

Promoting critical thinking and communication through visible thinking routines in the EFL classroom

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A promoção de pensamento crítico e comunicação através de rotinas de pensamento visível na aula de língua estrangeira

Resumo

A pandemia da COVID-19 desencadeou uma transição para um cenário digital, obrigando os professores a abordar tanto as oportunidades como os obstáculos. Embora estas inovações proporcionem novos caminhos para a criatividade e experiências de aprendizagem diversas, contribuíram simultaneamente para uma diminuição das competências de pensamento crítico. De acordo com o relatório PISA 2022, é visível uma queda abrupta no desempenho entre 2018 e 2022, sublinhando os efeitos da pandemia nos estudantes.

É necessário que os alunos melhorem a sua comunicação persuasiva e as suas capacidades cognitivas de forma a desenvolver o pensamento crítico e a capacidade de compreensão. Os sistemas educativos globais esta uma competência essencial para o século XXI. Os documentos orientadores da educação portuguesa realçam a importância das competências cognitivas, como o raciocínio lógico, o pensamento crítico e a criatividade, particularmente na gestão de projetos e na resolução de problemas. Os professores necessitam de recursos e orientação para integrar eficazmente o pensamento crítico nas suas salas de aula. As Rotinas de Pensamento Visível, desenvolvidas pela Equipa do Project Zero da Faculdade de Educação da Universidade de Harvard, têm como objetivo promover o pensamento crítico e melhorar a compreensão dos alunos sobre o conteúdo das aulas. A literatura indica que estas rotinas são benéficas na sala de aula, apoiando a exploração de diversos assuntos e incentivando os alunos a aproveitar os conhecimentos existentes para formar novas conexões e hipóteses. Os alunos respondem positivamente a métodos inovadores que divergem das práticas tradicionais de sala de aula. Os resultados têm implicações importantes para compreender as opiniões dos alunos sobre a educação e a aquisição de competências.

Palavras-chave: Pensamento crítico; Argumentação; Rotinas de Pensamento visível; Inglês Língua Estrangeira.

Promoting critical thinking and communication through visible thinking routines in the EFL classroom

Abstract

The COVID-19 pandemic has triggered a transition to a digital landscape, compelling teachers to address both opportunities and obstacles. Although these innovations provide fresh avenues for creativity and varied learning experiences, they have simultaneously contributed to a decrease in critical thinking skills. According to the PISA 2022 report, a notable drop in performance has been from 2018 to 2022, underscoring the pandemic's effects on students.

Students need to hone their persuasive communication and cognitive skills to nurture critical thinking and comprehension. Educational systems around the world acknowledge this as an essential skill for the 21st century. Documents guiding education in Portugal, like *Aprendizagens Essenciais*, highlight the significance of cognitive skills such as logical reasoning, critical thinking, and creativity, particularly in project management and problem-solving.

Teachers require resources and guidance for effectively integrating critical thinking into their classrooms. The Visible Thinking Routines, developed by the Project Zero Team at Harvard's Graduate School of Education, aim to promote critical thinking and enhance students' understanding of class content. Research indicates that these routines are beneficial in the classroom, supporting the exploration of various subjects and encouraging students to leverage their existing knowledge to form new connections and hypotheses. Students respond positively to innovative methods that diverge from traditional classroom practices. The findings carry important implications for grasping students' views on education and skill acquisition. These results will resonate with teachers looking for alternatives to conventional techniques, those enthusiastic about exploring a range of activities, or those simply wanting to enrich their teaching methodologies.

Keywords: Critical Thinking; Argumentation; Visible Thinking Routines; EFL.

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Introduction

Our society has transitioned to a digital framework more rapidly than expected, largely due to the COVID-19 pandemic, which has created a demand for technologies that facilitate remote work. As a result, teachers find themselves navigating both new opportunities and challenges in this hyper-digital environment. This situation includes constant access to digital devices, the internet, and educational tools such as e-books, digital notebooks, and educational technology apps. On the one hand, these advancements provide fresh avenues for teachers to engage students' creativity beyond traditional classrooms, diversifying learning activities. Contrariwise, the accessibility of information on AI-operated websites has led to a widespread disinterest in learning and, more alarmingly, a decline in critical thinking. Moreover, the PISA 2022 report findings (OECD, 2023) reveal a sharp decline in performance from 2018 to 2022, underscoring the pandemic's impact on students, though it suggests that the consequences of our over-digitalized society were already influencing students before the remote learning demands of 2020.

To effectively communicate, foster understanding, and progress as a society, students must develop critical thinking and the ability to build compelling and fair arguments. Thus, rekindling their curiosity and exceeding expectations in formal and informal education is fundamental, especially as societal changes accelerate. Educational systems worldwide recognise critical thinking as a key 21st century skill, supported by both national and international educational frameworks. The Portuguese guiding documents, *Aprendizagens Essenciais* (DGE, 2018) for English in grades 9 and 12, specifically outline the expectations for students to become mediators and agents of change (Council of Europe, 2020). These roles demand critical thinking capabilities and persuasive communication to tackle potential challenges.

According to *Aprendizagens Essenciais* (DGE, 2018), to grasp the material fully, students must also harness cognitive skills like logical reasoning, critical thinking, and creativity in project management and problem-solving (p.1). Similarly,

the *Perfil do Aluno à Saída do Escolaridade Obrigatória*, led by Oliveira Martins et al. (2017), posits that the desired outcomes for students encompass interrelated literacy skills that support individual development and active democratic participation. Oliveira Martins et al. (2017) state that students need diverse literacy competencies that enable them to critically analyse and question their surroundings, assess and select information, formulate hypotheses, and make well-informed choices in their lives. They should also demonstrate independent and creative thinking, cooperation, and strong communication skills. However, a pressing question arises: how can we, as educators, foster critical thinking in our students? Unfortunately, the documents advocating for its teaching lack resources and fail to provide guidance on classroom implementation.

Given this, I was inspired to explore strategies that would stimulate student thinking at school. Hence, my research focuses on assessing the effectiveness and relevance of Visible Thinking Routines. These tools are designed to encourage critical thinking and facilitate a deeper comprehension of classroom content in a clear, distinct, and engaging manner, ultimately enhancing critical thinking in English as a Foreign Language (EFL) classrooms. Accordingly, this report is divided into two sections: the first details a literature review on visible thinking routines, critical thinking, argumentation strategies, and data collection methods, along with a description of Colégio de Santa Doroteia, a private Catholic school in Lisbon, Portugal, including its history, facilities, and differentiated curriculum. The second section outlines my EFL practicum experience, detailing the projects and activities I undertook, observation tasks, lessons taught, and feedback received.

1. The Role of Visible Thinking Routines: a theoretical framework

1.1. Critical thinking: the basis of Visible Thinking Routines

Critical thinking is a cognitive process involving systematically evaluating, synthesising, and analysing data, ideas, and arguments. Richard Paul (1990, 2001, 2006) asserts that it necessitates actively conceptualising, applying, analysing, synthesising, and evaluating knowledge to form sound conclusions. Robert Ennis (1987, 2011) highlights key traits of critical thinking that encourage thorough examination and self-reflection, such as scepticism, curiosity, and open-mindedness. Daniel T. Willingham (2008, 2009, 2020) points out that cognitive processes, including reasoning, problem-solving, and decision-making, play a pivotal role in critical thinking. To accurately evaluate and interpret information, individuals must process it thoroughly and utilise evidence-supported methods.

Critical thinking encompasses a range of cognitive skills, attitudes, and mental processes that enable individuals to employ analytical reasoning, challenge assumptions and biases, and formulate well-supported opinions based on logic and empirical evidence. To promote critical thinking among students, teachers and learners must transition from merely completing tasks to participating in deliberate, reflective thought. A stronger emphasis on metacognition not only enhances students' understanding but also heightens their engagement and independence (Al-Ghadouni, 2021; Bensley, 2018; Killian, 2024).

Visible thinking routines encourage students to consider their own thinking strategies and critical skills, along with potential areas for improvement. Making the learning process visible is essential to nurturing a new educational culture in the classroom. Ritchart et al. (2011) and Hattie (2012) argue that both students and teachers should engage in a culture of visible thinking. Teachers must exemplify their thought processes for students. The cognitive engagement of individuals is closely tied to the learning process, as evidenced by Ritchhart and Perkins' (2008) notable study, which shows that active interaction with the material boosts both comprehension and retention. Furthermore, the authors highlight that effective cognitive functioning relies on skill mastery and the development of specific personality traits. In essence, visible thinking is a pedagogical strategy for exploring

and enhancing students' understanding by revealing thought processes (Papalazarou, 2015). This framework recognises open-mindedness, creativity, attention to detail, evidence, and scepticism as critical attributes. Promoting metacognition is vital in supporting students to make their thinking visible, empowering them to become self-directed learners (Hattie 2012). Ritchhart (2002) also emphasises the significance of intellectual character in fostering thinking, asserting that a strong intellectual character is essential for achieving academic and broader life goals.

This project aims to help young students cultivate and strengthen traits such as critical thinking, open-mindedness, and curiosity. Establishing a pervasive thinking culture in the classroom is crucial for developing intellectual character, as it encourages students to engage in meaningful discussions, introspection, and research activities. In this setting, educators serve as facilitators who greatly impact students' intellectual growth. By actively modelling and encouraging cognitive habits and dispositions, teachers play a key role in fostering a strong intellectual character, promoting sustained intellectual development and deeper understanding. Visible thinking routines, explored in the following section, exemplify these cognitive habits.

1.2. Visible thinking routines: why and how

Ritchhart and Perkins (2008) further elaborate on the importance of demonstrating thinking in educational environments. They argue that by externalising and sharing their thought processes, individuals can both enhance their own thinking and contribute to the collective creation of knowledge within a learning community. Following this, the authors elaborate on the intrinsic social nature of cognitive development. They promote continuous dialogue in individual and group settings, emphasising its significance in developing and disseminating shared knowledge. Simply put, establishing a visible thinking environment in the classroom entails cultivating students' cognitive skills as well as promoting collaborative inquiry and group discussions. These actions foster a dynamic learning environment that is conducive to both learning and the creation of knowledge.

When we think only in our minds, others cannot see what we are thinking. By

externalising our thinking and engaging in collaborative efforts, we may enhance it. Additionally, considering a particular topic aloud establishes a record of the evolution of one's thoughts. In the classroom, teachers can use practical routines known as Visible Thinking Routines (VTR) to foster a more profound understanding and critical thinking of a wide range of subjects. At the Harvard Graduate School of Education, the Project Zero team has conducted and organised research on visible thinking routines. According to the Project Zero team (n.d.), these practices are a methodical and adaptable approach to education that develops students' dispositions and ways of thinking to improve their reasoning. The Visible Thinking routines organised by Project Zero's research facilitate the normalisation of thinking in consistent classroom activities. It is intriguing that students' exposure to their own thinking processes fosters higher-order thinking and improves their understanding of the subject matter. These routines set the tone between students and teachers and affect their classroom behaviour. In addition, they not only facilitate student learning but also establish a structured environment that facilitates meaningful dialogues between educators and students (Project Zero team, n.d.; Ritchhart & Perkins, 2008).

Additionally, Project Zero's team (n.d.) has organised the routines into distinct sections in accordance with the methods of thinking that the teacher wishes to use during class. The team believes that it is essential to select topics that necessitate distinct modes of thinking; therefore, it is imperative to follow this principle. Furthermore, the team intends to repeatedly implement these exercises to strengthen critical and effortless thinking skills (ibid.). The broad scope and potential application across various subjects and age groups may classify the most widely recognised routines as "core thinking routines". This category encompasses routines such as "circle of viewpoints," "see, think, wonder," and "I used to think... Now I think...". Visible thinking routines, while inherently broad and applicable to a diverse array of classroom scenarios, can also be highly specific to the topics taught in a specific group of subjects due to their classification into multiple categories. For instance, citizenship classes will benefit more from the routines "Values, Identities, Actions," "True for Who?," "Beauty and Truth," and "Same Different Connect Engage," which almost exclusively fall under the "Global

Thinking” category. Students in a philosophy class will benefit from the routines “Facts or Fiction” and “Tug for Truth,” which fall under the “Considering Controversies, Dilemmas, and Perspectives” category. Figure 1, shown below, shows this division of thinking routines as presented on the Project Zero team’s website. This research option on the website is simple and interactive, making it easier for the teacher to search for fitting routines according to the direction they want their class to go.

