects. Twenty-seven students affirmed that more than four teachers use Google Classroom or a similar technology to communicate with students. There is an observable trend towards increasing the utilisation of technology in the classroom and maintaining connections between teachers and students beyond the school environment.

Regarding students' opinions on the use of digital media in class, the majority of them thought it makes classes more fun and dynamic. However, students themselves admit that although it is an interesting and motivating tool, the distraction is greater.

After some close-ended questions, I asked students some open-ended questions for them to elaborate on their opinions.

To the question, "Do you think social media and videogames help you improve your English skills? If yes, give specific examples" the study found that watching English online, watching television programmes, playing video games, and engaging in social media, particularly YouTube videos, have significantly improved pronunciation and English proficiency. The availability of subtitles and translations facilitates the connection between different languages and their acquisition. Video games and social media also contribute to English proficiency, as many games are in English and influencers are English and American. Free applications like Duolingo and online chess, for instance, help learners acquire terminology and vocabulary. Overall, social media and video games are effective methods for learning English, as they require communication and practice.

To the question, "Have you ever researched a topic (e.g., sexuality, racism, etc.) that appeared on social media and that you had little or no knowledge of? If yes, give specific examples", students stated that they typically investigate protests and topics such as sexuality, health, racism, politics, and lifestyle. Some students said they researched "Black Lives Matter" after seeing posts on social media platforms about it. They also investigated popular subjects, such as warfare, celebrity gossip, and racism. Throughout the pandemic, they affirmed to have used social media for information dissemination.

To the question, "Do you think the Internet and Media are a powerful tool for education and knowledge? Please state your honest opinion.", according to students, the use of the Internet in education can increase their interest and provide a variety of information. While it may be a distraction, the benefits outweigh the disadvantages. The Internet and social media are beneficial for modern life, providing access to diverse subjects and real-life moments. Students agree that it has become a powerful tool for education and knowledge, allowing widespread access to information.

The study examines students' use of media in the classroom, indicating a tendency towards technology integration and a preference for the Internet for research purposes. Students assert that digital media enhances class dynamism yet acknowledge the allure of distraction. Social media and video games enhance English proficiency, as subtitles and translations help in language development. Students also investigate subjects, such as sexuality and racism, via social media sites. The Internet and media are seen as powerful instruments for education and knowledge, offering access to a variety of subjects and authentic experiences.

4.2 One-on-one interviews

I interviewed eleven students. Due to the anonymity protocol, I will be referring Student A to Student K. I was able to reach some conclusions. Most students (except Students A and J) preferred their mobile phones compared to computers due to their practicality and celerity. This can corroborate the idea that students spend their lives on their phones (Hobbs & Moore, 2013; Mihailidis, 2014; Hertz, 2019; Hobbs, 2021). Students used their mobile devices between a minimum of two hours and a maximum of six hours daily, primarily on social media. The most frequently mentioned apps were Instagram and WhatsApp. Except for one student (Student J), all affirmed the dominating reliance on technology primarily for social interaction, confirming what was previously said by researchers (Pérez-Juárez, 2023; Pew Research Center, 2018).

Students A and B enjoyed watching YouTube videos for educational purposes, validating Hobbs' (2021) assertions about incorporating movies, television, radio, newspapers, video games, advertisements, music, and popular culture to enhance student involvement (p. 341). Student A stated that acquiring information serves as entertainment via YouTube videos and that while watching a video, they perceived it not as studying but as an enjoyable and educational experience.

As mentioned in the first chapter of this report, numerous researchers (Kellner & Share, 2005; Pineda-Baez, 2004; Harijaz & Hajrulla, 2017; Cardoso, 2018; Hobbs, 2021; Cundar-Ruano, 2021) advocate the position that the responsibilities of educators should

extend beyond only teaching linguistic elements to encompass acting as catalysts for change, inspiring students to critically engage with and evaluate contemporary concerns, so fostering their development as more active citizens in society. I was interested in understanding my students' thoughts on this matter. Ten out of the eleven students I interviewed believed it is essential for language instructors to encourage CT in addition to teaching the formal elements of the language.

Most students agreed with Kellner and Share's (2005, p. 370) view that media representations contribute to a better understanding of the world, as well as raise awareness of injustices, inequities, and discrimination, indicating that media may be helpful in deconstructing stereotypes. Despite that, students recognise that new prejudices may arise, particularly on social media, where "everyone's life seems perfect" as many students said in the interview.

Accessing digital devices in classes proved to be an efficient practice to facilitate the process of CT, as stated by students in the interview. Some said it was highly effective, and others said it should be supervised more often by the teacher, and students B and J suggested doing the research as homework to prevent students from being distracted by other apps on their mobile phones.

Some of the digital media learning processes applied in my practicum were specifically analysing, reflecting, and taking action. These are processes mentioned in Hobbs' book *Media Literacy in Action* (2021, p. 5). Analysing means evaluating the purpose and authenticity of digital media messages by particularly urging students to ask 'what?', 'why?', 'when?', 'how?' to improve their CT skills. When I urged students to reflect, they thought about how media and technology affected how they think and act daily. The processes of analysing and reflecting were done in class several times through debates, comments, and class discussions. With this interview, I sought to find out whether pupils independently initiated the last process, taking action. This process involves students, either individually or in collaboration, taking the initiative to share information, raise awareness about various topics, and engage in family discussions. The majority of the students interviewed tended to consume more content rather than create content; student G was the only exception. Also, most students usually did not share their opinions online. Students D and G, however, said they normally expressed their

opinions by commenting and sharing posts on social media. Although students in the interview said they did not see themselves as content creators and tended not to express their own opinions and ideas, they did confirm that they spent some time discussing the various topics with friends and family, which is also important. This also shows that, as Hobbs (2021) suggested, students gain confidence as independent learners and build habits of critically analysing and evaluating all kinds of messages, aware that they are actively interpreting everything they read, view, and use (p. 338). This proved to be significant, as numerous students were engaged on topics of personal interest, therefore enhancing their understanding post-lessons and developing individually their CT skills.

To conclude, students claimed to appreciate viewing YouTube videos for educational purposes, which corresponds with Hobbs' (2021) claims regarding the integration of different media messages to enhance student engagement (cf. Cardoso, 2018; Mardiana, 2020; Prato & Solikhati, 2021). The majority of students concurred that language educators ought to promote CT alongside the instruction of formal language components. Digital media messages help people understand global issues and bring to life unfair treatment and prejudice (Pineda-Báez, 2004; Boumediene, 2018; Hobbs, 2021). Nonetheless, students recognised that new prejudices may emerge, especially on social media sites. Using digital media in classrooms has demonstrated efficacy in enhancing CT. Students concurred that analysis, reflection, and action are vital stages for enhancing CT abilities and that our classes made them think thoroughly about a variety of topics and analyse the facts instead of receiving the information nonchalantly. Finally, they stated that they engaged in discussions with friends and family, so increasing their understanding after our lessons. In conclusion, DML can enhance the development of CT both within and beyond the EFL classroom.

4.3 Challenges

The primary challenge I encountered with the research questions was determining, "How can I measure students' digital media literacy skills and critical thinking abilities?" Although I could identify early on that students were tech-savvy, as expected, it was evident that most did not thoroughly analyse or critically reflect on the media messages they encountered daily, as noted by Robertson and Scheidler-Benns (2016). Both DM and CT skills

can be challenging to assess. CT involves complex competencies like interpretation and argumentation, and DML involves analysing and evaluating digital content, understanding and discerning credible sources, navigating various digital platforms, and others. Therefore, the strategies proposed by Ferlazzo (2021) and Hobbs (2010; 2021) for critically examining and questioning media content proved valuable. By the final lessons, I observed that students were analysing digital media messages more critically, often questioning information independently, which frequently led to engaging class discussions. The dominant pedagogical practice of media literacy education is rooted in discussion and dialogue where the process of asking critical questions about what consumers watch, see, and read is encouraged. Accordingly, debate, oral discussions, and decision-making activities, as recommended by Marin and De La Pava (2017), effectively encouraged students' CT. As a teacher trainee, it was immensely rewarding to witness students who initially felt hesitant to speak in English gradually gain confidence. Whenever I provided time for students to research a particular issue, they became more engaged, and their confidence in expressing their opinions noticeably increased. In addition to speaking activities, I applied a panoply of writing tasks eliciting students' creativity. As stated by Hobbs (2021), "Through creative work, people do not merely represent ideas and information: they reveal themselves as individuals and members of families and communities" (p.340). These tasks incorporated DML and CT by requiring students to use digital platforms, such as Google Docs, and to analyse specific media messages, like online newspaper headlines. Students were encouraged to critically assess these sources to develop their written responses. In line with the *Aprendizagens Essenciais (2018)*, by integrating creative tasks into the English curriculum, students' ability to think critically and innovatively is developed, preparing them for complex problem-solving and effective communication in diverse contexts.

The second challenge involved managing the tendency of specific friend groups in both 11th-grade classes to prefer working exclusively with one another. To address this issue, I implemented a randomisation technique for group and pair work, encouraging students to collaborate with peers outside their social circles. This approach fostered broader interaction and cooperation, enhancing their collaborative skills.

I was particularly enthusiastic about the podcast activity that I planned to conduct with my students. This activity would allow them to hone their speaking skills and develop their CT abilities by participating in discussions on a variety of topics that students would propose. The ultimate objective was to disseminate the content on the school's website and make it accessible to the entire school community during class breaks on the school's radio station. This way, they would foster CT skills and the ultimate DML purpose to use the power of information and communication to be an active citizen, making the world a better place (Hobbs, 2021, p. 15). Unfortunately, time constraints made this particular activity impossible.

4.4 Future research

Significant research can still be carried out about DML and CT in the EFL classroom. This is a minor example of how it is, in fact, achievable. It is feasible to cultivate DML and CT thinking skills in the EFL classroom. It can also be applied in other subjects and interdisciplinary projects. Further research can be conducted on both issues concurrently, as they are closely interconnected. While CT can exist independently of DML, in today's digitally driven world, DML relies heavily on CT to be effective. Critical thinking is essential for analysing various media messages and assessing the reliability of diverse sources. Particularly, with the rise of AI and its applicability in education and learning contexts in the future, it is crucial to continue research in these fields. DML and CT skills will allow students to critically evaluate AI-generated content.

Implementing this project, or a similar one, in more Portuguese schools may be challenging, as it requires several resources that may not be available, such as computers, projectors, speakers, and Internet access for all students.

This chapter presented the findings from both the questionnaire and interviews conducted with students, integrating insights from relevant literature and observations from the lessons taught. The data revealed a positive shift in students' engagement with digital media as they began to analyse media messages with greater critical awareness and demonstrated an improved ability to question and discuss the content thoughtfully. This increased critical engagement fostered richer class discussions, where students felt more

confident in sharing their views and defending their perspectives. As a result, their production skills, specifically speaking and writing skills, showed noticeable improvement, both in fluency and depth, indicating that the integration of DML and CT strategies contributed to their language development.