Types of Thinking Categories



Figure 1 - Project Zero’s Thinking Categories. Available at <https://pz.harvard.edu/thinking-routines>

Reading a text aloud and then responding to questions can function as an effective thinking routine, as research indicates that students’ engagement and understanding of the material are significantly demonstrated (Project Zero team, n.d.). However, it may be more stimulating for teachers if they encourage students to evaluate their prior knowledge, pinpoint their interests, and track their progress during a didactic unit. By prompting students to reflect on what they already know, what they wish to learn, what they have understood so far, and how this knowledge interconnects with other bits of information they understand, teachers can help foster a sense of ownership over their cognitive processes. According to the Project Zero team (n.d.), teachers can create a dynamic and stimulating learning atmosphere that encourages student involvement, critical thinking, and comprehension by integrating diverse routines into the classroom.

Some scholars have already shared their findings regarding the impact of visible thinking routines within language classrooms, particularly in EFL settings.

Delgado-Crespo et al. (2020) propose that the curriculum should integrate routines like “See-Think-Wonder” to actively engage students and make language use relevant and essential. This approach promotes oral expression by helping students in the creative formulation of ideas and the organisation of their spoken contributions. Furthermore, the research advocates for the use of visual organisers to enhance various assignments, thereby developing cognitive and organisational competencies in language learning contexts. The proposal also highlights utilising checklists, exit tickets, and rubrics, among other evaluation tools, to make learning visible. Lei and Joseph Jeyaraj (2023) also assert that visible thinking routines can boost EFL students’ critical thinking skills by acting as introductory activities and facilitating text-based discussions. The authors discovered that activities such as “See, Think, Wonder” stimulated critical thinking on multiple students by using images to convey students’ insights and ideas in English.

Moreover, one can adapt visible thinking routines to accommodate different subject areas and student proficiency levels, thereby advancing critical thinking. Despite certain limitations tied to students’ language proficiency that hinder their ability to think critically in a foreign language, the authors concluded that visible thinking routines offer a flexible and effective strategy for enhancing critical thinking in language classrooms.

1.3. Argumentation and Inquiry Dialogue: how they intersect with Visible Thinking Routines

Reznitskaya and Wilkinson (2017) describe argumentation as a structured process where individuals engage in reasoned discourse to analyse, develop, and evaluate persuasive arguments. This methodical presentation of arguments (positions backed by reasons, logical analysis, and critical reasoning) aims to persuade an audience or support a specific stance. Visible thinking routines that emphasise sharing diverse viewpoints can enable educators to use argumentation effectively as a teaching strategy, fostering cognitive engagement, communication skills, and intellectual curiosity. By incorporating argumentation into structured classroom discussions, teachers can help students assess evidence, articulate their views, and engage in group conversations (Rapanta, 2019).

Reznitskaya and Wilkinson (2017) also introduce inquiry dialogue, deemed the most effective way to help students deeply understand complex topics and develop argumentative literacy. This collaborative discourse aims to uncover truth through sound logic and substantiated data. By motivating students to collaboratively explore and evaluate various perspectives, this dialogue nurtures strong argumentation and deep understanding across different subjects. In goal-oriented inquiry dialogue, participants must articulate their disagreements when consensus is not reached. As a result, students should cultivate respectful critique and build on diverse viewpoints by collaborating as a community, sharing resources, and collectively testing ideas.

This approach aligns with Rapanta's (2019) Critically Oriented Pedagogical Dialogue, which focuses on collaborative knowledge development through critical inquiry, joint elaboration, and evidence-based discourse to enhance critical thinking. The purpose of Visible Thinking Routines parallels the definitions and models of argumentation described by Reznitskaya & Wilkinson (2017) and Rapanta (2019). Rapanta's Critically Oriented Pedagogical Dialogue can be integrated into visible thinking routines, such as "See-Think-Wonder" for exploration, "Think-Pair-Share" for building common knowledge, and "Claim-Support-Question" for evidence-based argumentation. The goal is to foster a classroom environment that encourages critical thinking, collaborative learning, and in-depth understanding. Conversely, inquiry dialogue can be practised through routines like "Connect-Extend-Challenge" to build on prior knowledge, "Circle of Viewpoints" to promote acceptance of alternative ideas, or "What Makes You Say That?" to reflect on personal thoughts.

Argumentation is especially important in the realm of visible thinking routines, serving as a crucial component that aids students in developing critical thinking skills and achieving deeper subject matter understanding. Engaging in constructing and defending arguments helps students critically evaluate material, appreciate differing perspectives, and formulate persuasive arguments. Furthermore, through self-directed inquiry, students refine their arguments and reflect on their thinking processes within Visible Thinking Routines, promoting metacognitive awareness.

In summary, incorporating argumentation into visible thinking routines can enhance students' communication and critical thinking skills while also fostering a collaborative learning environment and intellectual curiosity. When teachers integrate argumentation into their instruction, they empower students with the necessary tools to become engaged learners capable of tackling complex issues and contributing meaningfully to academic discourse.

2. The school's context and Visible Thinking Routines

2.1. The school: Colégio de Santa Doroteia, Lisbon

Established in 1937, the Colégio de Santa Doroteia is a Catholic institution located in Lisbon's Quinta das Calvanas, directly across from Campo Grande and at the threshold of the Lumiar district. In 1834, Paula Frassinetti established the Portuguese Province of the Institute of the Sisters of Saint Dorothy in Quinto, Genoa, Italy, which is responsible for the school's operation. In 1839, the school for girls' education, formerly known as the Daughters of Holy Faith, changed its name to the Institute of the Sisters of Saint Dorothy.

In 1865, Father Fulconis requested that Mother Paula Frassinetti send religious sisters to Portugal to establish a school in Lisbon due to the connection between the Society of Jesus and the Institute of Saint Dorothy. On June 16, 1866, the Sisters of Saint Dorothy arrived in Portugal. In 1935, the Sisters acquired Quinta das Calvanas, a mansion located on the Alameda das Linhas de Torres, with the intention of establishing the school. On November 4, 1936, the Sisters of Saint Dorothy established the school with 134 boarding students, committed to providing free education to underprivileged children. In addition to its schools, this initiative continues the congregation's tradition of offering free education.

Paula Frassinetti, the founder, inspired the Sisters of Saint Dorothy's educational mission to evangelise education for holistic individual formation. Distinguished by its simplicity, familial spirit, individual attention, and service to the underprivileged, this pedagogical approach fosters global transformation through justice and fraternity (Colégio de Santa Doroteia, 2022). In 2018, the "Bússola 21" pedagogical innovation project was born to meet the demands of contemporary education. The school strives to develop well-rounded citizens committed to social transformation while adhering to its pedagogical background and meeting modern needs. There are more schools in Portugal that are operated by the Portuguese Province of the Institute of the Sisters of Saint Dorothy: Colégio da Nossa Senhora da Paz in Porto, Colégio da Imaculada Conceição in Viseu, Colégio do Sardão in Vila Nova de Gaia, Externato do Parque in Lisbon (the latter two being only primary schools), and Obra Social Paulo VI (kindergarten) in Lisbon, adjacent to Colégio de

Santa Doroteia.

During my practicum, I conducted a deep examination and gained a comprehensive understanding of the school's pedagogical framework. Following the *Perfil dos Alunos à Saída da Escolaridade Obrigatória* and the institution's guiding principles, the Dorothea Sisters' Educational Centres function based on their unique student profiles (Bússola 21 Team, 2020). By fostering social responsibility, critical and creative thinking, and problem-solving, this educational framework emphasises the holistic development of students. This framework aligns closely with the purpose of visible thinking routines: cultivating a classroom culture that values critical thinking by promoting the tangible and visible representation of students' thinking processes. This approach aligns with the institution's goal of forming learners who are capable of confronting contemporary obstacles while being well-rounded and fully engaged at the same time. In this chapter, I will try to establish a connection between the school's curriculum framework and the visible thinking routines implemented during the practicum.

2.2. Perfil dos Alunos - Perfil dos Alunos dos Centros Educativos das Irmãs Doroteias (2020)

In December 2018, the Dorothea Sisters' Educational Centres created a student profile called *Perfil dos Alunos dos Centros Educativos das Irmãs Doroteias* (Bússola 21 Team, 2020). This profile reflects the spirituality and teachings of Saint Paula, emphasizing truthfulness, simplicity, community spirit, and commitment to the common good. Students are encouraged to live with integrity while being critical, straightforward, communicative, and empathetic. They should recognize differences and collaborate effectively, maintaining relationships marked by kindness, respect, and compassion.

2.2.1. The intersection of the documents

Although *Perfil dos Alunos à Saída da Escolaridade Obrigatória* (Oliveira Martins, 2017) and *Perfil dos Alunos dos Centros Educativos das Irmãs Doroteias* (Bússola 21 Team, 2020) share similar goals of guiding students' educational development, they differ in a few significant ways because of their distinct backgrounds and

circumstances. Both texts emphasise the importance of students's comprehensive development in preparing them to face the challenges of the 21st century. Both prioritise their students' holistic development, which encompasses academic accomplishments and personal, ethical, and social growth. Both profiles emphasise the importance of students developing a wide range of competencies, including social and critical thinking, autonomy, responsibility, and problem-solving. Furthermore, both are based on humanistic principles that prioritise moral responsibility, human dignity, and social justice.

Nevertheless, gospel pedagogy and Saint Paula's spirituality have significantly influenced the profile of the Dorothea Sisters' Educational Centers, underscoring the significance of religious and spiritual formation in students' development. The *Perfil dos Alunos à Saída da Escolaridade Obrigatória* exemplifies a secular and inclusive approach to education. The Dorothea Sisters' profile emphasizes simplicity, family spirit, service spirit, and Christian love, while the national profile promotes values such as responsibility, integrity, excellence, curiosity, innovation, citizenship, participation, and freedom. Compared to other documents, the national profile organises the essential areas of competence (languages and texts, information and communication, critical and creative thinking, interpersonal relationships, personal development and autonomy, wellbeing, health and environment, aesthetic and artistic sensitivity, scientific, technical, and technological knowledge, and body awareness and control) in a more thorough and detailed manner. Conversely, the profile of the Dorothea Sisters emphasizes competencies such as community, service, spirituality, and simplicity.

The *Perfil dos Alunos à Saída da Escolaridade Obrigatória* offers practical recommendations for integrating these competencies into the school curriculum, whereas the Dorothea Sisters' profile prioritises the pedagogy of love and the heart, incorporating a comprehensive approach into daily school and spiritual life. Despite their divergent methodologies, both documents share the common objective of cultivating versatile students equipped to tackle future obstacles.

2.2.2. The school's curriculum and Visible Thinking Routines

The aim of education is to change the world by promoting sensitivity and teaching

justice. At Colégio de Santa Doroteia, students are encouraged to be leaders in their own lives and agents of change, demonstrating empathy and the desire to make the world a “common home.” They should develop a critical understanding of the world around them, remaining flexible and open to transformation.

Students should cultivate skills like recognising opportunities amidst challenges, confidence, resilience, and a passion for learning. They must also lead simple and peaceful lives, practice honesty and logical reasoning, appreciate diversity, and make decisions based on their values and beliefs. Additionally, they should be aware of their identity, engage in critical thinking about the world, pay attention to historical contexts, and recognise God’s role in historical events.

Accordingly, the school’s unique curriculum (known as “oferta de escola”) includes two compulsory subjects that enable students to explore their individuality and their place in the world: Interioridade and IFC (Inspira-te, Faz, Cria). In Interioridade, students enter specially designed comfort rooms, equipped with rugs, pillows, and blankets, where they can take off their shoes to connect with the ground. This environment encourages them to pause and reflect on life’s various aspects, guided by a teacher. These sessions facilitate a deeper connection with their inner selves and the world beyond the physical realm. As for IFC, tailored for 12th graders, it provides a comprehensive educational space encompassing several areas: experimental sciences/robotics, arts and letters, entrepreneurship and social innovation, and performance and technology. Students can choose the area that interests them most, regardless of their academic path. They work on projects presented to the school community annually and invite external entities at the end-of-year IFC congress. Such projects foster skills like teamwork, autonomy, creativity, initiative, cultural awareness, humanistic reflection, and critical and analytical reasoning.