Conclusion

This research demonstrates that DML can effectively foster the development of CT both within and beyond the EFL classroom. The integration of DML and CT in the EFL classroom has demonstrated efficacy and enjoyment. Students appreciated the use of diverse media messages for educational objectives, which have demonstrated an enhancement in understanding global issues and an increase in awareness of injustices, disparities, and discrimination. Furthermore, students agreed that the examination of these messages augmented their CT skills. This represented a crucial advancement in enhancing students' self-assurance as autonomous learners and cultivating practices of critical analysis and message evaluation. Through guided analysis of digital media content, they learned to question information sources, evaluate credibility, and form their own perspectives. This approach had a positive outcome, as students began to participate more actively in class discussions. This combination of digital media analysis and open expression helped build their language proficiency and critical skills, leading to meaningful, thoughtful classroom interactions.

Having a cooperating teacher constantly observing and evaluating each lesson I taught was challenging and, at times, daunting. This dynamic created continuous pressure to balance my approach with my cooperating teacher's established methods. My cooperating teacher's method was rooted in a more traditional approach, heavily focused on following the coursebook. My teaching approach emphasised integrating digital media, fostering CT, and using technology as a tool for engagement and deeper learning. Balancing these differing approaches required adaptability, as I had to carefully incorporate my ideas while respecting the established curriculum and teaching methods. This experience pushed me to find creative ways to blend traditional and digital resources, refining my ability to create lessons that honored both methodologies. Ultimately, this challenge enhanced my flexibility as a teacher, skills that will be extremely useful in future teaching environments.

The supervised teaching practice contributed immensely to my growth as a teacher trainee, providing invaluable hands-on experience despite the inherent challenges of teaching. The demands of lesson planning, designing engaging material to reach a diverse

group of students, and managing time effectively tested my abilities but ultimately strengthened my teaching skills. This process taught me resilience, adaptability, and creativity in responding to classroom dynamics.

Additionally, this MA has been instrumental in my development as a teacher, equipping me with the theoretical foundation needed to refine my teaching practice. Through a blend of theory and practice, I have gained both the knowledge and confidence to become a more effective and thoughtful educator.

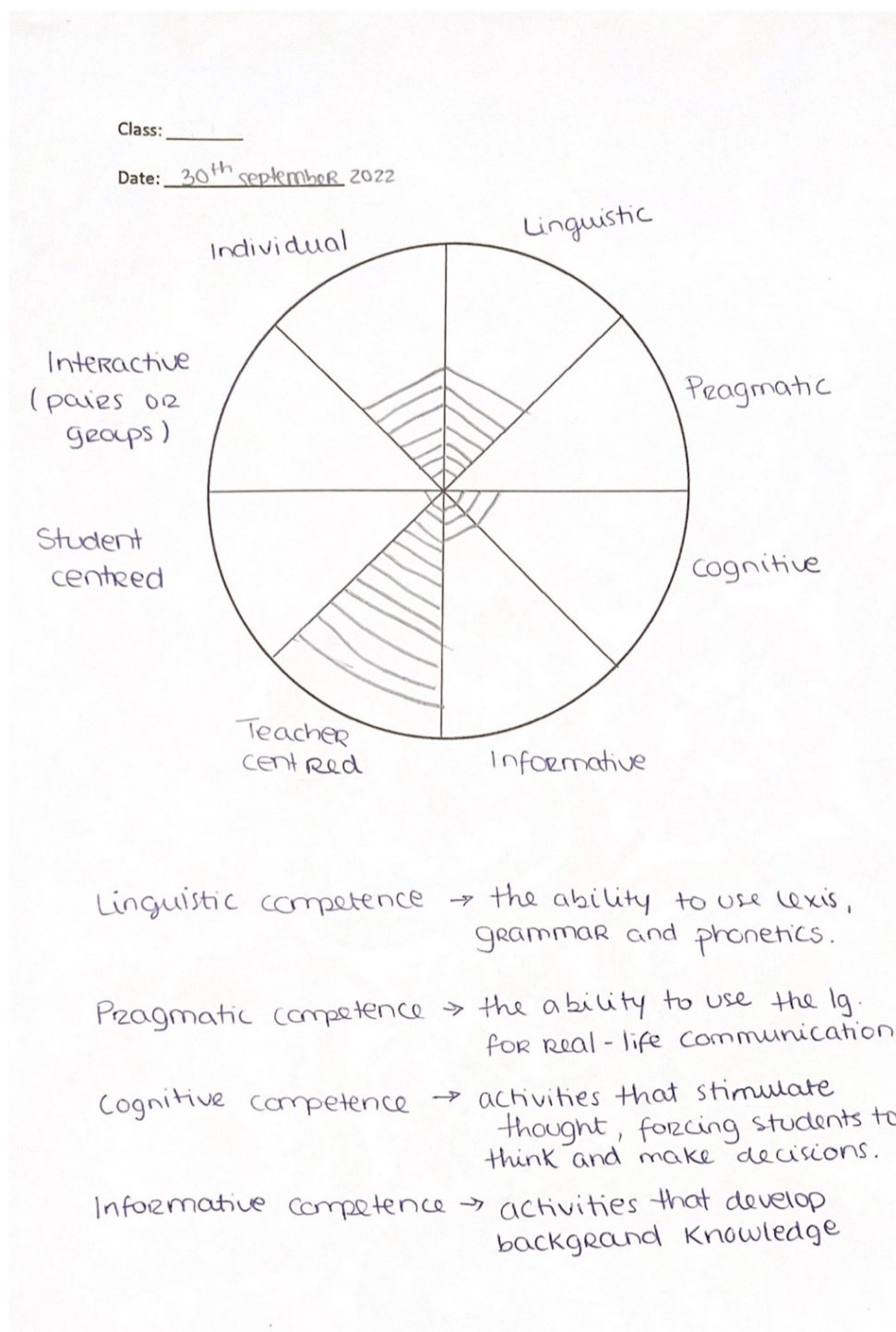
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Appendix I
Observation web example



Appendix II

Questionnaire

1. What is your gender? *

- Male
- Female
-

2. On average, how many hours per day do you spend on the internet? *

- 0-2
- 3-4
- 5-6
- 7-8
- more than 8
-

3. On average, how many hours per day do you spend on social media sites (instagram, TikTok, Twitter, etc.)? *

- 0-2
- 3-4
- 5-6
- 7-8
- more than 8

4. Overall, how would you classify your media use in general? *

- Light
- Medium
- Heavy

PART I - NEWS

1.1 How much time per day do you spend reading/watching news on the internet? *

- Less than 1
- 1-2 hours
- 3-4 hours
- more than 4 hours
- I don't read/watch news online

1.2 On an average day, are you more likely to (you can select more than one option): *

- Read news in print
- Listen to the news on the radio
- Watch news on TV
- Watch/read news online
- Do all of these equally
- Do none of these

1.3 Which of the following sites do you get your news from? (Select all that apply, *
if you select the option 'other' please specify)

- Facebook
- Twitter
- Instagram
- TikTok
- Diário de Notícias
- Observador
- Notícias ao Minuto
- Jornal de Notícias
- CNN Portugal
- Outra: _____

1.4 Do you have a news application on your phone? *

- Yes
- No
- Outra: _____

1.5 If the answer to the previous question was 'yes', please list here the news apps
you have on your phone.

A sua resposta _____

1.6 When looking for news do you (Select all that apply, **if you select the option 'other' please specify**): *

Visit a specific online news site (i.e., Público, CNN Portugal, DN, etc.)

Google it

Search on social media

Call or text family members/friends

Pick up a newspaper

Turn on the TV

None of these

Outra: _____

PART II - FRIENDS AND COMMUNITY

2.1 How have social media affected your friendships? *

- I feel closer with my friends because of social media
 - It hasn't changed my friendships at all
 - I feel further apart from my friends because of social media
-

2.2 Because of social media: *

- I feel like I have more friends
 - I feel like I have less friends
 - It hasn't changed the number of friends I have
-

2.3 Do you spend more time talking to friends online or in person? *

- More time online
- More time in person
- About the same

2.4 Put the following in order of usage when communicating **with your family** (1 * most often, 8 least often):

	1	2	3	4	5	6	7	8
Talking on the phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instagram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e-mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Text messaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FaceTime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Face to Face	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.5 Put the following in order of usage when communicating **with your friends** (1 * most often, 8 least often):

	1	2	3	4	5	6	7	8
Talking on the phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instagram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e-mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Text messaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FaceTime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Face to Face	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.6 In general, how do you prefer to communicate with friends? *

- Nothing better than talking in person
 - Texting and occasionally talking on the phone
 - Using social media is the best way to communicate
-

2.7 In general, how do you prefer to communicate with family? *

- Nothing better than talking in person
 - Texting and occasionally talking on the phone
 - Using social media is the best way to communicate
-

2.8 Have you ever met face to face with anyone you met online? *

- Yes
- No

3.1 How many of your classes use social media for educational purposes? *

- None
- 1
- 2
- 3
- 4
- More than 4
- All of them

3.2 How many of your teachers use Google Classroom or a similar classroom technology to post assignments online? *

- None
- 1
- 2
- 3
- 4
- More than 4
- All of them

3.3 How often do you use Wikipedia for research? *

- Often
- Sometimes
- Rarely
- Never

3.4 How often do you use books (printed or e-books) for research? *

- Often
- Sometimes
- Rarely
- Never

3.5 Which of the following Internet sites do you use for conducting primary research? (Select all that apply, **if you select the option 'other' please specify**) *

- Google
- YouTube
- Blogs
- Other: _____

3.6 The access to digital media has made classes more interesting: *

- Strongly disagree
 - Disagree
 - Agree
 - Strongly agree
-

3.7 The access to digital media has made learning fun: *

- Strongly disagree
 - Disagree
 - Agree
 - Strongly agree
-

3.8 The access to digital media has made learning more dynamic: *

- Strongly disagree
- Disagree
- Agree
- Strongly agree

3.9 The access to digital devices (smartphones) have made it easier to waste time in class: *

- Strongly disagree
- Disagree
- Agree
- Strongly agree

3.10 Digital Media have made no difference in the classroom at all: *

- Strongly disagree
- Disagree
- Agree
- Strongly agree

PART IV - LEISURE AND ENTERTAINMENT

4.1 How often do you shop online? *

- Often
 - Sometimes
 - Rarely
 - Never
-

4.2 How often do you watch TV shows and series online? *

- Often
- Sometimes
- Rarely
- Never

4.3 How often do you watch movies from the Internet? *

- Often
- Sometimes
- Rarely
- Never

4.4 How often do you play videogames? *

- Often
- Sometimes
- Rarely
- Never

4.5 I spend my free time (1 most often, 6 least often): *

	1	2	3	4	5	6
On social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Browsing the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing online games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hanging out with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.6 Do you think social media and videogames help you improve your English skills? **If yes, give specific examples.** *

Texto de resposta longa

4.7 Have you ever researched about a topic (e.g.: sexuality, racism, etc.) that appeared on social media and that you had little to no knowledge of? **If yes, give specific examples.** *

A sua resposta

PART V - PRIVACY AND EXPRESSION

6.1 How concerned are you about your privacy online? *

- Very concerned
- Somewhat concerned
- Not really concerned
- I don't think about it at all

6.2 Do you feel that the social media sites do a good job of protecting your privacy online? *

- Yes, they do a very good job
- Not all
- I don't really know
- I don't really care

6.3 How much personal information do you make public on social media? *

- Everything
- Most information, but I keep some private
- Only a bit of my information is public
- None

6.4 Are you concerned that your online identity will have an influence on your future career? *

- Very concerned
- Somewhat concerned
- Not at all

6.5 Do you know anyone who has experienced a safety issue as a direct result of his or her social media use? *

- Yes
- No

6.6 If yes, what was the issue?

A sua resposta

PART VI - FINAL QUESTION

Do you think the Internet and Media are a powerful tool to education and knowledge? Please state your **honest** opinion. *

A sua resposta

Appendix III

Questions for the interview

- Entre o telemóvel e o computador qual usas mais e porquê?
- Quais as aplicações que mais usas diariamente?
- Quais os locais do teu dia-a-dia em que usas estas ferramentas?
- Quantas horas por dia passas em redes sociais?
- O que fazes maioritariamente nas redes sociais?
- Na tua opinião, quais são os aspetos positivos das redes sociais?
- Na tua opinião, quais são os aspetos negativos das redes sociais?