The pandemic has highlighted the importance of competency development in education. Therefore, a curriculum focused on real-world preparation will enable students to approach future challenges with a positive mindset, fostering self-confidence and resilience. Increased independence from distance learning offers capable and responsible students the opportunity to contribute meaningfully to innovation and sustainability. Critical thinking and creative problem-solving are

vital for addressing complex issues such as climate change and social inequality. Cultivating these competencies in students is essential for facing twenty-first-century challenges and facilitating positive social change.

This is where Visible Thinking Routines come into play. Ellis (2022) argues that enhancing students' metacognitive skills can lead to improved outcomes. When students understand their thought processes, they are better equipped to make decisions regarding change. Furthermore, Dumontheil (2022) emphasises that adolescence is crucial for personality and identity development, making visible thinking routines essential during this stage and helping teachers guide students to recognise their opinions, ideas, and interests. Moreover, Dumontheil (2022) advocates for teamwork activities, as adolescent peer relationships significantly impact brain development. Therefore, visual thinking routines, which express and discuss thinking processes with peers, can deepen connections by allowing students to explore various topics, nurturing their interests and providing opportunities to respectfully disagree with one another.

3. Action Research methodology and other tools

3.1. Action research methodology

Burns (2010) articulated the criteria and principles that guided the implementation of the Action Research methodology in this investigation. The investigation employed a cyclical methodology consisting of four significant phases: planning, implementation, observation, and reflection. Initially, I identified relevant visible thinking routines, determined their frequency and duration of implementation, and devised specific objectives and research questions. At Colégio de Santa Doroteia in Lisbon, I incorporated visible thinking routines into the regular classroom activities and interactions during the implementation phase.

While observing the activities, I implemented numerous methodologies to accumulate data for subsequent analysis, including teacher feedback, student reflections, classroom observations, and teacher reflection journals. The action research reflection phase was conducted during the writing process of this report, and its conclusions are addressed in the discussion section of the final chapter. I have analysed this data to understand how visible thinking routines affected students' critical thinking and communication skills. Ultimately, the reflection phase involved a critical evaluation of the implementation's results, highlighting its advantages and disadvantages and formulating potential revisions for future application. This reflective approach also entailed conducting a focused group interview with students to gather their opinions and perspectives to facilitate feedback for both professional development and the evaluation of the methodologies used. Moreover, at a deeper level, this investigation followed a participatory action research (PAR) methodology, which is consistent with Burns' advocacy for the involvement of students in the research process.

Participatory Action Research (PAR) promotes inclusivity by involving participants as active co-researchers, prioritising their perspectives and knowledge rather than treating them as passive subjects in research investigation and implementation (Burns, 2010). In theory, students are likely to feel motivated to contribute to a collaborative and inclusive research environment by sharing their life experiences, suggestions, and thoughts. For this report, students participated

in a focus group activity about the efficacy of visible thinking routines in the classroom and anonymously shared opinions regarding which activities (with visible thinking routines) worked best or worst for them, the class, and improvements that could be made. According to Burns' (2010) guiding principles, this action research methodology allows for an important evaluation of how useful and valid visible thinking routines are in improving communication and critical thinking skills in EFL classrooms with a small sample of students.

3.2. Reflective teaching: keeping a teaching journal

Reflective teaching requires teachers to evaluate their strategies, decisions, and student feedback to enhance learning outcomes and student success. This practice reflects resilience and career advancement, facilitating pre-service teachers' transition from theory to practice (Kaldi & Zafeiri, 2023; Riele, 2019). It encompasses self-assessment, classroom observations, and analyses of student evaluations, fostering professional growth, self-awareness, and critical thinking (Reflective Teaching, 2021). According to Lee (2007) and Riele (2019), this approach empowers teachers to better accommodate and comprehend the varied needs of their students, allowing them to adjust their instructional methods as needed. By reflecting on their teaching methods and student interactions, educators can gain insights into the effectiveness of their strategies within the classroom. Geng et al. (2019) emphasise that by understanding the impact of their chosen approaches, teachers can tailor their strategies to meet students' requirements. To create an inclusive and equitable classroom, it is essential for teachers to be attuned to the needs of every student (Choi & Park, 2022; Geng et al., 2019; Manicio & Baetiong, 2023).

The reflection process for pre-service teachers enhances resilience, equipping them to tackle challenges and modify their strategies thoughtfully in response to specific classroom dynamics (Kaldi & Zafeiri, 2023; Reflective Teaching, 2021; Riele, 2019). Additionally, studies show that engaging in reflective practice bolsters the confidence and readiness of pre-service educators. It has been shown that these reflective techniques contribute to improved classroom management, teaching skills, and understanding of the profession (Geng et al.,

2019; Lee, 2007; Riele, 2019). During my practicum, I maintained a reflective journal where I documented various activities, such as self-assessments before meetings with my cooperating teachers, redesigning lessons, and highlighting areas for improvement in different colours. This method proved vital for my growth as a teacher by alleviating my concerns about key aspects of my teaching, including teacher talk time, the engagement level of activities, and my time management skills. Thus, reflective teaching brings numerous benefits to pre-service teachers and those committed to ongoing professional growth, enhancing classroom effectiveness. Consequently, teachers can refine their instructional methods and classroom management by critically evaluating their teaching experiences.

Overall, reflective teaching is essential in teacher education, empowering pre-service educators to advance their professional development and improve classroom efficacy, thereby positively impacting student learning outcomes.

3.3. Focus group interviews

This report explores visible thinking routines in the classroom through a focus group interview with 12th grade students. Using qualitative research, focus group interviews provide in-depth insights via interactive discussions facilitated by a researcher. Typically, these groups have participants selected based on specific criteria. Engaging in conversations about their beliefs, ideas, perceptions, and attitudes fosters dynamic interactions among group members (Farrow et al., 2020).

A major benefit of focus group interviews is the wealth of information derived from participant interactions. This environment allows for exploring diverse perspectives, deepening the understanding of the subject matter. It encourages participants to remember details or approach topics creatively, an aspect often missed in one-on-one interviews. Focus groups effectively uncover complex motivations and behaviours and reveal collective viewpoints. They are frequently integrated with other qualitative methods to provide a holistic view of the research topic. The rise of digital technology has enabled online focus groups, which increase flexibility and allow wider geographical participation.

While online focus groups offer convenience and the capability to record or transcribe discussions for analysis, they also present specific challenges, such as

managing virtual dynamics and ensuring participants feel comfortable with the technology (Conducting Focus Groups, SAGE Research Methods Community, 2023; Focus Groups in Qualitative Research, Qualitas Research, n.d.; Hurst, 2023).

In essence, focus group interviews are crucial for capturing the breadth and depth of participants' experiences and viewpoints, providing a rich source of data that complements other qualitative approaches.

4. The Supervised Teaching Practice (PES)

4.1. Colégio de Santa Doroteia

My supervised teaching practice took place at Colégio de Santa Doroteia, a private Catholic school in Lisbon, Portugal, during the academic year 2023-2024. The school is situated in Campo Grande and is officially part of the Lumiar neighbourhood. The school belongs to the Portuguese Province of the Institute of the Sisters of Saint Dorothy, which in turn is part of the Dorothean Province of Europe, which also includes schools and convents in Spain, Italy, Switzerland, and Albania (Congregazione Suore Di S. Dorotea Della Frassinetti, n.d.).

The school has 826 students enrolled from the 5th to the 12th grade, each comprising 4 different classes (*Regulamento Interno 2023-2024*, 2023). Moreover, students are taught by 85 teachers and supported by 5 educational psychologists. The school's non-teaching staff comprises 80 individuals. To aid teaching and in line with the school's own curriculum mentioned in the chapters before, the school benefits from common and specific use rooms, such as 5 labs (natural sciences, mineralogy, physics, and chemistry), 2 IT labs, 4 art rooms (of which 1 is a workshop), 2 music rooms, a project room, and 3 interiority classrooms. As for sports facilities, the school provides students with an outdoor track field, 3 outdoor sports fields (of which one is semi-closed), and 2 gyms. Moreover, the school includes facilities such as meeting and department rooms, an auditorium, 2 libraries (one for students from 5th to 9th grade and another for secondary students), 2 canteens (one for students and one for teachers), as well as a snack bar for students, a copy room, a stationery shop, a teacher's lounge area, a chapel, and prayer rooms.

4.2. Life at the school: Activities developed and participated in

During my Supervised Teaching Practice, I developed and participated in several school activities throughout the year. As per FCSH's PES rules, student teachers must develop and implement an activity at school, such as preparing a field trip. I proposed an English book club targeted at students from the 10th to the 12th grade, aimed at fostering reading habits in young people and encouraging speaking skills outside the classroom.

As a reader since childhood, it was important to me to try to connect students with stories from all over, from different times or even different planets, as the younger demographic's interests have shifted from when I was a younger student. In an ever-technological world, it is a fact that social media, YouTube, and TV are the preferred forms of entertainment among young people at the expense of books. Moreover, studies show that over 70% of Portuguese people have never taken their children to a book fair or bookshop (Baldaia & Martins, 2023). However, as anticlimactic as it may seem, it is precisely because of social media that reading habits are starting to change. Bastos (2023) writes that the Portuguese book market was the one that grew the most among European markets in 2022, and the reason was exactly the success of books on social media platforms, such as TikTok, which promote reading as a "cool" and exciting hobby. Thus, recognising that many students still see reading as a chore, it is agreed that young people are becoming the largest reading population in the country. This idea was met with enthusiasm by the school and my cooperating teachers; thus, this activity officially started in January 2024 under the name "CSD English Book Club" and ran until the end of the school year.

The activity preparation began at the end of the 1st school term, with the creation of posters (Appendix A) to place in the secondary students' hallway alongside a sign-up sheet (Appendix B). I also visited the school's secondary English classes to promote the activity during this time. After this, a Google Classroom was established to facilitate communication between students and teachers. Here, students voted on the stories they wanted to read (from a pre-selected list of English-speaking authors) [appendix C] and signed up for the face-to-face meetings, which occurred every other week on Fridays from 14:15 to 15:00. It was important that students felt welcomed and safe, understanding that their speaking skills were not being evaluated. To achieve this, creating an inviting and relaxed environment was essential. The book club setup consisted of a table in the centre of the room with chairs around it. Like the English, tea was served alongside refreshments for the warmer days and chocolates, cakes, scones, etc., to emulate a gathering of like-minded individuals rather than a simple meeting where a story is discussed. Additionally, students were gifted celebratory collectable bookmarks

for each session they attended as a keepsake of the enjoyable discussions we had just had. The CSD English Book Club focused exclusively on short stories or short novellas so that students would feel comfortable joining without worrying about completing a lengthy book due to their workload.

At the end of the year, students provided feedback on the book club through an anonymous form (Appendix D). Although not all participants responded, the results indicated that 66.7% enjoyed the club's organisation, story selections, and inclusion in decision-making. However, opinions varied on using Google Classroom for communication, club advertisements, and meeting schedules, with ratings ranging from one (not good) to five (very good or excellent). Students highlighted their appreciation for understanding diverse perspectives and the respectful nature of discussions. On the other hand, they suggested improvements, such as shorter stories organized by genre and a schedule adjustment, as Friday afternoons were not ideal. Overall, the book club was a valuable experience, offering a safe environment for exploring less-covered areas of English in an engaging way, connecting past texts to contemporary times.

Additionally, I was involved in other school initiatives. The school hosts a "Cultural Week" yearly to celebrate various subjects. I assisted the Foreign Languages department organise a "tell and show" activity for 5th and 6th graders. In this activity, 6th graders read a picture book to 5th graders, who then illustrated their favourite scene. This year's book was *The Gruffalo* (1999) by Julia Donaldson. Like the book club, this activity encouraged reading and listening skills in an interactive manner. For the last day of Cultural Week, the headmaster invited teachers, staff, and parents to share their interests or hobbies with students through workshops. Alongside a colleague from the Foreign Languages department, I led a tango workshop titled "It Takes Two to Tango" (Appendix E), drawing from our ballroom dancing experience. It was a delightful and engaging day, especially as students eagerly explored various activities with individuals from diverse backgrounds.