Quando algumas pessoas ouvem a palavra “media”, pensam em televisão e no telejornal, mas também inclui filmes, livros, jornais, revistas, videojogos, rádio, gravações, podcasts, publicidade e anúncios, redes sociais, vídeos do YouTube, e outros conteúdos na internet. (adaptado e traduzido do livro *Media Literacy in Action*, Hobbs, 2021)

Muitas pessoas criam conteúdo sem sequer se aperceberem disso. Ao escrevermos mensagens, reencaminhar ligações ou ficheiros digitais através do e-mail, por exemplo, ao partilhar uma história no instagram, e/ou tirar, editar e publicar fotos nas redes sociais, tudo isto é considerado criar conteúdo digital, criar um meio de comunicação.

- Consideras-te mais consumidor(a) ou criador(a) de conteúdos *media*?
- Normalmente expões as tuas ideias ou opiniões online (comentar publicações, por exemplo)?
- Normalmente, quando desconheces alguma informação, vais imediatamente procurar uma resposta ao Google ou deixas a pesquisa para outra altura?
- Utilizas os meios de comunicação mais para entretenimento ou para informação?
- Já viste um assunto ser abordado numa série ou num filme, ou até numa rede social (instagram, TikTok, twitter, etc.) e ficaste com curiosidade de saber mais sobre esse assunto?
- Quais foram as plataformas ou recursos que usaste para pesquisar sobre esse assunto?
- Achas que o conteúdo que consumes influencia a tua forma de pensar?
- Achas que os meios de comunicação têm o poder de desconstruir vários preconceitos e estereótipos?

O pensamento crítico é a capacidade de analisar, questionar e avaliar situações, informações e opiniões de forma racional e lógica. Exemplos de pensamento crítico incluem: tomar decisões informadas, análise dos factos, etc.

- Achas que deve ser uma preocupação dos professores incitarem os alunos a pensarem criticamente?
- Achas importante os alunos terem acesso a meios de informação e comunicação na sala de aula para praticarem o pensamento crítico? Por exemplo, vamos fazer um debate sobre cripto moedas, e a professora dá tempo para os alunos pesquisarem a

informação que quiserem e organizarem o seu discurso para o debate. Neste caso, concordas com a utilização das tecnologias em sala de aula?

- Na tua opinião, cabe aos professores a tarefa de vos ajudar a encontrar fontes fiáveis para encontrar informação online?
- Depois de algumas das aulas de inglês que dei tiveste curiosidade de pesquisar e aprender mais sobre o assunto?
- Achas que os professores de inglês se devem focar apenas nos aspetos formais da língua (ensinar gramática, vocabulário, etc.) ou também nos aspetos culturais e sociais?
- No caso da disciplina de Inglês, os professores que já tiveste até ao dia de hoje sugeriram o consumo de conteúdos em Inglês para uma melhor aprendizagem da língua?
- Achas importante para aprender inglês consumir conteúdos em inglês?

Appendix IV

Class: 7th grade

Date: 24/10/2022

Learning Objectives:

- Identifying relevant information about the holiday.
- Retrieving previous knowledge about Halloween.
- Extending vocabulary.
- Interpreting and annotating new information.
- Playing to consolidate knowledge.
- Reviewing what was said during the Presentation.
- Leading students to watch a film related to the topic

Procedures	Interaction	Time	Materials and teaching aids
Writing the summary: Halloween History, Vocabulary and Quiz.	Whole Class	5'	Whiteboard, pen
Lead-in activity: The teacher asks students if they know what Halloween is and if they celebrate it. If students say they celebrate it, the teacher asks how they do it. The teacher asks students if they know anything about the history of Halloween.	Whole Class	5'	
Follow-up activity: The teacher informs students she will show a PowerPoint where they will learn about Halloween's history and later take a quiz. The teacher starts presenting the PowerPoint.	Whole Class	15'	Computer, projector, internet connection
Quiz Activity: After learning about Halloween's history the students will take a quiz to consolidate what they have learnt.	Individual Work	10'	Computer, projector, internet connection, mobile phones
Follow-up activity: The teacher suggests some Halloween films in the PowerPoint Presentation so that students can have a visual context about what they have learnt in class.	Whole Class	5'	Computer, projector, internet connection
Homework: The teacher reminds students to search about Jack-o-Lantern and to bring materials for the next class.	Whole Class	5'	

Presentation

HAPPY HALLOWEEN

What is Halloween?

Halloween is a holiday celebrated each year on October 31.

The tradition originated with the ancient festival of Samhain, when people would light bonfires and wear costumes to keep off ghosts.



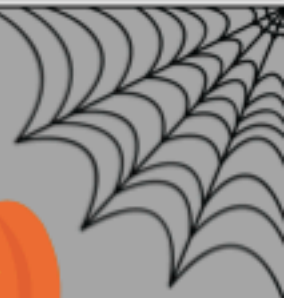
In the eighth century, Pope Gregory III designated November 1 as a time to honor all saints.

The evening before November 1 was known as All Hallows Eve, and later Halloween.

How is Halloween celebrated nowadays?



Trick or Treat



Halloween evolved into a day of activities like trick-or-treating, carving pumpkins, festive gatherings, wearing costumes and eating treats.



Pumpkins are classified as a fruit, not as a vegetable.

Irish immigrants brought Halloween to the U.S.

The fear of Halloween is called Samhainophobia.

One quarter of all the candy sold annually in the U.S. is purchased for Halloween.



This is called a Jack-o-Lantern.

WHY?

Search about this curiosity for next class!







Movie Suggestions for this Halloween:



Movie Suggestions for this Halloween:



Appendix V

Class: 7th grade

Date: 16/11/2022

Learning Objectives:

- Identify relevant vocabulary about the daily routine.
- Extend vocabulary.
- Interpret and annotate new information.
- Choose the vocabulary and adapt to personal daily routine.
- Interpret the text and retrieve previously taught vocabulary.
- Test reading understanding.
- Relate text with the video.

Procedures	Interaction	Time	Materials and teaching aids
Writing the summary: Daily routine – Vocabulary and Reading Comprehension.	Whole Class	5'	Whiteboard, pen.
Lead-in activity: The teacher asks students if they can name some actions usually associated with our daily routines.	Whole Class	5'	
Follow-up activity: The teacher informs students she will show a PowerPoint where they will learn vocabulary about daily routines. The teacher starts presenting the PowerPoint, showing information and asks students to copy information to their notebooks.	Whole Class	20'	Computer, projector.
Fill-in Activity: After learning about daily routines students will fill-in a worksheet, choosing from a list of vocabulary the actions that can be applied to their personal daily routines.	Individual Work	10'	Computer, projector, worksheet 1.
Follow-up activity: The teacher asks some students to share and read to the class their daily routine activities.	Whole Class	5'	Worksheet 1.
Pre-Reading Activity: The teacher hands in Worksheet 2. The teacher asks students to do the first exercise – Vocabulary Preview.	Individual Work	5'	Worksheet 2.
Reading Comprehension Activity: The teacher asks students to read the text first in silence and individually and then volunteers read aloud. Students individually respond to the reading comprehension questions. Then, the	Individual Work	20'	Worksheet 2.

teacher will proceed correcting the worksheet with the help of students.			
Speaking Activity: Discussion with the whole class – three questions in Worksheet 2.	Whole Class	10'	Worksheet 2.
Follow-up Activity: Teacher shows a video ² about life in the outer space so that students can confirm that what they read in the text happens in real life.	Whole Class	10'	

² www.youtube.com/watch?v=X9vOoXU56KI

Worksheet 1

Name: _____ Class: _____ Date: _____

Daily Activities – My Daily Routine

Write about your own daily routine, from the time you usually wake up in the morning until you fall asleep at night.

Before school	
At school	
After school	
After dinner	

Worksheet 2

Name: _____ Class: _____ Date: _____

Reading Comprehension – Daily Routine ... in Space!

Vocabulary Preview

- *Match the words on the left with the meanings on the right.*

- | | | |
|---------------|----------|--|
| 1. space | <u>E</u> | A. riding a bicycle |
| 2. located | _____ | B. you use it to wash your face and body |
| 3. special | _____ | C. for example: cars, dish washers and TVs |
| 4. soap | _____ | D. different; unusual; not ordinary |
| 5. shampoo | _____ | E. everything not on Earth |
| 6. float (v.) | _____ | F. you use it to wash your hair |
| 7. machines | _____ | G. to move slowly in the air and not touching anything |
| 8. cycling | _____ | H. the place where something is |

- *Read the text.*

Daily Routine ... in Space!

Do you want to live in space? The best place to live in space is on the International Space Station. It is a place for people to learn more about space. It is located between 330 and 435 kilometers above the earth. Life on the Space Station is different. Like many people here on Earth, people there wake up and brush their teeth, take showers and wash their hair. But they must be very careful. They must be very careful because they don't want to use lots of water. They must use special soap and shampoo. When they eat breakfast, they must eat food they first bring with them from Earth. Again, they must be careful because they don't want their food to float away! After people on the Space Station finish breakfast, they start their work. They don't have to take a bus or a taxi. Their work is on the Space Station! After work, the people there must do exercise. It is not easy to stay strong in space, so they exercise for more than two hours every day. They can exercise with running machines and cycling machines. For fun,

people on the Space Station can read books, watch movies, listen to music and look out the windows at Earth. One time every week, they can also talk with their friends and families back home.

Source: <https://www.allthingstopics.com/uploads/2/3/2/9/23290220/reading-daily-routine-space.pdf>

How Much Do You Understand?

● **Write 'T' (True) or 'F' (False) next to each statement.**

1. _____ The Space Station is the best place to live on Earth.
2. _____ The Space Station is located 534 kilometers above Earth.
3. _____ People can take showers on the Space Station.
4. _____ People on the Space Station go to work before they eat breakfast.
5. _____ You must exercise a lot on the station.
6. _____ You can read books and listen to music on the station.

Discuss

● **Discuss the following questions with your classmates.**

1. Do you want to live in space? Why? / Why not?
2. How do you get to school or work? Do you take a bus or a taxi?
3. What do you like to do in your free time?

Appendix VI

Class: 7th grade

Date: 11/01/2023

Learning Objectives:

- Retrieving previous knowledge about household chores.
- Extending vocabulary.
- Gathering information from a video.
- Choosing according personal experience.
- Composing a poem with vocabulary related to the topic.
- Playing to consolidate knowledge.

Procedures	Interaction	Time	Materials and teaching aids
Writing the summary: Vocabulary revision. Present Simple vs. Present Continuous	Whole Class	5'	Whiteboard, pen
Revision activity: The teacher asks students if they still remember the household chores. The teacher shows them pictures and students must say what household task that image represents.	Whole Class	10'	Computer, projector, presentation, internet connection
Follow-up activity: The teacher informs students they will watch a video. In this video Mr. Bean is doing his household chores. They must pay attention to the video and after that say the chores Mr. Bean completed in the correct order.	Whole Class	10'	Computer, projector, presentation, internet connection
Follow-up Activity: In the presentation, students have 3 boxes where they have to place the chores: I like it, I don't mind, I hate it (according to their personal experiences).	Individual Work	15'	Computer, projector, internet connection
Listening Activity: The students will listen to a poem entitled "Game of Chores". While listening the students must read the poem (that is being projected) at the same time.	Whole Class	5'	Computer, projector, internet connection
Writing Activity: The teacher asks students to write a four-line poem similar to the one they just listened to. Student's must name at least two chores and try to rhyme. After writing the poem, students must share their poems with the class.	Pair Work/ Whole Class	15'	Notebooks
Grammar Activity: Revisions present simple vs. present continuous. When do we use one, when do we use the other. Playing a Kahoot.	Whole Class	20'	Computer, projector, presentation, internet connection

Extra-Grammar Activity: Exercise to consolidate previously learnt knowledge about present simple and present continuous.

Individual Work

10'

Computer, projector, presentation, internet connection

Presentation



Household Chores - Revision



Let's watch
a video!

Pay attention to every task Mr. Bean completes.
Note them down in your notebooks. Let's see how
many you can get!

https://www.youtube.com/watch?v=gMIHI_R4y2A

Where does it go?

Write the chores in the correct box to show what
you like and don't like doing. If you don't have to
do a chore, cross it out. If you do other chores,
write them.

making the bed
doing the washing
sweeping the floor
tidying up
walking the dog

doing the vacuuming
laying the table
doing the washing up
drying the dishes
washing the car

I like it...

I don't mind...

I hate it...



Game of chores

At home we always play a game
When it's time to tidy up
We score some points for household chores
And win the housework cup!

Dust the shelves to get one point
One more to sweep the floor
And if you vacuum all the rugs
Then you'll get two points more.

In the bathroom, one point each
To clean the shower and sink
The toilet is the one we hate
So that's five points, I think!

We lay the table for one point
And cook some food for two
And if you do the washing-up
Here's three more points for you.

Some extra chores can win two points
Like if you clean Mum's car
And also if you walk the dog
And take it very far.

So that's my game, now ask yourself
(If you want to play)
How many points could you score
If you tidied up today?

Gillian Craig

writing activity



Write a poem (4 lines) about household chores,
just like the one we've listened to.
You can do this activity in pairs.
Share it with the class when you finish!
Ps. try to rhyme! :)

GRAMMAR

present simple
vs.
present continuous



present simple vs. present continuous

Q present simple X

We use Present Simple to talk about a routine, a habit

Time expressions: always, often, usually, rarely, never, every day...

Q present continuous X

We use Present Continuous to describe an action happening at the moment of speaking

Time expressions: now, at the moment, today...



Let's play!

<https://create.kahoot.it/details/74cd06b1-15ac-4e7a-8845-57e4966f7d99>

Activity Time

• Write the verbs in the present simple or the present continuous.

1. Anne and Sarah (clean) _____ the house now.
2. They always (have) _____ a lot of fun with chores.
3. At the moment they (listen) _____ to music.
4. Sarah usually (vacuum) _____ the floor, but today she (sweep) _____ it.
5. Anne rarely (clear) _____ the table, but she often (load) _____ the dishwasher.
6. Anne and Sarah (have) _____ fun today, but most people (not like) _____ doing housework.



Appendix VII

Class: 7th grade

Date: 8/03/2023

Learning Objectives:

- Remember previously learnt vocabulary about School Subjects and School Supplies.
- Describe a photo/picture.
- Having fun while learning vocabulary.
- Practise speaking skills.
- Retrieve information from a video and comparing it to our country.
- Revise the Past Simple tense.
- Select the appropriate connector in a sentence.
- Apply the Past Simple and connectors with a writing activity describing a day in the past.

Procedures	Interaction	Time	Materials and teaching aids
Writing the summary: -Vocabulary related to School. -Grammar: Past Simple revision; Connectors.	Whole Class	5'	Whiteboard, pen.
Warm-up activity: The teacher projects the Presentation. To do a brief revision, the teacher shows multiple icons and illustrations of school subjects and school supplies that the students have to name.	Whole Class	10'	Computer, internet connection, presentation.
Game activity: The teacher explains students the rules of the game they are about to play. One student at a time will be facing the class, incapable of watching the whiteboard and the projection of the presentation. One picture of a school subject or supply will appear in the background and the classmates will raise their hands to describe the picture in order to the colleague being able to guess what item/school object is being projected. (inspired by the game <i>charades</i>)	Whole Class	20'	Computer, internet connection, presentation.
Speaking activity: The students discuss in class the activities they do after class.	Whole Class	10'	Computer, internet connection, presentation.
Pre-Watching Activity: The teacher tells students that in some English-speaking countries pupils have clubs after school. Example: drama club, chess club, etc. The teacher	Whole Class	5'	Computer, internet connection, presentation.

asks students to write down the after-school clubs they listen to in the video.			
Watching Activity: Students watch a video about school clubs in the United Kingdom, where a boy experiments the after-school clubs at his school to choose the one he likes the most.	Whole Class	10'	Computer, internet connection, presentation.
After-Watching Activity: The teacher writes down on the whiteboard the after-school clubs that students were able to understand from the video. After that, students do a matching activity between school clubs and the activities you can do in those school clubs.	Individual Work	10'	Whiteboard, pen, computer, internet connection, presentation.
Grammar Activities: Revision of the past simple tense with rules and exercise. Introduction to connectors (and, or, but, however, because, so, therefore). The teacher asks students to identify in a Lilo and Stitch quote the words that connect the sentence. The explains students some rules and when to use each connector in a sentence. After this, students practise with an exercise.	Whole Class/ Individual Work	10'	Whiteboard, pen, computer, internet connection, presentation.
Writing Activity: The students have to write a text describing the day before, using the past simple and connectors. The teacher gives some examples to help students.	Individual Work	10'	Notebooks.

Presentation



School Subjects - Revision



School Supplies - Revision



School Supplies - Revision



School Supplies - Revision

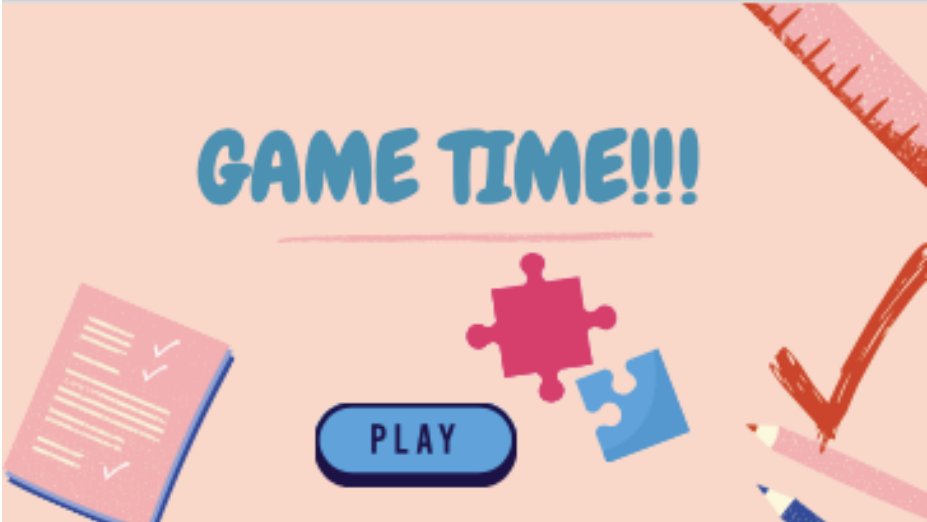
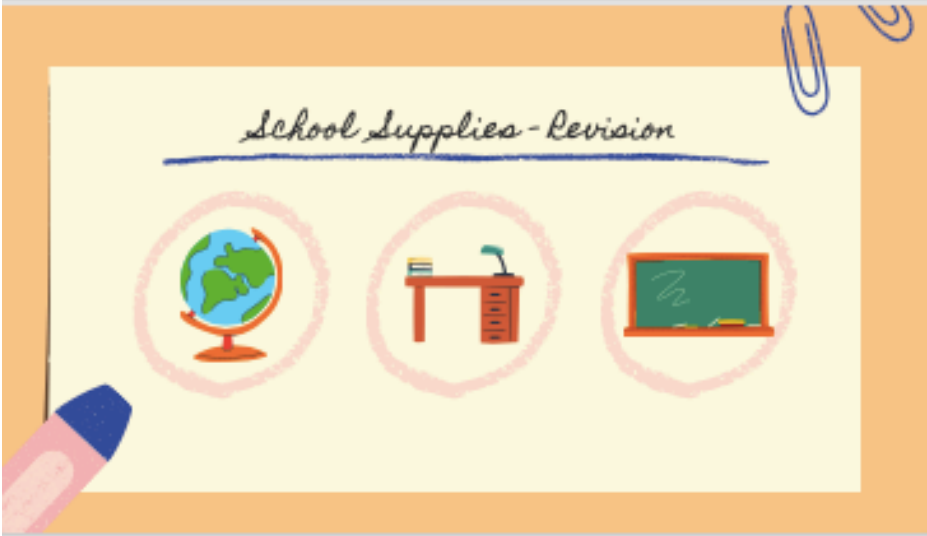


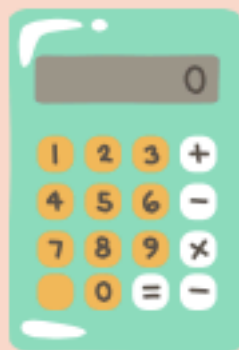
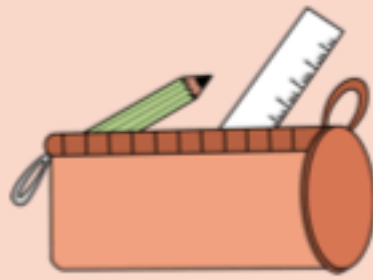
School Supplies - Revision

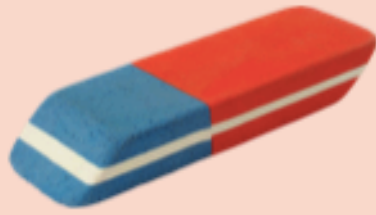


School Supplies - Revision











1. Computer Club
2. Dance Club
3. Film Club
4. Arts and Crafts Club
5. Animal Lovers Club
6. Cooking Club
7. Drama Club
8. Photography Club
9. Chess Club



GRAMMAR

past simple revision



Complete each sentence with the correct form of the **past simple** tense of the verb in parentheses.