My cooperating teachers invited me to join the BEO 2024 team for the British English Olympics (BEO), an annual competition hosted by Oxford World International. This event brings together schools from around the globe, with each team comprising up to twenty students aged 12 to 16, who travel to the UK to

compete in various events ranging from debates to investigative challenges for two weeks during the Easter holiday. Colégio de Santa Doroteia has participated in this competition since 2016. This year's theme, "AI Unleashed," saw my cooperating teachers and I, along with other project teachers, preparing students weekly from October to March for diverse tasks. We focused on enhancing their public speaking skills, guiding them through competition guidelines, and fostering a positive mindset. This experience benefited the students and contributed significantly to my professional growth as an educator. I am grateful for the opportunity to collaborate with students and teachers, reflecting on educators' positive impact when engaged in challenging projects.

4.3. Observation – 9th and 12th grade

In my early days at Colégio de Santa Doroteia, I observed my cooperating teachers in their 9th and 12th grade classes, noting interesting aspects of their teaching methods. For example, one teacher organised discussions in pairs after students had completed their activities and then encouraged them to share their answers with the class afterwards. After discussing this method with my cooperating teacher, it became clear to me that facilitating peer discussions before revealing the answer is essential, especially in higher grades. This practice enabled students to consider different options and identify their mistakes, promoting independent corrections and indirectly reinforcing language rules.

I took notes on various aspects of the lesson, from classroom behaviour to grammar explanations and the dynamics between students and teachers. These observation moments were invaluable, helping me understand classroom dynamics and diverse approaches to handling situations since both classes I observed were quite different. Initially, I focused on how my cooperating teachers structured their lessons (Appendix F) and engaged students as they transitioned through different stages. Eventually, I focused on specific topics, guided by Wajnryb's (1992) observation tasks. My aim grew to not just observe in hopes of finding a topic for this report, in line with Burns' (2010) action research methodology, but to really understand how the classroom works, independently of subject and topic. Some of the observation tasks included eliciting responses using

teachers' prompts (Appendix G) and evaluating the learning environment (Appendix H). Wajnryb (1992) indicates that maintaining a silent observer role is crucial for considering various perspectives on a lesson, focusing on both the lesson plan and how it changes from the actual class dynamics during that lesson. Additionally, she asserts that her tasks benefit both teacher trainers and trainees; trainers clarify classroom dynamics to trainees, while trainees are provided with initial classroom experience. However, after my practicum's observation phase, it became evident that observation also offered teacher trainers a new perspective on their lessons. Although Wajnryb (1992) describes the observation phase as silent, this seems to only hold partially true, as my cooperating teachers frequently invited me to share my insights on their lessons, making me feel included in the lesson-preparation process, even while simply observing.

This observation phase was vital and beneficial, not only for familiarising myself with the classes I would later teach but also for equipping myself, over time, to understand certain choices related to specific skills activities. It also prompted reflection on what I might do differently and what aspects I would incorporate into my own teaching.

Lastly, as one of my collaborating teachers served as a class director and was head of the Foreign Languages Department, I observed and assisted her during parent-teacher evenings, prepared for department meetings, wrote meeting minutes, and dealt with class director responsibilities. This included determining when to meet with parents, providing justifications for absences, and understanding the preparation and function of class councils.

4.4. Applying the chosen topic to teaching

4.4.1. Co-teaching and preparing to teach

After the observation period during the first academic year term, I transitioned to the next phase: teaching practice in the second and third terms. During the observation phase, I had the chance to co-teach several lessons alongside my cooperating teachers.

We collaboratively planned the lessons and divided teaching

responsibilities. In one instance with the 12th grade class, I expanded activities beyond the coursebook. Rather than simply reading a text about a North Korean refugee during a lesson on democracies and authoritarian regimes, I introduced a video where the refugee shared her personal experience. This was followed by a guided class discussion on authoritarian regimes, encouraging students to use previously learned vocabulary instead of relying on a reading task. Similarly, with the 9th grade class, I practised introducing and correcting grammar activities following my cooperating teacher's explanations. This experience allowed me to address students' doubts, some of which I could anticipate, while others required quick thinking during the correction process. This co-teaching opportunity was immensely valuable, enhancing my ability to engage students actively and develop lesson preparation habits while also enabling me to anticipate student responses. Additionally, it offered a supportive environment, as my cooperating teachers were always present to manage the lesson if I encountered any uncertainties or couldn't address a student's question.

During my practicum, I taught two classes from different grades and study cycles, which is why I had two cooperating teachers. In the 3rd cycle, I worked with teacher Márcia Joaquim and her 9th grade class (CEFR B1+ level), consisting of 27 students with varying degrees of English proficiency. In the Secondary cycle, I worked with teacher Catarina Duarte in one of her 12th grade classes (CEFR B2+ level). For the 12th grade, English is an elective subject, and this particular class comprised 18 students from two different secondary pathways.

Although both classes benefited from visible thinking activities, this report primarily focuses on the 12th grade class due to the greater opportunities to explore visible thinking routines within its EFL curriculum topics. Below is a description of various activities carried out with the students to foster critical thinking and communication skills within the classroom, along with an assessment of their effectiveness in achieving these objectives.

4.4.2. Visible Thinking Routines in Class Activities

This section explores the implementation of Visible Thinking Routines across three classes and their influence on enhancing students' speaking skills. These routines,

applicable in both written and oral forms, focus on making thought processes visible and promoting organised discussions (Ritchhart & Perkins, 2008). They provide structured opportunities for students to express their ideas and reflections. By incorporating Visible Thinking Routines in language classes, we can foster an empathetic and safe space for students to practice and improve their speaking abilities and understand how their thinking works and how they can structure it better by explaining their ideas out loud.

One of the classes taught (please refer to appendix I for the lesson plan and materials of this lesson) with visible thinking routines at play was about the 20th century, and it aimed at providing students with a general overview of the century, its big events and personalities. Students were given multiple pictures of the century glued to the classroom walls, with a contextual caption beneath, but not an answer. They were invited to silently look at and take notes of the pictures to recognise the events and order them chronologically. When students were finished observing and taking notes, it was time to know their guesses. The visible thinking routine used to achieve this goal was “What makes you say that?”. This spoken routine prompts students to expand on their thoughts while providing evidence (Project Zero Team, n.d.) and enhance their critical thinking skills by articulating their reasoning and examining the basis of their beliefs. When a student was asked to reveal their guess, whether correct or not, the following question would always be “What makes you say that?” providing an opportunity for the students to explain themselves. While some students were quick to provide an explanation, others found this aspect more difficult but tried to overcome their shyness and produce spoken reasoning. This activity saw some remarks such as “I don’t know how to explain it”, but ultimately, the students could help each other explain themselves, giving examples or phrases to classmates so they could continue their argument, and thus, collective knowledge was built. Another visible thinking routine used in class was “3, 2, 1, Bridge!”. This strategy effectively activates prior knowledge and connects it (“bridges” it) to new learning. This routine was applied in the second part of the lesson, where students explored the history of the Berlin Wall more. On a dedicated worksheet, and before talking about this topic, students were asked to write three ideas about the topic, two questions they had about it, and one

metaphor for the topic. Students kept their answers private, and the class watched a video about the wall's history and discussed it. When the discussion ended, students turned the page and were asked to write information with the same prompts. However, in the end, they were asked to connect their previous and new learning or reflect on important information that changed their thoughts about this topic.

This routine was not as successful as the first one since students had difficulty recalling sufficient information to complete the activity. It is important to note, as well, that asking students for a metaphor for the topic was perhaps the most challenging aspect, given that many students had difficulty understanding what they were supposed to write in the space. I believe this lesson was a successful first try at visible thinking routines in the classroom, albeit with some more challenging aspects. I felt students were open to having discussion activities framed differently and were keen on collaborating in a different classroom activity organisation.

Another lesson that focused on visible thinking routines examined women's role in the 20th century (please refer to appendix J for the lesson plan and materials of this lesson). It aimed to highlight the progression of women's rights, tracing their beginnings and development throughout the century and the continuing struggle for these rights to be fully realised. The lesson started with a watching activity, where students watched a UN Women's video on the global history of women's rights, followed by a couple of questions to assess an initial understanding of the topic being addressed. I followed the activity with an overview of women in the 20th century to provide an important yet concise timeline of events to prepare students for the following activities. Students were aware of some information and pictures, but most examples were unknown to them. The first visible thinking routine used in this class was "See, Think, Wonder", a written and spoken routine which encourages students to observe, analyse, and question and is best used at the beginning of a didactic unit to foster curiosity in students (Project Zero Team, n.d.). I showed students three pictures and asked them to work in groups to discuss and note down what they saw, what they thought about it, and what questions or wonders they had about the pictures, followed by a discussion mainly about voicing

choices about voting, working, and ownership of bodies (please refer to appendix J for the specific pictures used). The following activity was “Connect, Extend, Challenge,” a strategy designed to help learners link new concepts with their existing knowledge (project Zero Team, n.d.). This approach fosters active participation with the new content, enhances understanding, and allows students to pinpoint areas that require further investigation or clarification. I presented students with a new collection of pictures (please refer to appendix J for the specific pictures used) and asked them to explore, individually, the connections between these images and their prior knowledge of women’s roles in the 20th century. I asked how these visuals enhanced or broadened their understanding of the subject, what fresh insights or viewpoints they discovered, and what questions or challenges the images posed. Additionally, I asked if any aspects sparked their curiosity or led to uncertainties. I found the discussion of this activity more developed than the previous one, mainly because students had already tried a similar activity with different pictures, so they naturally had more to argue for by connecting with the previous pictures. This discussion also showed that students took each other’s arguments to extend their own, thus making communication easier as their arguments were clearly understood.

I believe this lesson was also successful, as students were not only more comfortable with the idea of explaining their reasoning out loud but also because there was less confusion surrounding what the routines asked of them.

The last lesson discussed in this report is a continuation of the previous lesson, which served as a conclusion for the topic (please refer to Appendix K for the lesson plan and materials of this lesson). In this lesson, students started by analysing quotes from notable women from the century, such as Margaret Thatcher or Madeleine Albright. In groups, students reflected on the meaning and significance of the quotes and discussed how these could represent the challenges or changes women faced during the 20th century.

Following this discussion, I introduced a reading activity that focused on an important woman from the century who had not appeared in the quote analysis activity, Hillary Clinton. This reading activity focused on Clinton’s speech delivered at the 1995 United Nations Fourth World Conference on Women in Beijing,

“Women’s rights are Human rights”. After reading the speech and highlighting passages they found interesting, I explained how they would use the text during the activity. I told the students about “Step Inside,” a challenging activity created to cultivate perspective-taking skills and empathy. This routine prompts students to consider situations from different angles, enhancing their comprehension of diverse experiences. In this activity, students adopted the viewpoints of five individuals connected to or impacted by Clinton’s speech: Hillary Clinton, a woman from a society with restricted women’s rights, a political leader who opposes women’s rights, a representative from a progressive society advocating for women’s rights, and a global citizen worried about cultural relativism. Students were divided into five groups, with me assigning perspectives to each group randomly. They were then tasked with rereading the speech through the lens of their new beliefs and concerns, jotting down their thoughts for later discussion in class. In the discussion, students were encouraged to adopt their respective “characters,” which led to an engaging dynamic as they felt compelled to defend their roles. This requirement highlighted the importance of articulating their views clearly to facilitate understanding among their peers while always striving to maintain a polite discussion throughout, which unfortunately did not happen at times.

I believe that this routine impacted students the most. It impacted students both positively and negatively, in the sense that while some were eager to take a new perspective different from their own, others resisted this activity, remarking that supporting many different views than their own was difficult and they could not bring themselves to say arguments they were so openly against, almost refusing to participate. On the one hand, this is excellent because it shows students using their critical thinking to position themselves on a matter by clearly stating why they believe certain arguments to the detriment of others. On the other, it shows that some students found it difficult to remove themselves from this fictional activity to try to understand other perspectives, thus not fully exploring their critical thinking abilities. It was clear that the position some students struggled with the most was that of the political leader against women’s rights. It also impacted me because guiding this discussion was a true challenge since students would often speak over

each other and, in rare instances, not be polite to their classmates, and trying to guide the discussion to its conclusion, which eventually cost time from the following activity.