1. Yesterday, I _____ (walk) to school.
2. Sarah _____ (study) for her exam all night.
3. They _____ (play) basketball after school yesterday.
4. Last summer, my family and I _____ (travel) to Europe.
5. Jack _____ (watch) a movie on TV last night.
6. I _____ (eat) pizza for dinner last night.
7. The teacher _____ (give) us a quiz in class yesterday.
8. Last weekend, my friends and I _____ (go) to the beach.
9. The dog _____ (chase) the cat around the yard yesterday.
10. He _____ (read) a book for three hours yesterday.



1. *walked*
2. *studied*
3. *played*
4. *travelled*
5. *watched*
6. *ate*
7. *gave*
8. *went*
9. *chased*
10. *read*





Circle the words that connect the sentence.

'Ohana' means 'family', and 'family' means nobody gets left behind or forgotten.

Lilo and Stitch



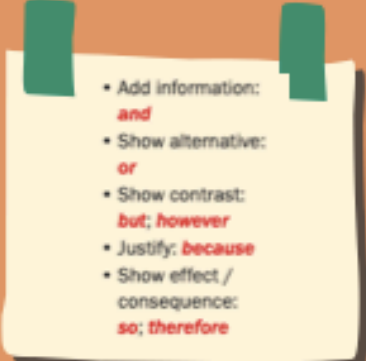
Circle the words that connect the sentence.

'Ohana' means 'family' and 'family' means nobody gets left behind or forgotten.

Lilo and Stitch

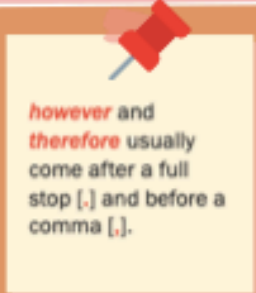


Connectors	Use	Examples
and	addition	Geography and art are my favourite subjects.
or	alternative	Do you prefer PE or maths?
but however	contrast	Mary likes English, but she prefers maths. Mary likes English. However , she prefers maths.
because	reason	I go to the library because I like reading.
so therefore	effect consequence	Sam likes football, so he's in the Sports Club. Sam likes football. Therefore , he's in the Sports Club.



- Add information: **and**
- Show alternative: **or**
- Show contrast: **but; however**
- Justify: **because**
- Show effect / consequence: **so; therefore**

DON'T FORGET



however and **therefore** usually come after a full stop [,] and before a comma [,].

and because but or so

1. Jane was in the Dance Club, _____ she isn't there anymore: she broke her leg.
2. We love physics and chemistry, _____ we're in the Science Club.
3. "Do you prefer English _____ French?" "I like both."
4. Ronald is in the Cooking Club _____ is interested in the MasterChef contest.
5. Paula and Jake are in the Drama Club _____ in the Film Club. They love theatre and cinema.

and because but or so

1. Jane was in the Dance Club, **but** she isn't there anymore: she broke her leg.
2. We love physics and chemistry, **so** we're in the Science Club.
3. "Do you prefer English **or** French?" "I like both."
4. Ronald is in the Cooking Club **because** he is interested in the MasterChef contest.
5. Paula and Jake are in the Drama Club **and** in the Film Club. They love theatre and cinema.

WRITING ACTIVITY



Write a text describing your day yesterday, using the past simple and connectors as much as you can.

Appendix VIII

Class: 11th grade

Date: 24/03/2023

Learning Objectives:

- To identify famous activists and their achievements.
- To gather information about those well-known activists and hopefully evoke their curiosity into searching a bit more about these and other activists and activism itself.
- Practice listening for specific information.
- Identify with the topic sharing personal volunteering experiences.
- Practice speaking skills while knowing other colleague’s volunteering experiences.
- Get actively involved by mingling with classmates and sharing personal experiences.

Procedures	Interaction	Time	Materials and teaching aids
Writing the summary: Activism and volunteering - introducing the topic; Speaking and Listening exercise.	Whole Class	5'	Computer, internet connection, presentation, projector.
Warm-up activity: The teacher shows students photos of famous activists: Rosa Parks, Mahatma Gandhi, Martin Luther King Jr., Malala Yusafzai, Nelson Mandela and Malcom X. The students have to tell say names. If they don't know the teacher helps them.	Whole Class	10'	Computer, internet connection, presentation.
Searching activity: In 6 groups, students will find more about the activists, their lives and their achievements. After gathering information, the groups share what they found with the class.	Group Work/ Whole Class	30'	Computer, internet connection, presentation, mobile phones.
Speaking/Reading activity: The teacher asks to clarify the difference between being an activist and being a volunteer. Students answer. After that students read about the differences between activism and volunteering on the Presentation.	Whole Class/Pair Work	5'	Computer, internet connection, presentation.
Listening Activity: The teacher tells students to access Worksheet 1 – Listening about the benefits of volunteering – available on Google Classroom (the teacher has printed copies of this worksheet to hand in if necessary). Students do the gap-filling exercise while listening to the audio. After that, the teacher corrects Worksheet 1 with the students.	Individual Work/ Whole Class	15'	Computer, internet connection, presentation, speakers, Worksheet 1, mobile phones.

Speaking Activity: Students go around with their notebooks and a table to fill in and do a mini-survey to five different colleagues about their volunteering experiences.	Whole Class	25'	Computer, internet connection, presentation, notebooks.
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Presentation




LESSONS NR. 81 AND 82
 24/03/2023
 SUMMARY:

- Activism and volunteering - introducing the topic.
- Speaking and Listening exercise.















Group 1 - Rosa Parks



Group 2 - Mahatma Gandhi



**Group 3 -
Martin Luther King Jr.**



Group 4 - Malala Yousafzai



Group 5 - Nelson Mandela



Group 6 - Malcom X



WHAT DO THEY
ALL HAVE IN
COMMON?



ACTIVIST VS. VOLUNTEER

What is the difference?



ACTIVIST VS.VOLUNTEER

What is the difference?

An activist is someone who takes action to bring about social or political change. Activists may engage in a variety of actions, such as protesting, organizing rallies, signing petitions, or using social media to raise awareness about an issue. The goal of activism is to influence change on a larger scale, such as policy changes or social attitudes.

On the other hand, a volunteer is someone who donates their time and skills to help others without expecting any monetary or material compensation. Volunteers may participate in a variety of activities, such as helping at a local food bank, tutoring children, or working at a hospital. The goal of volunteering is to provide direct help and support to individuals or communities in need.

ACTIVIST VS.VOLUNTEER

What is the difference?

While there may be some overlap between activism and volunteering, the main difference is in the goals and focus of each role. Activism is focused on bringing about social or political change, while volunteering is focused on providing direct help and support to those in need.



LISTENING ACTIVITY

LISTEN AND FILL IN THE GAPS WITH THE MISSING WORD(S).



WORKSHEET 1 -
LISTENING ACTIVITY
- AVAILABLE ON
GOOGLE
CLASSROOM.



You are going to ask five of your classmates a question about voluntary work. Try to get as much information as possible and make notes.

Names					
Have you ever done any voluntary work?					
If so, what did you do?					
If not, would you like to?					



Worksheet 1



WORKSHEET 1 – LISTENING ACTIVITY – ACTIVISM AND VOLUNTEERING – 24/03/2023

1. LISTEN AND FILL IN THE GAPS WITH THE MISSING WORD(S).

Volunteering can be the most **1.** _____ and _____ activity you can participate in. By working in your community or to even travel abroad you have the opportunity to help others. Whether it's through time or **2.** _____ you can choose to help those that are in need. Be at individuals, **3.** _____ or animals. In this presentation, I'm going to show you how volunteering can **4.** _____ your health, social life and work environment. I hope to accomplish this through facts that will hopefully encourage you to want to volunteer. Let's jump right into the **5.** _____ benefits of volunteering: volunteering can boost your **6.** _____ by helping others, you can attain a **7.** _____, it can also give you a sense of pride and identity. Another benefit is that volunteering helps you stay physically healthy by being social and active studies have found that those who volunteer have an overall lower mortality rate than those who do not volunteer. It has also been shown to **8.** _____ the symptoms of chronic pain and heart disease. Let's now talk about the social benefits of volunteering: the first social benefit I'd like to talk about is how volunteering connects you to other people. By participating in activities with others it helps **9.** _____. Volunteering also puts you in an environment and encourages you to find similarities with your fellow volunteers. This can also build into friendships. The second social point I'd like to talk about is how volunteering can improve your outlook¹. By volunteering you're helping build community bond and deepening your **10.** _____. This enables you to connect with more people than you may have been previously **11.** _____, opening you up to new ideas and improvements. Lastly, I want to talk to you about the career benefits that volunteering has. The first point: establishing a work life balance. Many employers are interested in your extracurricular activity. By volunteering you can showcase that not only are you committed but that you're passionate, and this reflects positively on you. Second, volunteering can help you sharpen your skills and learn new ways of doing things. It can also help you improve your **12.** _____ which can help you along the way in your career. These two points alone make employees that volunteer valuable to employers.

Appendix IX

Class: 11th grade

Date: 11/01/2023

Learning Objectives:

- Recognising environmental activists and celebrities that support environmental causes.
- Interpreting and examining different information given in the two different videos.
- Debating and defending one’s own view.
- Questioning the sources of the information.
- Reflecting about analysing carefully every information available.
- Writing a Ted Talk about the Environment.
- Filming a video to share with the class/school community.

Procedures	Interaction	Time	Materials and teaching aids
Writing the summary: A planet for all – Celebrities that care about the environment. Worksheet – Reading and Speaking activity.	Whole Class	5’	Whiteboard, pen.
Warm-up activity: The teacher projects the PowerPoint. There are six celebrities, students have to name them. The teacher helps if necessary. Students answer the questions “What do they all have in common?” and “Do you think it is important that celebrities care about the environment?”	Whole Class	5’	Computer, PowerPoint.
Reading activity: The teacher asks students to access through Google Classroom Worksheet 1 – if students don’t have an internet connection the teacher hands out the worksheet in paper. The teacher asks students if there are any volunteers to read the text out loud.	Whole Class	5’	Computer, internet connection, mobile phones, Worksheet 1.
Speaking activity: The students discuss in pairs the questions in exercise 2 – Worksheet 1. The students share their answers with the whole class.	Pair Work Whole Class	15’	Computer, internet connection, mobile phones, Worksheet 1.
Pre-Watching Activity: The teacher asks students to read the quote that appears both in the PowerPoint and in exercise 3 in Worksheet 1. The teacher then asks students if they know who Elon Musk is and if they consider Elon Musk an environmental activist.	Whole Class	5’	Computer, internet connection, mobile phones, Worksheet 1, PowerPoint.

<p>Watching Activity: The students will watch two videos. The first one is a short clip of the documentary <i>Before the Flood</i>, where Elon Musk shows his Gigafactory. The other video is about video about rocket launches and its consequences regarding the ozone layer and the environment. The objective is to develop students' critical thinking skills. They should investigate by themselves all the issues that puzzle them. They must analyse what is being said and what is being done, taking their own conclusions. After watching the two videos, students should share their thoughts with the class.</p>	<p>Whole Class</p>	<p>15'</p>	<p>Computer, internet connection, mobile phones, Worksheet 1, PowerPoint.</p>
<p>Pre-Writing Activity: Students watch Greta Thunberg's Ted Talk that will inspire them for their writing activity.</p>	<p>Pair Work</p>	<p>10'</p>	<p>Computer, internet connection.</p>
<p>Writing Activity: In a shared Google Docs document, students must write their own speech about the Environment, the objective is for them to write first and then produce a video that will be shared with the class and if students agree with the school's community. Students are encouraged to read and provide feedback to their colleagues.</p>	<p>Individual Work</p>	<p>30'</p>	<p>Computer, internet connection, mobile phones.</p>

Presentation



SAVE PLANET



PLANT MORE TREES

A planet for all

Taking action







-What do they all have in common?

-Do you think it is important that celebrities care about the environment? Why?

Environmental Activists

Greta Thunberg is the voice of the youths who will be facing the climate crisis as the consequences of the failure of political parties to mitigate climate change.



David Attenborough is a renowned naturalist who has used his platform to raise awareness about environmental issues. He has produced several documentaries on the topic, and has spoken out about the importance of preserving the planet for future generations.



Leonardo DiCaprio is a vocal advocate for environmental causes, and has produced and narrated several documentaries on environmental issues. He has also established the Leonardo DiCaprio Foundation, which works to protect and restore the earth's ecosystems.



Al Gore is a former Vice President of the United States and a leading figure in the fight against climate change. He has written several books on the topic and produced the documentary "An Inconvenient Truth," which highlights the dangers of global warming.





WORKSHEET 1

WHOLE CLASS ACTIVITY –
READING THE TEXT

IN PAIRS – DISCUSS
EXERCISE 2 WITH YOUR
PARTNER. SHARE YOUR
ANSWERS WITH THE CLASS.



“We’re running the most dangerous experiment in history right now, which is to see how much carbon dioxide the atmosphere... can handle before there is an environmental catastrophe.”

— Elon Musk



<https://www.youtube.com/watch?v=zbEnQYtsXHA>

<https://www.youtube.com/watch?v=IMCk4m8DsNg>



Greta Thunberg •
TEDxStockholm



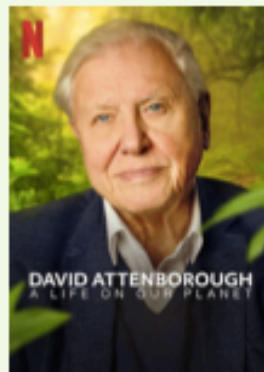
https://www.ted.com/talks/greta_thunberg_the_disarming_case_to_act_right_now_on_climate_change?language=pt&subtitle=en

WRITING ACTIVITY – Google Classroom – Google Docs

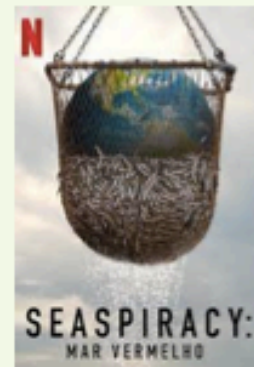
DOCUMENTARIES ABOUT THE ENVIRONMENT



2006

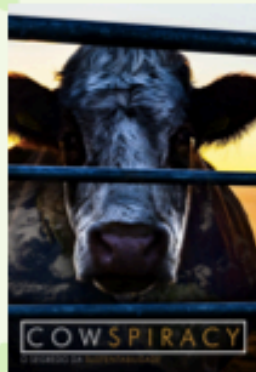


2020



2021

DOCUMENTARIES ABOUT THE ENVIRONMENT



2014



2015



2016

Appendix X

WORKSHEET 1

1. Read the following text.

Celebrities have the power to influence public opinion and inspire action on a global scale. As such, when celebrities speak out about environmental issues and take action to promote sustainability and combat climate change, they can make a significant impact.

One way that celebrities can help raise awareness about climate change is by using their platforms to share information and educate the public. Many celebrities have large social media followings, and by sharing articles, videos, and personal thoughts on the topic, they can help to amplify the message and reach a wider audience.

In addition to raising awareness, celebrities can also use their influence to advocate for policy change and support organizations working on environmental issues. By lending their voices to campaigns and speaking out about the importance of addressing climate change, celebrities can help to build public support for action and pressure governments and businesses to take decisive steps to reduce carbon emissions and protect the planet.

Celebrities can also use their financial resources to support environmental causes and fund research and projects aimed at finding solutions to the climate crisis. Many celebrities have established foundations or charitable organizations to support environmental causes, and by donating their time and money, they can make a meaningful difference.

Overall, celebrities have the power to use their influence and resources to make a positive impact on environmental issues, including climate change. By raising awareness, advocating for policy change, and supporting organizations and initiatives working to combat the climate crisis, they can help to create a more sustainable and healthier planet for all.

(source: <https://chat.openai.com/chat/16632166-b896-4160-ae3b-7f278858182f>)

2. Discuss the following questions with your partner.

2.1 Do you agree/disagree with what is stated in the text? Explain why.

2.2 To what extent can celebrities **truly** help climate change?

2.3 Sharing articles and videos on social media really makes an impact on the environment?

2.4 Have you ever shared a post on social media about the environment?

2.5 What do you do on a daily basis to help the environment?

2.6 What, in your opinion, is the **ultimate solution** to stop global warming?

3. Read this quote. “We’re running the most dangerous experiment in history right now, which is to see how much carbon dioxide the atmosphere... can handle before there is an environmental catastrophe.” – Elon Musk

3.1 Do you consider Elon Musk an environmental activist?

4. Watch the short video about *Tesla’s Gigafactory* (*Before the Flood*, 57:00-59:42 <https://www.youtube.com/watch?v=zbEnOYtsXHA>). Reflect about the video.

5. Now, watch the video about rocket launches and its consequences regarding the ozone layer and the environment. <https://www.youtube.com/watch?v=IMCk4m6DsNg>

6. After reading the quote and watching the two videos, what are your thoughts? Share them with the class.

Appendix XI

Class: 11th grade

Date: 10/03/2023


Learning Objectives:

- Retrieve previously learnt vocabulary related to diversity and multiculturalism.
- Speculate and predict about the plot of a film and relate it to the topic, activating students' knowledge of the world.
- Apply diversity and multiculturalism related vocabulary to real life situations.
- Identify with the topic and reflect about it sharing personal opinions and experiences.

Procedures	Interaction	Time	Materials and teaching aids
<p>Writing the summary:</p> <p>Celebrating diversity: understanding Multiculturalism. Speaking activity – Q&A.</p>	Whole Class	5'	Computer, internet connection, presentation.
<p>Warm-up activity: The teacher asks students what is diversity before showing the definition and reading it. The teacher asks students if they know what multiculturalism is and how it is related to diversity. Students answer.</p>	Whole Class	5'	Computer, internet connection, presentation.
<p>Pre-watching activity: The teacher shows the cover of a film that is called "Serial (Bad) Wedding". Relating the title with the cover students will speculate about the film.</p>	Whole Class	5'	Computer, internet connection, presentation.
<p>Watching activity: The teacher tells the students that they will watch the trailer of the film and discuss some questions about it after. The students watch the trailer and in pairs discuss the questions related to both the film and the topic. After discussing the questions in pairs, students share their answers with the class.</p>	Whole Class/ Pair Work/ Whole Class	20'	Computer, internet connection, presentation, speakers.
<p>After-watching Activity: The teacher asks students if they all know what stereotypes are and to give examples. Hopefully students will give some examples related to personal experiences and life situations. The teacher and the students talk about how stereotypes undermine the principles of multiculturalism.</p>	Whole Class	15'	Computer, internet connection, presentation.

<p>Vocabulary Activity: Students do a word formation exercise related to the topic.</p>	<p>Individual or Pair Work</p>	<p>10'</p>	<p>Computer, internet connection, presentation, notebooks.</p>
<p>Speaking Activity: Students choose a pair. Students will be given a Q&A Worksheet. Students choose who will be Student A and who will be Student B. Student A poses the questions to Student B and Student B responds. After that, Student B poses different questions to Student A and Student A responds. After that the teacher and the students choose the most important questions for the class to discuss together.</p>	<p>Pair Work/ Whole Class</p>	<p>30'</p>	<p>Computer, internet connection, presentation, Q&A Worksheet.</p>

Presentation



diversity noun

diver·sity (dī-var-sə-tē) dī-

plural diversities

Synonyms of diversity >

- 1 : the condition of having or being composed of differing elements : **VARIETY**
especially: the inclusion of people of different races (see [RACE](#) entry 1 sense 1a), cultures, etc. in a group or organization
| programs intended to promote diversity in schools
- 2 : an instance of being composed of differing elements or qualities : an instance of being **diverse**
| a diversity of opinion



- MULTICULTURALISM REFERS TO THE COEXISTENCE OF DIFFERENT CULTURAL GROUPS WITHIN A SOCIETY. IN CONTEMPORARY SOCIETY, MULTICULTURALISM HAS BECOME AN INCREASINGLY IMPORTANT ISSUE BECAUSE OF THE GROWING DIVERSITY OF POPULATIONS DUE TO FACTORS SUCH AS GLOBALIZATION, IMMIGRATION, AND INTERMARRIAGE.

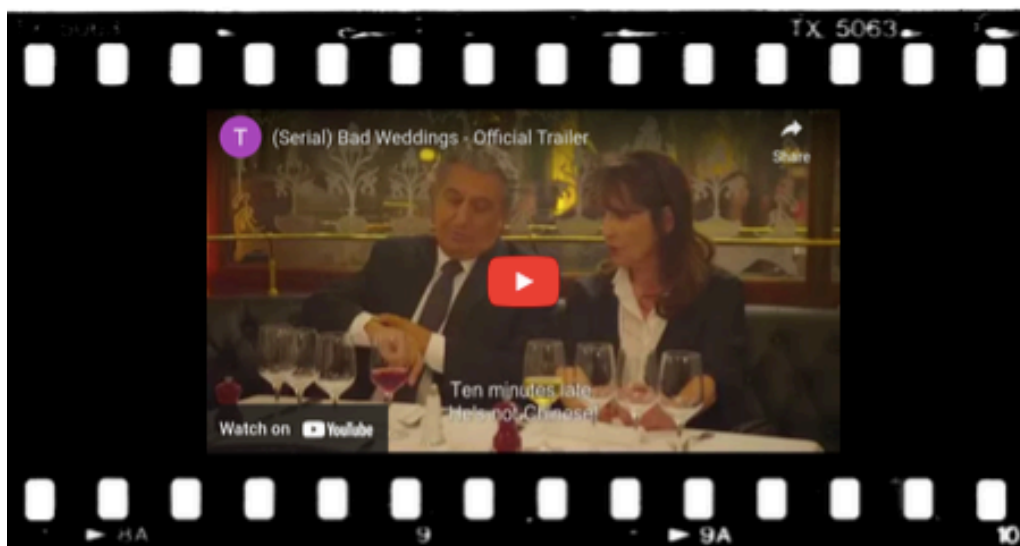


- MULTICULTURALISM RECOGNIZES AND VALUES THE UNIQUE CULTURAL TRADITIONS, BELIEFS, AND PRACTICES OF DIFFERENT GROUPS AND ENCOURAGES MUTUAL RESPECT AND UNDERSTANDING BETWEEN THEM. IT IS ESSENTIAL BECAUSE IT PROMOTES SOCIAL HARMONY, REDUCES DISCRIMINATION, AND FOSTERS A SENSE OF BELONGING AMONG DIVERSE COMMUNITIES.