As a concluding activity, I suggested that students participate in a silent discussion through the “chalk talk” routine. This silent, collaborative activity lets students explore ideas visually (Project Zero Team, n.d.). It enhances their ability to recognise connections between concepts and ensures everyone can participate equally. To achieve this goal, I asked students four thought-provoking questions so they could use all the vocabulary and information learnt during the previous classes and make it evident that their point needed to come across to their classmates. With simpler questions, that would be harder to achieve. I asked students to work individually since this was a silent discussion and guided them through how the discussion would work. They would walk around the classroom, where big sheets of paper would hang on the walls (the classroom’s blackboard was also used) with the number of questions to be answered (the question was projected). Students would answer the question and use a star sign if they agreed with what classmates had answered, an exclamation mark if they did not agree, an arrow so they could counter-argument, and a question mark if the answer and subsequent reasoning had not been clear enough. This was an interesting activity because students were invited to physically move around the classroom, which by itself helps students engage more with the activity since it is a different way of being in the classroom. They participated well and invested time in writing their reasonings clearly. However, this activity was unsuccessful because I lacked time management during this lesson. It was impossible to give enough time to the subsequent activity discussion, ending up with a superficial discussion that did not take advantage of the depth of some of the students’ arguments.

Nonetheless, I found this lesson to be powerful in various aspects, from challenging topics and activities to classroom management; it was a successful lesson in the sense students were critically engaged throughout and acquainted with visible thinking routines, these different activities that demanded a different type of attention in class.

4.5. Discussing and reflecting on the practicum and its activities

As previously mentioned in this report, reflection plays a crucial role in professional development. During my practicum, I practised the habit of reflection through observation tasks, documenting my feelings after lessons I taught¹, and asking for feedback. I actively reflected on this feedback and considered how to integrate it into future lessons. Maintaining a written log of these reflections and feedback sessions proved invaluable; whenever I felt a lesson had not gone well, I struggled with time management or missed a critical step, I would revisit these reflections and the actionable strategies I had created for myself. Reading the encouraging feedback from my cooperating teachers provided the motivation I needed to persist, reinforcing the understanding that not every class would be perfect.

Appendix L includes an example of quick reflections I documented immediately after teaching a class and prior to a feedback session with my cooperating teachers. This particular entry in my quick reflections journal showcases two reflections along with feedback on the initial lessons taught during the second term, specifically on the first day back from the Christmas holiday. I consistently began my quick reflections by noting what went well and identifying areas for improvement in future lessons or similar activities. Following this, I included feedback from my cooperating teachers, which was always constructive and encouraging. In these specific feedback sessions, I received suggestions such as consistently using captions when displaying videos to enhance student engagement with the material, showing a video twice like I would with audio in a listening task, and finding effective ways to recapture content from earlier lessons that are pertinent to the current one or determining the most suitable reading tasks for the students. Additionally, Appendix M illustrates a planning feedback session with one of my cooperating teachers. It includes my notes on how to upgrade my lesson plan and the uncertainties I faced while designing it, noted in blue, alongside

¹ Readers should understand that, while I mention the benefits of maintaining a reflection journal and reference the related literature on this professional development approach for teachers, I have opted not to share my more profound personal reflections on my teaching for privacy reasons. Instead, I include my quick reflections before feedback meetings, which are the basis for my more extensive journal entries.

my cooperating teacher's insights and answers to my questions, written in red. Both appendices highlight the significance of these feedback sessions, evidenced by the extensive notes I took. I appreciated this dedicated time with my cooperating teachers as a chance to grow and learn through their experiences, particularly since their feedback often came with real-world examples from their own classrooms.

However, the feedback on my practicum did not only come from myself and my cooperating teachers but from the students themselves. Appendix N shows the written record (and participation consent form) of the focus group interview done at the end of the school year with 12th grade students. This interview, which took half an hour with three students, highlights that visible thinking routines were received positively in the classroom compared to activities done in other subjects, as they felt these activities potentiated understanding and then doing instead of simply doing. Students shared that these activities improved their critical thinking and made writing feel more natural. Students also compared current English classes to past ones and noted that the 12th grade activities promoted deeper understanding and made lessons more engaging and enjoyable.

Additionally, students agree that more theoretical subjects could enhance their curriculum by integrating activities that promote retention and comprehension, such as visible thinking routines. Regarding developing critical thinking skills, they shared favourable views on the visible thinking routines practised in class. Students noted that these activities fostered a more energetic and interactive learning atmosphere, enabling them to think independently and grasp the content better. While they recognised an improvement in their critical thinking abilities, some students expressed that the critical thinking tools could be further refined, noting the complexity of the process, especially after experiencing years of conventional teaching.

Overall, students felt that these activities had aided their critical thinking development, though they see the potential for enhancing the tools and methods employed (also noted in Appendices N and O).

Conclusion

This research aimed to explore the use of visible thinking routines, created by the Project Zero Team at Harvard's Graduate School of Education, designed to cultivate classroom thinking culture through simple activities. In a highly globalised and technological era, the goal was to revive thinking practices that would draw students away from technologies and engage them mentally, encouraging them to project their thoughts into a shared space for knowledge construction.

The study found that visible thinking routines are valuable in the classroom, aiding the exploration of diverse topics ranging from history to language learning, as confirmed through some activities done with the studied class. These routines presented straightforward yet engaging methods to stimulate student thinking without reliance on technology. However, some of these routines, such as “3, 2, 1 – bridge!”, revealed a complexity that belied their initial simplicity, aligning with the activities' main purpose. They are intended not merely to be accessible but to challenge students, prompting them to utilise existing knowledge for making new connections and formulating hypotheses.

The findings indicate that students appreciate innovative approaches that break from conventional classroom practices, as reflected in group interviews and end-of-term surveys. This investigation supports and aligns with previous studies highlighted in this report, particularly those by distinguished experts like Ritchart and Perkins. The insights gathered have crucial implications for understanding students' perceptions of their education and skill development, emphasising the need for integrating student feedback into our teaching to enhance and adapt to modern demands. The results will appeal to teachers seeking alternatives to traditional methods, those eager to try varied activities, or those simply wanting to diversify their teaching approaches.

While acknowledging the study's limitations (being a focused piece of research with a small student sample), this work provided encouraging insights into fostering critical thinking in schools and lays a solid groundwork for further exploration in both language education and the Portuguese school system.

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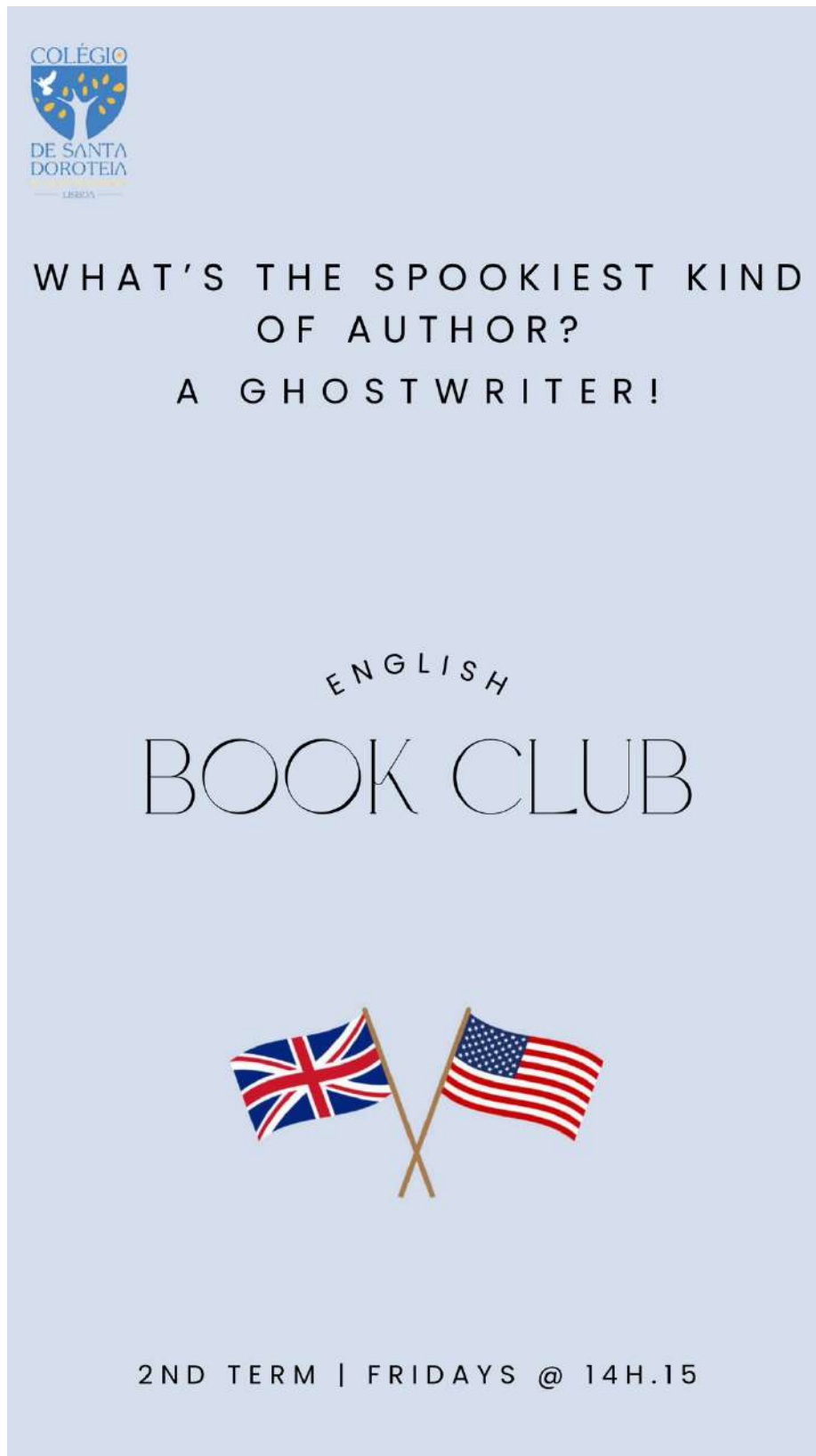
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Appendices

In accordance with the General Data Protection Regulation (GDPR), several of the appendices originally mentioned and which results and data are discussed in this report have been omitted from the publicly accessible version released after its defence. To respect the principles of data minimisation and anonymisation, all handwritten material by students was redacted or left out of the final version of the report, including the 3-2-1- bridge worksheet with a student's answer on it; the chalk talk activity photos with students' final written discussion on the walls of the classroom; as well as the complete transcript of the focus-group interview which has been replaced by the corresponding question guide.

Appendix A – CSD Book Club’s poster



Appendix B – Sign-up Sheet



COLÉGIO DE SANTA DOROTEIA
2023/2024

**CSD ENGLISH BOOK CLUB
SIGN UP SHEET**

NAME	NUMBER	CLASS

Short Stories

Classics

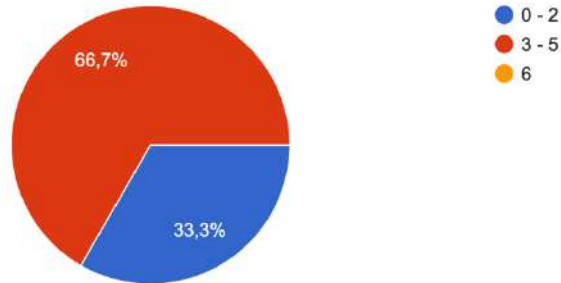
- “Kew gardens” (1919), by Virginia Woolf
 - Four people talk about life while visiting Kew gardens, in London.
- “The Fall of the House of Usher” (1839), by Edgar Allan Poe
 - A man visits a strange mansion owned by his childhood friend, who is behaving increasingly odd, and dwells within the ‘melancholy’ atmosphere of the house.
- “The Diamond as Big as the Ritz” (1922), by F. Scott Fitzgerald
 - A story about a man who’s only goal in life is to keep a diamond’s existence a secret.
- “The Garden Party” (1922), by Katherine Mansfield
 - The story of a girl who wanted to cancel a garden party considering a recent death in the neighbourhood.
- “The Yellow Wallpaper” (1892), by Charlotte Perkins Gilman
 - A story about mental health and womanhood.