- MULTICULTURALISM ALSO ENRICHES SOCIETY BY PROMOTING CULTURAL EXCHANGE, CREATIVITY, AND INNOVATION. UNDERSTANDING AND EMBRACING MULTICULTURALISM IS CRITICAL FOR BUILDING INCLUSIVE AND EQUITABLE SOCIETIES WHERE EVERYONE FEELS VALUED AND RESPECTED.





ANSWER THE FOLLOWING QUESTIONS ABOUT THE VIDEO:

- EXPLAIN, IN YOUR OWN WORDS, WHAT HAPPENED IN THIS TRAILER.
- WHY, IN YOUR OPINION, CAN THIS FILM PORTRAY (OR NOT) DIVERSITY?
- AT SOME POINT, THE MOTHER SAID "AVOID SENSITIVE ISSUES. ISRAEL, THE DALAI LAMA, BURQAS,..." DO YOU AGREE OR DISAGREE WITH HER? WHY? EXPLAIN.
- THE FATHER SAID "TEN MINUTES LATE. HE'S NOT CHINESE." WHAT ARE CALLED THESE TYPES OF STATEMENTS? HOW CAN THEY BE RELATED TO MULTICULTURALISM?

ANSWER THE FOLLOWING QUESTIONS:



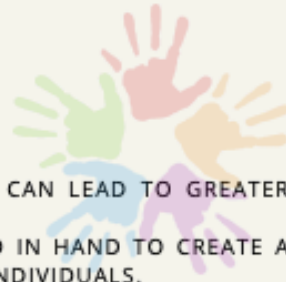
1. WHAT ARE STEREOTYPES?
2. HAVE YOU EVER HEARD STEREOTYPES ABOUT A PARTICULAR CULTURE? IF YES, COULD YOU MAKE A LIST?
3. WHAT IS YOUR OPINION ABOUT STEREOTYPES? ARE THEY TRUE?

ABOUT STEREOTYPES

- STEREOTYPES CAN UNDERMINE THE PRINCIPLES OF MULTICULTURALISM. MULTICULTURALISM IS ABOUT RECOGNIZING AND VALUING THE DIVERSITY OF CULTURES, BELIEFS, AND PRACTICES WITHIN A SOCIETY, AND PROMOTING MUTUAL RESPECT AND UNDERSTANDING BETWEEN DIFFERENT GROUPS. STEREOTYPES, ON THE OTHER HAND, ARE OVERSIMPLIFIED AND OFTEN INACCURATE GENERALIZATIONS ABOUT A PARTICULAR GROUP OF PEOPLE BASED ON THEIR RACE, ETHNICITY, RELIGION, GENDER, SEXUAL ORIENTATION, OR OTHER CHARACTERISTICS. STEREOTYPES CAN LEAD TO DISCRIMINATION AND PREJUDICE AGAINST CERTAIN GROUPS, AND CAN PERPETUATE NEGATIVE ATTITUDES AND BEHAVIORS TOWARDS THEM.

WORD FORMATION EXERCISE:

1. _____ (DIVERSITY) OUR PERSPECTIVES AND EXPERIENCES CAN LEAD TO GREATER INNOVATION AND CREATIVITY.
2. DIVERSITY AND _____ (INCLUSION) GO HAND IN HAND TO CREATE A WELCOMING AND EQUITABLE ENVIRONMENT FOR ALL INDIVIDUALS.
3. TO PROMOTE INCLUSIVENESS, WE NEED TO _____ (INCLUSION) INDIVIDUALS FROM DIVERSE BACKGROUNDS IN DECISION-MAKING PROCESSES.
4. THE _____ (DIVERSITY) OF OUR WORKFORCE IS NECESSARY TO FOSTER A CULTURE OF INCLUSIVENESS AND RESPECT FOR ALL EMPLOYEES.



1. **DIVERSIFYING** OUR PERSPECTIVES AND EXPERIENCES CAN LEAD TO GREATER INNOVATION AND CREATIVITY.
2. DIVERSITY AND **INCLUSION/INCLUSIVENESS** GO HAND IN HAND TO CREATE A WELCOMING AND EQUITABLE ENVIRONMENT FOR ALL INDIVIDUALS.
3. TO PROMOTE INCLUSIVENESS, WE NEED TO **INCLUDE** INDIVIDUALS FROM DIVERSE BACKGROUNDS IN DECISION-MAKING PROCESSES.
4. THE **DIVERSITY/DIVERSIFICATION** OF OUR WORKFORCE IS NECESSARY TO FOSTER A CULTURE OF INCLUSIVENESS AND RESPECT FOR ALL EMPLOYEES.

1. MULTICULTURALISM:

- MULTICULTURALITY (NOUN): THE STATE OR QUALITY OF BEING MULTICULTURAL.
- MULTICULTURALLY (ADVERB): IN A MULTICULTURAL WAY.

2. DIVERSITY:

- DIVERSE (ADJECTIVE): SHOWING A GREAT DEAL OF VARIETY; DIFFERING FROM ONE ANOTHER.
- DIVERSIFY (VERB): TO MAKE SOMETHING OR SOMEONE MORE DIVERSE.
- DIVERSITY (NOUN): THE STATE OF BEING DIVERSE.
- DIVERSIFICATION (NOUN): THE ACT OR PROCESS OF DIVERSIFYING.

3. INCLUSION:

- INCLUSIVE (ADJECTIVE): INCLUDING ALL TYPES OF PEOPLE; NOT EXCLUDING ANYONE.
- INCLUSION (NOUN): THE ACT OR PRACTICE OF INCLUDING ALL TYPES OF PEOPLE.
- INCLUDE (VERB): TO BRING SOMEONE OR SOMETHING INTO A GROUP, ORGANIZATION, OR PLACE.
- INCLUSIVENESS (NOUN): THE QUALITY OF BEING INCLUSIVE.

STUDENT A

STUDENT B

**Q&A WORKSHEET
AVAILABLE ON
CLASSROOM**

Worksheet 1 - Celebrating Diversity.

Student A

- Do you think there is equality in the workplace currently?
- Do you think men and women can do the same jobs? Or are men better suited for some jobs and vice versa?
- In your family, who does more chores: men or women? What about in your country?
- Is racism a big issue where you live? Have you ever experienced it?
- What is xenophobia? How big of a problem is it in your country?

Student B

- Is discrimination a big problem in your country? Have you ever felt discriminated?
- Which are the most inclusive countries in the world? Why do you think so?
- Do men and women have equal rights where you live? What are some differences between men and women's rights in your country?
- What is 'unconscious bias'? Do you have any?
- Do you have friends from other countries? How did you meet?

Appendix XIII

Class: 11th grade

Date: 19/04/2023

Learning Objectives:

- To describe a future/dream job and to encourage personal involvement.
- To practise speaking and communication skills.
- To practise gist reading.
- To check students' understanding of what they have discussed and activate language.
- To analyse a cartoon and relate it to the topic.
- To recognise work-related idioms and expressions.

Procedures	Interaction	Time	Materials and teaching aids
<p>Writing the summary: -Jobs of the future - Reading and speaking exercises. -Writing task. -Work idioms and Expressions.</p>	Whole Class	5'	Computer, internet connection, presentation, notebooks.
<p>Warm-up activity: The teacher asks students the meaning of the expression "Working our way through life".</p>	Whole Class	5'	Whiteboard, pen.
<p>Speaking activity: Asking students what they want to be in the future and debate about which jobs will appear in the future.</p>	Whole Class	10'	Computer, internet connection, presentation, whiteboard, pen.
<p>Reading and Reading Comprehension activity: The teacher will ask students to access Worksheet 1 available on Google Classroom, providing those without an internet connection or mobile data with a printed version of the Worksheet. The students will read the text individually and complete exercises 2 (find synonyms in the text) and 3 (speaking activity with the partner debating issues from the text) in pairs. After finishing students will share their answers with the whole class.</p>	Individual Work/ Pair Work/ Whole Class	20'	Computer, internet connection, presentation, Worksheet 1.
<p>Speaking Activity: The students will brainstorm which jobs they think will disappear in the future.</p>	Whole Class	5'	Whiteboard, pen, computer, internet connection, presentation.
<p>Watching Activity: Students watch two short videos: one where Kai-Fu Lee, computer scientist, businessman and writer speaks about AI replacing circa 40% of jobs in the</p>	Whole Class	5'	Computer, internet connection, presentation.

future; other where there is shown a waiter robot at a sushi restaurant in Lisbon.			
Writing Activity: After watching the short videos students will be asked to write a paragraph stating their opinion on AI replacing most jobs and what they can do to prevent it or to deal with it in the future. After finishing students share their answers with the class.	Individual Work	20'	Notebooks.
Speaking Activity: Analysing a cartoon and brainstorming which jobs AI cannot extinguish at all.	Whole Class	10'	Whiteboard, pen, computer, internet connection, presentation.
Vocabulary Activity: Work-related idioms and expressions. Students do a matching exercise. The teacher presents some other work expressions. After this, if there is still time, the teacher suggests students to search in the internet more work-related idioms and expressions and share it with the class.	Individual Work	10'	Computer, internet connection, presentation, mobile phones.

Presentation

WHAT DO YOU WANT TO BE IN THE FUTURE?

WHICH JOBS WILL EXIST IN THE FUTURE?

WHICH JOBS WILL DISAPPEAR IN THE FUTURE?



BLUE COLLAR WORKER

ESTA EXPRESSÃO REFERE-SE A UM FUNCIONÁRIO QUE EXECUTA ALGUM TIPO DE TRABALHO MANUAL OU QUE TRABALHA COM AS MÃOS.

HÁ TAMBÉM A EXPRESSÃO WHITE COLLAR WORKER QUE SE REFERE A UM FUNCIONÁRIO DE ESCRITÓRIO OU A ALGUÉM QUE TRABALHA COMO GERENTE.



The Jobs that will be left
after AI....



WORK IDIOMS AND EXPRESSIONS

Match the idioms to their meanings.

- | | | |
|--------------------------------------|---|--|
| a. You make a living | • | 1. when you teach someone how to do a job or activity. |
| b. You go the extra mile | • | 2. when you work very, very hard, especially doing something that involves a lot of physical effort. |
| c. You move up the ladder | • | 3. when you earn enough money to support yourself. |
| d. You show someone the ropes | • | 4. when you become more and more successful or important. |
| e. You work your fingers to the bone | • | 5. when you do more than is expected of you. |

**WORK LIKE A DOG
WORK VERY HARD**

**EXAMPLE: MY BROTHER WORKED LIKE A DOG
TO BECOME SUCCESSFUL.**

**WORK FOR PEANUTS
WORK FOR VERY LITTLE MONEY**

EXAMPLE: I AM SICK OF WORKING FOR PEANUTS!

**WORK SOMETHING OUT
FIND A SOLUTION TO A PROBLEM**

EXAMPLE: DON'T WORRY, IT WILL ALL WORK OUT.

**DONKEY WORK
HARD WORK REQUIRING NO SKILL**

**EXAMPLE: HE TOLD ME TO MOVE ALL THESE BRICKS. I
ALWAYS GET THE DONKEY WORK!**

**SEARCH OTHER WORK RELATED IDIOMS
AND EXPRESSIONS ON THE INTERNET
AND SHARE IT WITH THE CLASS.**

WORKSHEET 1

READING AND SPEAKING ACTIVITY

As an AI language model, I can provide some predictions on potential jobs that may exist in the future based on current trends and technological advancements. However, it's important to note that the job market is constantly evolving, and new jobs can emerge while existing jobs can also become obsolete. The future job market will likely be shaped by advancements in technology, changes in the global economy, and societal shifts. Here are some potential jobs that may exist in the future:

1. **Augmented Reality (AR) Architect:** With the increasing adoption of AR technology, architects specialized in designing virtual structures and environments that integrate the physical and digital worlds may be in demand. They may design and create AR experiences for various industries, such as gaming, entertainment, education, and architecture.
2. **Virtual Reality (VR) Experience Designer:** As VR technology continues to advance, professionals who can design immersive virtual experiences for entertainment, training, therapy, and other applications may be in demand. They may create virtual environments, objects, and interactions that provide realistic and engaging experiences for users.
3. **Drone Traffic Controller:** With the increasing use of drones for various purposes, including deliveries, surveillance, and transportation, there may be a need for professionals who can manage and control drone traffic. They may ensure safe and efficient drone operations, monitor airspace, and coordinate drone movements to avoid collisions and conflicts.
4. **Sustainable Energy Consultant:** As the world continues to focus on sustainable energy sources, professionals who can provide consulting services on renewable energy, energy efficiency, and environmental sustainability may be in demand. They may help individuals, organizations, and governments adopt sustainable energy practices and technologies.
5. **Cybersecurity Specialist:** As technology becomes more advanced, the need for cybersecurity specialists to protect against cyber threats and safeguard data and privacy may continue to grow. They may develop and implement cybersecurity measures, conduct vulnerability assessments, and respond to cyber incidents.
6. **Personal Health Coach:** With the increasing focus on health and wellness, personal health coaches who provide personalized guidance and support for individuals to achieve their health goals may be in demand. They may provide advice on nutrition, exercise, mental health, and lifestyle choices to help individuals optimize their well-being.
7. **AI Ethics Consultant:** As AI continues to play a prominent role in various industries, there may be a need for professionals who can ensure that AI technologies are developed and used ethically and responsibly. AI ethics consultants may provide guidance on issues such as bias, transparency, accountability, and privacy in AI systems.
8. **Virtual Meetings Designer:** With the rise of remote work and virtual communication, professionals who can design and create engaging virtual meeting experiences may be in demand. They may use virtual reality, augmented reality, and other technologies to create

interactive and immersive virtual meeting environments that facilitate collaboration and communication.

9. Urban Farming Specialist: With increasing urbanization and concerns about food sustainability, urban farming specialists who can design, implement, and manage urban farming systems may be in demand. They may use innovative techniques such as hydroponics, aquaponics, and vertical farming to grow food in urban environments.
10. Space Tourism Guide: With the growing interest in space tourism and commercial space travel, space tourism guides who can provide guidance and assistance to travelers on space-related experiences may be in demand. They may provide information on space travel, planetary exploration, and space habitats, and facilitate safe and enjoyable space tourism experiences.

Please note that these predictions are speculative and may change as the future unfolds. It's important to stay updated with current trends, technological advancements, and market demands to best prepare for the job market of the future.

Source: <https://chat.openai.com/>

2. Find synonyms in the text for the following words.

- 2.1 Request - _____
- 2.2 Captivating - _____
- 2.3 Instruction - _____
- 2.4 Responsibility - _____
- 2.5 Increase - _____
- 2.6 Distant - _____

3. Discuss the following questions with your partner.

- 3.1 Which of the jobs mentioned in the text would you like to experience?
- 3.2 Is remote work and virtual communication a positive development, or does it have negative impacts on society and human interaction? What are the pros and cons of remote work and virtual communication in the context of advancing technology?
- 3.3 Should virtual reality (VR) technology be used solely for entertainment purposes, or should it also be utilized for other applications such as training, therapy, and more?

Appendix XIV

Class: 11th grade

Date: 28/04/2023

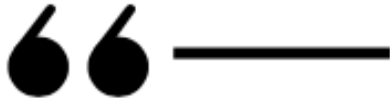
Learning Objectives:

- Practise oral fluency.
- Examine newspapers headlines.
- Interpret Digital Media content.
- Make use of digital tools (phones) and the internet as a means of getting information.
- Stimulate critical thinking.
- Reflect about possible advantages and disadvantages of the four-day workweek.
- Motivate learners with a video.
- Listen for gist/global understanding.
- Listen for specific information.
- Recognise vocabulary from a specific topic.
- Express personal opinion.
- Practise writing skills.

Procedures	Interaction	Time	Materials and teaching aids
Writing the summary: - Introduction to Unit 2 – A mind set for change.	Whole Class	5'	Computer, internet connection, presentation, notebooks.
Warm-up activity: The teacher asks the students to read the quote, “Your life doesn't get better by chance, it gets better by change.” to think about it for 2-3 minutes and to comment it.	Whole Class	5'	Computer, internet connection, presentation.
Speaking Activity: -The teacher asks students “Which areas of our lives can we change?” (possible answers: career; field of study; routines; habits; place of living, etc.) -The teacher asks students “Can you think of any recent changes regarding the world of work?” (possible answers: remote work; less employees	Whole Class	5'	Computer, internet connection, presentation.

and more robots, hopefully students will speak about the 4-day workweek, if not the teacher continues to the next slide)			
Follow-up Activity: -The presentation reveals 3 headlines from online newspapers. -The teacher asks a voluntary student to read the headlines aloud. -The teacher asks if students know what a four-day work week is, to make sure everyone understands it.	Whole Class	5'	Computer, internet connection, presentation.
Speaking Activity: -The teacher reveals three questions and asks students to answer individually and make notes on their notebooks. -The teacher tells students they can search the last question on the internet. -The teacher informs students they have 10 minutes maximum to answer the three questions. -Whole class discussion.	Whole Class/ Individual Work/ Whole Class	15'	Computer, internet connection, presentation, mobile phones.
Follow-up Activity: -The teacher asks students to think about possible advantages and disadvantages of the four-day work week and write it down. -Students make notes of the advantages and disadvantages in their notebooks. -The teacher asks students to go to the board and write the respective advantages/disadvantages.	Individual Work Whole Class	10'	Computer, internet connection, presentation.
Watching/Listening Activity: -The teacher informs students they will watch a short video about a company based in the U.K. that has already applied the four-day work week. -The teacher asks students to read the questions before watching the video. -The teacher plays the video. -The students answer the questions about the video. -Correction with the whole class.	Whole Class Individual Work Whole Class	10'	Computer, internet connection, presentation.
Vocabulary Activity: -Students match the words/expressions that appeared in the video with their meanings. -Whole class correction.	Individual Work/ Whole Class	10'	Computer, internet connection, presentation.
Follow-up Activity: -The teacher shows a quote "Never too old, never too bad, never too late, never too sick to start from scratch again".	Individual Work/	5'	Computer, internet connection, presentation.

<p>-The teacher asks students to think about it for 2-3 minutes and to say if they agree or disagree and why.</p>	<p>Whole Class</p>		
<p>Watching/Listening Activity: -The teacher informs students they will watch a video about 4 people who changed their lives. -The teacher informs students she will ask questions about the video. -The teacher asks students to relate what they saw in the video and the previous quote.</p>	<p>Whole Class</p>	<p>10'</p>	<p>Computer, internet connection, presentation.</p>
<p>Writing Activity: -Students choose a quote to comment, this time in written form. -Students share their comment on padlet.</p>	<p>Individual Work</p>	<p>10'</p>	<p>Computer, internet connection, presentation, mobile phones.</p>



Your life doesn't get better by chance, it gets better by change.

-Jim Rohn

Comment this quote.



What can we change in our lives?

Can you think of any recent changes regarding the world of work?



WORK

Four-day week: Which countries have embraced it and how's it going so far?

top

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Well-Being Food Fitness Mind Body Life

A four-day workweek pilot was so successful most firms say they won't go back

15 percent of employees who participated said that "no amount of money" would convince them to go back to working five days a week

TIME

SUBSCRIBE

WORLD

Why 2023 Could Finally Be the Year of the 4-Day Workweek

Answer the following questions and discuss in class:

- How many hours are there in a typical working week in our country?
- How does the number of hours you work affect you personally?
- Which countries do you think have the longest and shortest working hours? (search on the internet, if needed)

4-day workweek



Advantages



Disadvantages



Questions about the video:

- How long has the team been working a four-day workweek?
- Where the results positive or negative for this company?
- Who is learning a new skill?
- Who likes spending time with family and friends?
- Who gets more work done during the day?

Vocabulary

Match the words and phrases in the box to the meanings below.

collaboration revenue recharge your batteries
productivity upskill wellness work-life balance

- a) learn new skills
- b) the division of time between work and family/leisure time
- c) working with others to create or achieve the same thing
- d) good physical and mental health
- e) the rate at which a company produces goods
- f) rest and relax in order to regain energy
- g) the income that a company receives



Do you agree or disagree with this quote? Why?



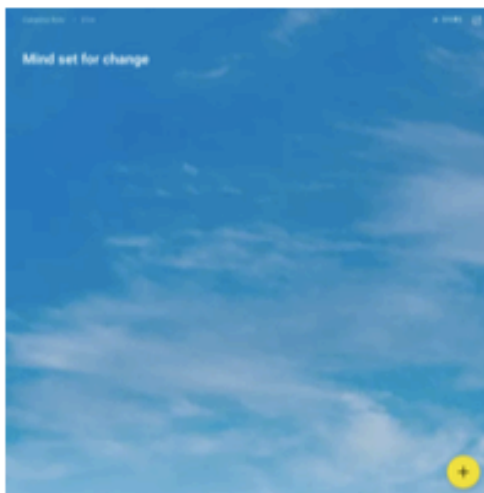
Choose your favourite quote and comment it on Padlet.

**Failure is never
the end of the
world.**

**Don't avoid
obstacles.
Face them.**

**Work hard.
Improve.
Succeed.**

**Happiness depends
on your mindset and
attitude.**



**Link available
on Classroom!**

<https://padlet.com/catarinarolo98/mind-set-for-change-pg2b4w9gsh7pt993>