Modern

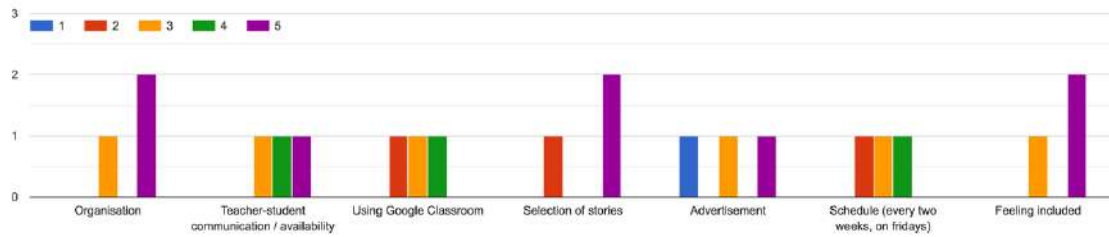
- “No Speak English” (1984), by Sandra Cisneros
 - A story about language barriers in Chicago.
- “Such Great Height and Consequence” (2021), by Kelsey Norris
 - A statue goes missing and residents use its space for the most various things.
- “The Janitor in Space” (2014), by Amber Sparks
 - A janitor meditates on life on earth and space while in a space capsule.
- “A Red Dress” (1946), by Alice Munro
 - A story that goes back to teenage years and a high-school dance.
- “Impatient Griselda” (2020), by Margaret Atwood
 - An alien tries to talk about human stories.

How many sessions have you attended?

3 respuestas



Rate the following topics, from 1 (not good) to 5 (really good / excellent):



What did you like the most about the bookclub?

3 respuestas

The perspective of others

The sense of belonging and respect it gave us

The chance to talk about different perspectives

What didn't you enjoy? How could it be improved?

3 respuestas

The stories were too long I would like to read small stories

The time schedule. I don't believe Fridays are the best day for this activity

The stories could be sorted by genres

Appendix E – Cultural week's Tango workshop's poster



It takes two to TANGO

1 de março de 2024



Appendix F – Example of a classroom observation noting the structure of the class

18.09.2023 (90')

Notes:

Introduction;

- The teacher starts by welcoming students to the classroom and guides them through the morning prayer with the help of a students.
- Next, the teacher dictates the summary, presents the evaluation criteria and the class's thematic units.

Getting to know each other;

- The teacher starts by sharing some facts about herself, so students get to know her more, especially new students in the class.
- Then, the teacher asks new students to share some facts about themselves. The teacher guides their contribution with questions such as: what kind of person are you? / What do you like to do? / Plans for the future| or dream job? / Ideas of what to study at University?

Building a class identity;

- The teacher asks students to work in groups and choose a superhero. Students must think about characteristics and reach a compromise if they have different options or opinions. The teacher gives students 5 minutes to complete the first step and share their conclusions with the class after.
- For the next step, students must think about real people that share some characteristics with their chosen superhero. After the groups reach their conclusions, they go up to the board, write their chosen personalities, and justify their choices to the class.
- Individually, students vote on one of the personalities on the board that they want to be inspired by during this academic year.

25.09.2023 (90')

Notes:

Lead-in:

- The teacher starts by activating previous knowledge with a chart/diagram about present and past tense on the board, eliciting knowledge from students (The teacher uses real life examples from students' interests to elicit students' knowledge on the grammar topic).
- The teacher shows a video to the class to help the students remember the structures better with examples.

Task:

- After modelling the tense structures with the help of a tense table, the teacher asks students to complete exercises on the coursebook, following a similar structure (the teacher goes around the class to answer any doubts).
- Task correction techniques vary according to the exercise. The teacher uses audio correction, asking students to answer, and showing the key and having the students compare their answers amongst their classmates and with the whole class.

Appendix G – Observation tasks according to Wajnryb (1992): Teacher’s prompts

09.10.2023 - Eliciting: teacher's prompts

Teacher prompt	waiting time	student responses
During this week, have you heard about anything on the news?	/	"I've heard about the conflict in Israel and Palestine and I've been talking to a classmate of ours who's there."
Can you imagine yourselves in this situation?	/	"no"
Which ban shocked you the most?	//	"the first" / "the third"

Appendix H - Observation tasks according to Wajnryb (1992): Learning Environment

02.10.2023 - Learning Environment

- What contributes to a positive learning environment that makes students learn better?
- Think about: seating arrangement, size of the room, acoustics, classroom dynamic...

Item	Memory jog
air/heat	Students are able to focus better when there is air running through the classroom (in this heat)
Pair work	the teacher pairs students up to promote communication. students help each other
Teacher leaves the classroom	sts stay almost completely silent, but some stop doing to exercise to communicate silently with their classmates
Teacher instruction	Loud and clear. Most students understand the instruction at first. If not, they call the teacher to their seat.

02.10.2023 - Learning Environment

- What contributes to a positive learning environment that makes students learn better?
- Think about: seating arrangement, size of the room, acoustics, classroom dynamic...

Factor/Item	Memory jog
seating in groups	promotes speaking
close to the airport/acoustics	sometimes students need to speak louder and that disrupts the flow of the class because, sometimes, it is impossible to speak over the noise.
Classroom is big	The teacher moves freely across the room. T connects with the students because she is among them, rather than solely in front of them.

Appendix I – Lesson Plan on the 20th Century (12th grade)

I1 – Lesson Plan



MESTRADO EM ENSINO DE INGLÊS NO 3.º CICLO E ENSINO SECUNDÁRIO (2022/2024)
 FCSH-NOVA | COLÉGIO DE SANTA DOROTEIA

Class: 12th grade
 Unit: 2 – Life changing decades (20th century)
 Lesson no: 1 – 90' (4th January 2024)

Learning objectives	Procedures	Interaction	Time	Materials and teaching aids
To synthesize the content of the lesson.	Summary <ul style="list-style-type: none"> Teacher welcomes the students to the class. Teacher asks for a volunteer to read the morning prayer. Teacher dictates the summary for them to write down on their notebooks. 	Whole class	5'	Notebooks
To express personal opinion in discussion. To generate critical cultural awareness. To deduce meaning from context.	Lead-in activity <ul style="list-style-type: none"> Teacher presents a quote to students about the topic they are going to study. Students discuss the quote and teacher guides the discussion. <p>Quote: In the 20 century, [...] most of the world was agricultural and industry was very primitive. At the end of that century, we had men in orbit, we had been to the moon, we had people with cell phones and colour televisions and the Internet and amazing medical technology of all kinds." - David Gerrold</p>	Whole class	5'	Quote ppt
To generate critical cultural awareness.	Observation activity	Whole class	10'	Pictures

16:26



MESTRADO EM ENSINO DE INGLÊS NO 3.º CICLO E ENSINO SECUNDÁRIO (2022/2024)
 FCSH-NOVA | COLÉGIO DE SANTA DOROTEIA

awareness. To deduce meaning from context. To observe in silence.	<ul style="list-style-type: none"> Teacher tells students that for the next classes, they will be going back in time. Teacher asks students to stand up; Teacher gives students different photos and asks them to put them on the walls of the classroom. Teacher tells students to prepare their general and cultural knowledge by identifying the event/cultural moment from the 20th century in the pictures. Some pictures will have a contextual sentence to help students. Pictures include: the berlin wall, 1920's flappers, Vietnam War, trenches from WWI, Nazi Germany, The Beatles, soundless cinema, etc. Students walk across the room, looking at the pictures and taking notes if they want to. Students may not talk to their classmates. Students go back to their places once the activity is complete. 	Individual		Student's notebooks
To elicit prior knowledge on the subject. To demonstrate critical thinking.	Discussion – what makes you say that? <ul style="list-style-type: none"> Teacher asks students for some of their guesses regarding the pictures in the previous activity. Teacher encourages students to listen to each other's guesses and contribute if they disagree or if 	Whole class	10'	Pictures Students' notebooks

26:26

To operationalise knowledge. To express opinion. To understand oral instructions reliably.	<p>they want to add something the classmate hasn't said.</p> <ul style="list-style-type: none"> As students are contributing their guesses, teacher asks: what makes you say that? And/or what's going on in the picture? To cultivate observation, interpretation and understanding of the topic being introduced. 			
To operationalise knowledge.	<p>Timeline activity</p> <ul style="list-style-type: none"> Teacher asks some students to take the pictures off the walls and place them on the board. Teacher puts dates on the board and asks students to, collectively, match the dates to the events. 	Whole class	15'	Pictures
To demonstrate critical thinking. To elicit prior knowledge on the subject.	<p>Pre-watching activity – 3, 2, 1 bridge (1st part)</p> <ul style="list-style-type: none"> Teacher asks students to choose the event from previous activities that they believe had the most impact in the world today. Students provide their answers. If there are students who answer "the berlin Wall"/ "cold war" teacher makes a bridge between the answer and the watching activity, as it is going to be its focus. Teacher asks students to write 3 thoughts or ideas, 2 questions and 1 metaphor about the topic. 	Individual Whole class	7'	Worksheet 1
To express opinion.	Watching activity – The Berlin Wall	Whole class	25'	Video – the rise and fall of the Berlin wall

36:26

To watch for specific information	<ul style="list-style-type: none"> Teacher lets students know they are going to watch a video about the Berlin wall. Students watch the video and complete the multiple-choice exercise on the worksheet provided. Students discuss open-ended questions on the worksheet. 	Individual		Worksheet 2
To operationalise knowledge. To express opinion.	<p>Post watching activity – 3, 2, 1 bridge (complete)</p> <ul style="list-style-type: none"> Teacher asks students to complete another 3, 2, 1 paper with new information that they have gained from the previous activity. After sharing both their original and revised ideas, students explain to their partners how and why their ideas changed. <p>Once the activity is finished, class is dismissed.</p>	Individual Whole class	7'	Worksheet 1

46:26

I2 – Quote

In the 20 century, [...] most of the world was agricultural and industry was very primitive. At the end of that century, we had men in orbit, we had been to the moon, we had people with cell phones and colour televisions and the Internet and amazing medical technology of all kinds.” - David Gerrold

I3 – Pictures for observation and timeline activity (photo from the conclusion of the activity)



Appendix J – Lesson Plan on the role of women in the 20th century (12th grade)

J1 – Lesson plan



MESTRADO EM ENSINO DE INGLÊS NO 3.º CICLO E ENSINO SECUNDÁRIO (2022/2024)
FCSH-NOVA | COLÉGIO DE SANTA DOROTEIA

Class: 12th grade

Unit: 2.3 – A diversity of voices: The role of women in the 20th century

Lesson no: 8 (90' – 19th February 2024)

Learning objectives	Procedures	Interaction	Time	Materials / Teaching aids
By the end of the lesson, students will be able to analyze and discuss the evolving role of women in the 20th century, starting from little or no prior knowledge.	<p>Starting the class</p> <ul style="list-style-type: none"> T welcomes ss to class. T asks for a volunteer to read the morning prayer. T dictates the summary and ss write it down on their notebooks. <p><i>Summary:</i></p> <ul style="list-style-type: none"> Women's rights - a video The roles of women in the 20th century - overview See, think wonder / connect, extend, challenge - Picture activities 	Whole class	10'	Students' notebooks
<p>To express personal opinion in discussion.</p> <p>To generate critical cultural awareness.</p> <p>To deduce meaning from context.</p>	<p>Lead-in – video watching</p> <ul style="list-style-type: none"> T tells ss they are going to watch a video about women's rights. Ss watch the video once. T shares 2 questions with the class. <ul style="list-style-type: none"> Reflecting on the Global Progress: "What are some specific milestones mentioned in the video that represent global progress in women's rights?" 	<p>Whole class</p> <p>Group work</p>	12'	A global history of women's rights, in 3 minutes (VIDEO)



MESTRADO EM ENSINO DE INGLÊS NO 3.º CICLO E ENSINO SECUNDÁRIO (2022/2024)
FCSH-NOVA | COLÉGIO DE SANTA DOROTEIA

	<ul style="list-style-type: none"> Challenges and ongoing struggles: Question: "According to the video, what are some challenges and ongoing struggles for women's rights?" T plays the video a second time. Students are invited to take notes. T tells students to discuss and answer these questions as groups. Students share their answers. 			
<p>To review contents that were previously talked about.</p> <p>To elicit prior knowledge on the subject.</p> <p>To generate critical cultural awareness.</p>	<p>Overview – slideshow presentation</p> <ul style="list-style-type: none"> T tells ss that it is important to go back and explore this question to better understand its implications, challenges, and ways of moving forward today. T begins with a concise overview of the 20th century, using a slideshow with pictures, to emphasize major historical events such as World Wars, technological advancements, and societal changes. T introduces key themes, including women's suffrage, shifts in the workplace, and cultural changes that challenged traditional gender roles. T invites ss to discuss the importance of understanding the role of women during this period, touching on the impact of women's contributions on shaping the century. This discussion happens throughout. 	Whole class	8'	Slideshow
To select	See, Think, Wonder (VTR)	Whole class	20'	Slideshow

<p>relevant information for class.</p> <p>To relate one's own idea of an event to the event itself.</p> <p>To demonstrate critical thinking.</p> <p>To operationalise knowledge.</p> <p>To express opinion.</p>	<ul style="list-style-type: none"> T introduces "See, Think, Wonder," which encourages students to observe, analyze, and question. T shows pictures related to women's roles in the 20th century on the projector, present in the slideshow. In groups, students discuss and note down what they see, what they think about it, and what questions or wonders they have about the pictures. T allows 5 minutes for seeing, 5 minutes for thinking, and 5 minutes for wondering/sharing the groups' conclusions with the class. <p>Note: Individual thinking time may be shortened since students have already been discussing these topics in a different capacity.</p>	<p>Group work</p>		<p>STW worksheet</p>
<p>To demonstrate critical thinking.</p> <p>To operationalise knowledge.</p> <p>To express opinion.</p>	<p>Connect – Extend – Challenge (VTR)</p> <ul style="list-style-type: none"> T tells ss they are going to continue analyzing pictures (in the slideshow), in a different way. T tells ss they are going to look at the pictures and, individually at first and in groups afterwards, draw connections, expand their knowledge on the topic, and notice questions or challenges the picture might suggest. 	<p>Whole class</p> <p>Individual</p> <p>Group work</p>	<p>20'</p>	<p>Slideshow</p> <p>CEC Worksheet</p>

<p>To go beyond oneself and question and connect historical points.</p>	<ul style="list-style-type: none"> T presents pictures showcasing diverse aspects of women's lives in the 20th century, covering different time periods, cultures, and roles. Ss start the activity: <ul style="list-style-type: none"> Connect: What connections can ss make between the images and what they already know about women's roles in the 20th century? Extend: How do these images extend or expand their understanding of the topic? What new insights or perspectives do ss gain? Challenge: What questions or challenges do the pictures present? Are there aspects that raise curiosity or create uncertainties? T allocates 5 minutes for individual reflections: <ul style="list-style-type: none"> Each student individually writes down their Connect-Extend-Challenge suggestions. T allocates 5 minutes for group discussions: <ul style="list-style-type: none"> Groups share and discuss their answers, exploring different perspectives and insights. T allocates 5 minutes for pairs to share with the class: <ul style="list-style-type: none"> Each group shares one interesting connection, one extension of understanding, and one challenging aspect or question. This encourages diverse viewpoints and promotes collaborative learning. 			
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	Note: Individual thinking time may be shortened since students have already been discussing these topics in a different capacity.			
<p>To demonstrate critical thinking.</p> <p>To elicit students' knowledge on the topic.</p> <p>To review contents of the lesson.</p>	<p>Baamboozle game (if there's time)</p> <ul style="list-style-type: none"> • T lets ss know that they are going to apply what they've learnt in the lesson and their previous, general knowledge on the topic, on a team game to finish the lesson. • T explains what Baamboozle is. • Baamboozle is a team game in which teams win by collecting the most points. To collect points, they must answer the questions correctly. • T lets ss know they will play in teams according to their pre-made groups in class. • T reminds ss that only the team currently playing can speak, otherwise their answer cannot be heard. Only one student per team shares the answer with the class. • T starts the game. <p>Once the activity is finished, class is dismissed.</p>	<p>Whole class Group work</p>	<p>10'</p>	<p>Baamboozle game</p>

J2 – “see, think, wonder” activity



English 12th Grade

See, Think, Wonder

Look at the pictures on the slideshow. Work with your group and note down ideas about what you are observing, how you are analyzing it, and questions you have for/about it.

I see...

I think...

I wonder...

J3 – “Connect – Extend – Challenge” Activity



COLÉGIO DE SANTA DOROTEIA
2023/2024

English 12th Grade

Connect, Extend, Challenge

Look at more pictures on the slideshow. Think individually and then, in groups, note down ideas about what you are observing, how you are analyzing it, and questions you have for/about it.

Connect: What connections can you make between the images and what you already know about women's roles in the 20th century?

Extend: How do these images extend or expand your understanding of the topic?

Challenge: What questions or challenges do the pictures present? Are there aspects that raise curiosity or create uncertainties?

Women in the 20th century

English Year 12

A global history of women's rights in 3 minutes



Reflecting on the Global Progress:

What are some specific milestones mentioned in the video that represent global progress in women's rights?

Challenges and ongoing struggles:

According to the video, what are some challenges and ongoing struggles for women's rights?



The role of women in the
20th century, an overview

World Wars: Shaping a Century



Women in the Workforce: Contributions during Wartime



Suffragette Movements: Striving for Equality



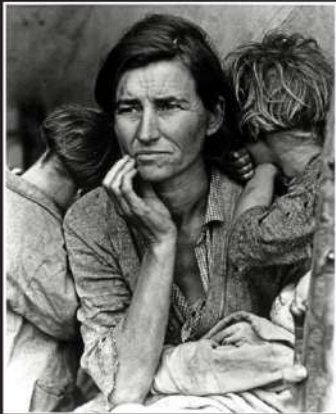
Political Empowerment: Right to Vote



The Roaring Twenties: Societal Transformations



Resilience Amidst Hardship



Rosie the Riveter: Women in the Workforce



Breaking Barriers: Amelia Earhart's Legacy



Space Race: A Giant Leap for Humanity



Changing Workplace Dynamics



See, think, wonder



Connect, extend, challenge



Appendix K – Concluding lesson on women’s rights in the 20th century (12th grade)

K1 – Lesson Plan



MESTRADO EM ENSINO DE INGLÊS NO 3.º CICLO E ENSINO SECUNDÁRIO (2022/2024)
FCSH-NOVA | COLÉGIO DE SANTA DOROTEIA

Class: 12th grade
Unit: 2.3 – A diversity of voices: The role of women in the 20th century
Lesson no: 9 (90’ – 22nd February 2024)

Learning objectives	Procedures	Interaction	Time	Materials / Teaching aids
By the end of the lesson, students will be able to analyze and discuss the continuity and change in women’s roles in the 20 th century.	<p>Starting the class</p> <ul style="list-style-type: none"> T welcomes ss to class. T asks for a volunteer to read the morning prayer. T dictates the summary and ss write it down on their notebooks. <p><i>Summary:</i></p> <ul style="list-style-type: none"> Analysing quotes about the roles of women. Step inside – reading and analysing a speech. Chalk talk – a silent discussion. 	Whole class	10’	Students’ notebooks
<p>To analyse quotes in context</p> <p>To compare and contrast ideas</p> <p>To (de)construct meaning</p>	<p>Warmer – quote reflections</p> <ul style="list-style-type: none"> T provides ss with a series of quotes related to women’s roles in the 20th century. These quotes can be from influential women, activists, or historical figures. T projects the quotes. <ul style="list-style-type: none"> “A woman is like a tea bag – you never know how strong she is until she gets in hot water.” - Eleanor Roosevelt “A woman with a voice is, by definition, a strong woman.” - Melinda Gates 	<p>Whole class</p> <p>Group work</p>	15’	<p>Projector</p> <p>Board</p> <p>Quotes</p>



MESTRADO EM ENSINO DE INGLÊS NO 3.º CICLO E ENSINO SECUNDÁRIO (2022/2024)
FCSH-NOVA | COLÉGIO DE SANTA DOROTEIA



	<ul style="list-style-type: none"> “It took me quite a long time to develop a voice, and now that I have it, I am not going to be silent.” - Madeleine Albright “If you want something said, ask a man; if you want something done, ask a woman.” - Margaret Thatcher <ul style="list-style-type: none"> In groups, ss reflect on the meaning and significance of the quotes, discussing how they might represent the challenges or changes women faced during the 20th century. Each quote is presented individually, and groups discuss each quote at a time. <p>This warmer cultivates critical thinking as ss ponder quotes from influential figures on women’s roles in the 20th century. Group reflection and sharing promote collaboration, encouraging diverse perspectives. This engaging start sets a positive tone, laying the groundwork for a thoughtful exploration of the topic throughout the lesson.</p>			
<p>To analyze and understand different perspectives embedded in Clinton’s speech.</p> <p>To create a set of</p>	<p>Step inside (VTR) – Hillary Clinton’s Women’s rights are Human rights</p> <ul style="list-style-type: none"> T tells ss that, alongside the women in the quotes, there are more that publicly fought for the changing roles of women in the 20th century, including former First Lady of the United States, Hillary Clinton. 	<p>Whole class</p> <p>Group work</p>	25’	<p>Projector</p> <p>Board</p> <p>Clinton’s speech</p>

<p>arguments following one's designated position.</p> <p>To dramatize a debate where these new positions are defended.</p>	<ul style="list-style-type: none"> • T asks ss to think about their senior show, and the cleaning ladies' dance. T asks ss to try and remember the song ("Ain't your mama" by Jennifer Lopez). T asks ss if they have watched the music video for the song. T tells students that the speech that is heard at the beginning of the video is of Hillary Clinton. • T briefly introduces Hillary Clinton's 1995 speech and its significance in advocating for women's rights globally. • T mentions the context in which the speech was given (1995 United Nations Fourth World Conference on Women in Beijing). • T provides students with excerpts from the speech. • T asks students to read the excerpts individually and underline or note significant points. • T explains the "Step Inside" routine: It involves taking on the perspectives of different individuals involved in or affected by the speech. <ul style="list-style-type: none"> ○ T tells ss they are going to take on the role of different people: e.g., Hillary Clinton; a woman living in a society with limited women's rights; a political leader opposing women's rights, etc. ○ Each group will focus on one perspective. ○ For each role, T asks ss to "step inside" and consider the thoughts, feelings, and perspectives of that individual while reading the speech excerpts. 			
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	<ul style="list-style-type: none"> ○ T provides time for ss to jot down their reflections in the form of a brief narrative, considering the viewpoint of the assigned role. ○ T asks ss to engage in a short discussion where viewpoints are shared. ○ T encourages discussion on the diverse perspectives ss have explored, emphasizing the complexity of the issues raised in the speech. 			
<p>To interpret and answer questions related to the topic.</p> <p>To annotate other classmates' answers.</p> <p>To extend classmates' ideas.</p> <p>To articulate knowledge to create a written discussion.</p>	<p>Chalk Talk (VTR)</p> <ul style="list-style-type: none"> • T tells ss they are going to discuss the roles of women in silence. How are they going to do that? • T tells ss they are going to work individually. • T chooses several thought-provoking questions related to women's roles in the 20th century and shares them via slideshow. • T tells ss that these questions are on the walls of the classroom, and they must answer them silently. • T tells ss that they can draw a star next to an idea they agree with, or an exclamation mark if they disagree; if they disagree, they must explain why, and if they agree, they can add to what was written. • T encourages a silent, non-verbal discussion for 15 minutes. 	<p>Individual</p> <p>Whole class</p>	<p>30'</p>	<p>Sheets of paper Markers Projector Board Questions (to be projected)</p>



	<ul style="list-style-type: none"> • T facilitates a class discussion based on the activity. T encourages students to share insights and observations. • T helps ss summarize key points and address any misconceptions or questions arising from the group activity. <p>This activity stimulates critical thinking and provide a platform for deeper discussions during the subsequent group discussion.</p>			
<p>To retrieve key information from the class.</p> <p>To outline key ideas.</p> <p>To reflect upon one and others' ideas.</p>	<p>One word, one thought</p> <ul style="list-style-type: none"> • T asks each student to think about the lessons on women's roles in the 20th century. • T requests that ss come up with one word or one thought that summarises their key takeaways or emotions regarding the topic. • T goes around the class and invite each student to share their chosen word or thought. This can be done quickly, with each ss offering a brief explanation if they wish. • T encourages ss to consider how the lessons have influenced their perception or understanding of women's roles. • T facilitates a short group reflection, and encourages them to express whether the class discussion has 	Whole class	5'	

	<p>broadened their perspectives or if it has sparked new questions or thoughts.</p> <ul style="list-style-type: none"> • T summarizes the diversity of responses and emphasizing the significance of exploring the evolving roles of women in the 20th century, and expresses gratitude for ss engagement and encourage continued curiosity about historical perspectives on gender roles. <p>Once the activity is concluded, class is dismissed.</p>			
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Women in the 20th century

English Year 12



A woman is like a tea bag - you never know how strong she is until she gets in hot water.

Eleanor Roosevelt



A woman with a voice is, by definition, a strong woman.

Melinda Gates



It took me quite a long time to develop a voice, and now that I have it, I am not going to be silent.

Madeleine Albright



If you want something said, ask a man; if you want something done, ask a woman.

Margaret Thatcher



Hillary Clinton's *Women's rights are Human rights* (1995)

Perspectives for analysis:

- Hillary Clinton
- Woman living in a society with limited women's rights
- Political leader opposing women's rights
- Representative from a progressive society supporting women's rights
- Global Citizen concerned about cultural relativism

Chalk Talk

1. How did major historical events impact women's roles during the 20th century?
2. In what ways did cultural shifts challenge traditional gender roles?
3. What is there to still be done?
4. In what ways did World War II influence the evolution of women's roles in the workforce and at home?

K3 – Hillary Clinton’s speech activity



Women’s rights are Human rights – Hillary Clinton’s 1995 speech

FIRST LADY HILLARY RODHAM CLINTON REMARKS FOR THE UNITED NATIONS FOURTH WORLD CONFERENCE ON WOMEN BEIJING, CHINA SEPTEMBER 5, 1995

Mrs. Mongella,

Distinguished delegates and guests,

I would like to thank the Secretary General of the United Nations for inviting me to be part of the United Nations Fourth World Conference on Women. This is truly a celebration — a celebration of the contributions women make in every aspect of life: in the home, on the job, in their communities, as mothers, wives, sisters, daughters, learners, workers, citizens and leaders. (...)

However different we may be, there is far more that unites us than divides us. We share a common future. And we are here to find common ground so that we may help bring new dignity and respect to women and girls all over the world — and in so doing, bring new strength and stability to families as well. By gathering in Beijing, we are focusing world attention on issues that matter most in the lives of women and their families: access to education, health care, jobs, and credit, the chance to enjoy basic legal and human rights and participate fully in the political life of their countries. There are some who question the reason for this conference. Let them listen to the voices of women in their homes, neighborhoods, and workplaces.

There are some who wonder whether the lives of women and girls matter to economic and political progress around the globe... Let them look at the women gathered here and at Huairou... the homemakers, nurses, teachers, lawyers, policymakers, and women who run their own businesses. It is conferences like this that compel governments and peoples everywhere to listen, look and face the world’s most pressing problems. (...)

What we are learning around the world is that, if women are healthy and educated, their families will flourish. If women are free from violence, their families will flourish. If women have a chance to work and earn as full and equal partners in society, their families will flourish. And when families flourish, communities and nations will flourish.

That is why every woman, every man, every child, every family, and every nation on our planet has a stake in the discussion that takes place here.

Over the past 25 years, I have worked persistently on issues relating to women, children and families. Over the past two-and-a-half years, I have had the opportunity to learn more about the challenges facing women in my own country and around the world. (...)

Women comprise more than half the world's population. Women are 70 percent of the world's poor, and two-thirds of those who are not taught to read and write.

Women are the primary caretakers for most of the world's children and elderly. Yet much of the work we do is not valued -not by economists, not by historians, not by popular culture, not by government leaders.

At this very moment, as we sit here, women around the world are giving birth, raising children, cooking meals, washing clothes, cleaning houses, planting crops, working on assembly lines, running companies, and running countries. Women also are dying from diseases that should have been prevented or treated; they are watching their children succumb to malnutrition caused by poverty and economic deprivation; they are being denied the right to go to school by their own fathers and brothers; they are being forced into prostitution, and they are being barred from the ballot box and the bank lending office. Those of us who have the opportunity to be here have the responsibility to speak for those who could not. (...) If there is one message that echoes forth from this conference, it is that human rights are women's rights.... And women's rights are human rights. Let us not forget that among those rights are the right to speak freely. And the right to be heard. Women must enjoy the right to participate fully in the social and political lives of their countries if we want freedom and democracy to thrive and endure. It is indefensible that many women in non-governmental organizations who wished to participate in this conference have not been able to attend — or have been prohibited from fully taking part. (...)

Let this conference be our — and the world's — call to action. And let us heed the call so that we can create a world in which every woman is treated with respect and dignity, every boy and girl is loved and cared for equally, and every family has the hope of a strong and stable future.

Thank you very much.

Women's Rights are Human Rights: Hillary Clinton's speech about women's rights. Retrieved from Women & The American Society website at <https://wams.nyhistory.org/end-of-the-twentieth-century/the-information-age/womens-rights-are-human-rights/#teaching>

My group's viewpoint: _____

My group's thoughts from this viewpoint:

A large, empty rectangular box with a thin black border, intended for students to write their group's thoughts from the given viewpoint.

Estágio - 12º ano 4/1 janeiro

Bom:

- 1ª parte foi dinâmica e diferente
- consegui criar interesse no tópico
- à vontade com a turma
- materiais adequados

a melhorar:

- gestão e planeamento do tempo
- gerir melhor discussões
 - senti um pouco de monotonia
 - Tópico não era o mais próprio a uma discussão

feedback:

- escrever sumário e ser específico
- distribuir sempre materiais aos assistentes
- feedback c/ rúbricas (p/ próximas aulas)
- timeline c/ datas no quadro
- video c/ legendas pq difícil
- repetir video quando necessário = sempre x2

9º ano - 4/1 jan

- ### Bom:
- atividades interessantes
 - boa comunicação / relação c/ a turma
 - materiais adequados

- ### a melhorar:
- ambição no planeamento
 - momento da instrução: certificar a alunos recebem a instrução bem.

→ Ao planejar uma aula, ter atenção a:

-) Se iniciamos um conteúdo numa aula que é importante para outras, trazê-lo de volta para outras atividades.

Ex: 9º ano: mudanças na sociedade (trazer esse conhecimento e vinculá-lo com outras atividades, p.e, introduzir gramática)

-) A primeira atividade da aula é a mais importante, uma vez que a atenção dos alunos ainda está desperta.

Ex: 9º ano: objetivo principal da aula deve vir primeiro.

-) Sequência lógica de atividades para encadeamento na cabeça dos alunos.

Ex: 9º ano: sociedade geral e mudanças (1 aula) > sociedade geral e mudanças - aprof. + mudanças a nível pessoal (1 aula).

-) Entrar na aula com a correção dos exercícios propostos, mesmo que sejam do manual.

•) Tipos de leitura de texto:

- ler individual → coletivo (pouco eficaz)
- coletivo → individual
- áudio → individual

Appendix M – Lesson planning feedback

↓ como corrigir

1ª coisa de uma aula será sempre a mais importante. Trazer o vocabulário da Plano de aula 9º ano – 8/11 em aula passada

→ objetivos do sumário – objetivo geral da aula
minhas ideias de atividades: explicação
→ uma coisa mais rápida alguns importantes

Phrasal verbs: - concordar e reduzir o número de alíneas

↳ Retirar - Talvez retirar o 2º exercício? nesta aula. Não que não acrescenta muito. e redesenhar p/ outra (45 min) → reconhecer os do ex ④ em contexto

Pre-reading - em vez de fazer o ex ① do WB17, pedir aos alunos que vamos ler um texto chamado a Chloe se estará a referir. "new life". (Brainstorming)

What do you think this new life is about? (...)
okay, let's see if you're right - pedir a alunos p/ reading: - ler sozinho e dps em grupo. ler voz alta. Manier ler sozinho? Trocar a ordem

o que não entendi - separar PV da outra gramática?

2 imagens de exemplo ↑

- Pegar nas imagens da aula passada - utilizar used to - PPT c/ imagens da aula passada
- Tarefa a pares: 3 grandes invenções que mudaram os últimos anos
 - Treinam used to e speaking sobre grandes mudanças na sociedade
 - Exercícios ~~PT~~
- Falar mudanças na vida pessoal
 - muden de escola, amigos - listening

Appendix N – Focus group interview transcription

N1 – Some interview questions

FOCUS GROUP INTERVIEW VISIBLE THINKING ROUTINES

Algumas perguntas a fazer:

1. As atividades desenvolvidas pretendiam promover o compreender para fazer, em vez de simplesmente "fazer". Na vossa perspetiva, as outras disciplinas que têm tinham atividades que de alguma forma promoviam o compreender passo a passo?
 - 1.1. Caso não tenham sido feitas, como acham que vos podia beneficiar na disciplina?

2. Consideram que o vosso percurso escolar teria sido beneficiado se mais disciplinas tivessem adotado esta estratégia de Ensino?

3. Acham que os projetos desenvolvidos em disciplinas "project-based" podem ser encaixados dentro deste termo que é rotinas de pensamento visível?
 - 3.1. Ou acham que, mesmo assim, este tipo de atividades vos ajudava a ir mais além do que fizeram nesses projetos?

4. Relativamente ao desenvolvimento do pensamento crítico, acham que estas atividades vos ajudaram a compreender como pensar de maneira diferente e a fazer raciocínios e conexões mais lógicas?
 - 4.1. Sentem que podiam ter beneficiado de mais ferramentas para um raciocínio mais fluido?

N2 – Consent form for participating in the interview



Consentimento para participação em entrevista de grupo-foco

Projeto: A Promoção de pensamento crítico e comunicação através de Rotinas de Pensamento Visível na aula de Inglês Língua Estrangeira

Investigador Responsável: Francisco Camilo Baranda

Instituição: Faculdade de Ciências Sociais e Humanas - Universidade Nova de Lisboa

Propósito do Estudo

Este formulário de consentimento tem o objetivo de solicitar a participação do seu educando numa entrevista de grupo-foco, como parte do projeto de pesquisa sobre rotinas de pensamento visível na aula de Inglês língua estrangeira, realizado no âmbito do programa de Mestrado em Ensino de Inglês no 3.º Ciclo e Ensino Secundário da FCSH-NOVA. O objetivo da pesquisa é avaliar o impacto das rotinas de pensamento visível na promoção do pensamento crítico dos alunos na aula de língua estrangeira, sendo motes para a conexão de um mundo globalizado, servindo como mediadoras de conflitos ou desafios interculturais (Europe, C. O, 2020). As aulas de língua estrangeira devem acomodar atividades que promovam tanto o uso da língua como competências interpessoais que são desenvolvidas à medida que a língua vai sendo aprendida.

Procedimento

A entrevista de grupo-foco terá a duração aproximada de 30 minutos e será conduzida pelo investigador responsável e estagiário da turma. Durante a entrevista, um pequeno grupo de participantes discutirá a sua experiência com as rotinas de pensamento visível implementadas em sala de aula, ao longo das aulas lecionadas pelo estagiário, e a importância do pensamento crítico para o século XXI. Esta entrevista será gravada (apenas voz) para uma transcrição fidedigna das respostas.

O que é uma entrevista de grupo-foco?

A entrevista de grupo-foco é uma técnica de pesquisa qualitativa que reúne um grupo de participantes para discutir um tópico específico em maior detalhe. Os participantes são encorajados a partilhar as suas opiniões e perspectivas uns com os outros, permitindo uma compreensão mais ampla do tema em questão. As conclusões desta entrevista figurarão no relatório final de estágio sobre o tema.

Privacidade e Confidencialidade

Toda a informação fornecida durante a entrevista será tratada de forma confidencial e será utilizada apenas para fins de pesquisa. Qualquer dado que identifique os seus educando será anonimizado, de acordo com o Regulamento Geral de Proteção de Dados (RGPD) e não será divulgados a terceiros. Os participantes serão identificados como “aluno 1”, “aluno 2”, e assim em diante.

Eu, encarregado de educação do aluno _____, n.º ____ da turma _____, li as informações acima descritas e **autorizo / não autorizo (riscar o que não interessa)** que o meu educando participe na entrevista de grupo-foco com gravação de voz do projeto descrito e conduzido pelo estagiário da turma, Francisco Camilo Baranda.

Lisboa, ____ de ____ de 2024 _____