

Integrating Social Justice Education in EFL Teaching Through Multimodal Resources

Inês das Neves Pereira

**Relatório de Estágio de Mestrado em Ensino de Inglês no
3º Ciclo do Ensino Básico e no Ensino Secundário
(Versão Corrigida e Melhorada Após Defesa Pública)**

July 2025

Relatório de Estágio apresentado para cumprimento dos requisitos necessários à obtenção do grau de Mestre em Ensino do Inglês no 3º Ciclo do Ensino Básico e no Ensino Secundário realizado sob a orientação científica da Professora Doutora Sandie Mourão.

Acknowledgements

First and foremost, I would like to thank my advisor, Professor Sandie Mourão, for accepting the challenge of guiding me, for her expert feedback, inspiration, and the trust she placed in my work. Her encouragement helped make this report what it is.

I am also profoundly grateful to my practicum supervisor, for her unwavering support, guidance, and availability throughout this process.

To my wonderful students, thank you for welcoming me into your classroom with open hearts and curious minds. Your enthusiasm, honesty, and energy made this experience meaningful beyond words.

Finally, and most importantly, I thank my husband. You witnessed every moment of doubt and frustration, stood by me with love and patience, and reminded me, again and again, of my strength when I needed it most.

To all of you, my deepest thanks.

Integrating Social Justice Education in EFL Teaching Through Multimodal Resources

Inês das Neves Pereira

ABSTRACT

This report explores the integration of social justice education into English as a Foreign Language (EFL) teaching, using multimodal resources as key pedagogical tools. Grounded in an action-research approach, the study unfolded over an eight-month period, from observation to intervention, and was carried out with a 9th-grade class in the Portuguese public education system and aimed to examine how socially relevant topics, such as gender inequality, migration, and artificial intelligence, can foster critical thinking and increase student engagement. By bridging language content with ethical and societal issues, the classroom became a space for dialogue, reflection, and transformation. Analysis of both qualitative and quantitative data reveals that language learning, when connected to human experience and systems of power, takes on renewed purpose: to shape learners who are both linguistically competent and ethically aware. More than teaching English, this report advocates for a pedagogy that teaches students to ask better questions and to care more deeply.

KEYWORDS: social justice, critical thinking, transformative learning, secondary education, English as a foreign language, action research

RESUMO

Este relatório explora a integração da educação para a justiça social no ensino de Inglês como Língua Estrangeira (EFL), através da utilização estratégica de recursos multimodais. Assente numa abordagem de investigação-ação, o estudo decorreu ao longo de oito meses, desde a observação à implementação, e foi realizado numa turma do 9.º ano do ensino público português e propôs-se examinar de que forma temas socialmente relevantes, como desigualdade de género, migração e inteligência artificial, podem fomentar o pensamento crítico e aumentar o envolvimento dos alunos. Ao articular conteúdos linguísticos com questões éticas e sociais, as aulas tornaram-se espaços de diálogo, reflexão e transformação. A análise dos dados qualitativos e quantitativos revela que a aprendizagem da língua, quando conectada à experiência humana e às estruturas de poder, adquire um novo sentido: o de formar cidadãos linguística e eticamente conscientes. Mais do que ensinar inglês, este relatório defende uma pedagogia que ensina a perguntar melhor e a importar-se mais.

PALAVRAS-CHAVE: Justiça Social, Pensamento Crítico, Aprendizagem Transformativa, Ensino Secundário, Inglês como Língua Estrangeira, Investigação-ação

Table of Contents

Introduction	1
Chapter 1 - Literature Review	3
1.1. Social justice and critical thinking.....	4
1.2. Critical pedagogy and transformative learning	5
1.2.1. Language, identity, and social change	6
1.3. Multimodal resources in ELT	8
1.4. Pedagogy for action, reflection and transformation.....	10
Chapter 2 – Methodology	14
2.1. National guidelines	14
2.2. Action-research.....	15
2.3. Data collection methods	16
2.3.1. Qualitative approaches	16
2.3.2. Quantitative approaches	17
2.4.3. Ethical Considerations	18
Chapter 3 – Practicum	20
3.1. School context	20
3.1.1. Classes	21
3.2. Observation	24
3.2. Intervention.....	26
3.3. Tasks.....	29
3.3.1. Gender inequality and discrimination	29
3.3.2. Refugee experience and the use of graphic novels	31
3.3.3. Understanding AI.....	32
3.4. Extra-curricular projects.....	34
3.4.1. The volunteering project	35
3.4.2. The buddy system	37
Chapter 4 – Discussion of Results and Future Research	38
4.1. Emotional engagement through relevance	38
4.2. Multi-modality and learner engagement.....	39
4.3. The early emergence of critical awareness	41
4.3.1. The volunteering experience as transformative learning	42
4.4. Quantitative results	44
4.4. Final reflections	46
4.4.1. Personal and Pedagogical Growth.....	48
Conclusion	50
Multimodal Resources	52
References.....	52
Appendix 1: Pre-intervention Survey.....	55
Appendix 2: Post-Intervention Survey	56

<i>Appendix 3: Letter of consent to parents/carers.....</i>	<i>58</i>
<i>Appendix 4: List of students and their respective pseudonyms, age, nationality and learning information.</i>	<i>59</i>
<i>Appendix 5: Pre and Post-Intervention Questionnaire Results</i>	<i>60</i>
<i>Appendix 6: Unit 1 - Climbing the Ladder</i>	<i>61</i>
<i>Appendix 7: Unit 2 - One World, Many Faces</i>	<i>73</i>
<i>Appendix 8: Unit 3 - High Tech World.....</i>	<i>89</i>
<i>Appendix 9: Example of Padlet Board on an activity related to the movie “Hidden Figures”.....</i>	<i>96</i>
<i>Appendix 10: Examples of students’ answers to Question 10 of the post-intervention questionnaires,.....</i>	<i>98</i>
<i>Appendix 11: Students’ answers to the oral interaction game “One thing I remember from this semester is...” were audio-recorded on 28th May 2025, with their permission, and later transcribed.</i>	<i>99</i>
<i>Appendix 12: Photographs from the volunteering experience</i>	<i>102</i>
<i>Appendix 13: Examples of presentations prepared by students after the volunteering experience</i>	<i>107</i>
<i>Appendix 14: Facebook post made and shared by the institution where the volunteering experience took place, thanking the students, teachers and school for their work.....</i>	<i>109</i>
<i>Appendix 15: Posters from the Buddy System sequence of activities</i>	<i>110</i>

LIST OF ABBREVIATIONS

CEFR – Common European Framework of Reference

EFL – English as a Foreign Language

ELT – English Language Teaching

ICC – Intercultural Communicative Competence

Introduction

There is something quietly powerful about the moment a student recognizes injustice, not in theory, but in the making of their own life. In the language classroom, these moments often arrive unannounced: a discussion about immigration veers into personal experience, or a reading comprehension task reveals how stories are told, and whose voices are missing. As a teacher, I have seen how language learning becomes far more than mastering grammar or vocabulary; it becomes a space where identities are shaped, challenged, and sometimes reclaimed.

This report emerges from that space. It explores how social justice education, committed to equity, critical reflection, and systemic awareness, can be meaningfully integrated into English language teaching. More specifically, it investigates the use of multimodal resources as a bridge between critical content and language development, asking: How can the integration of social justice themes into English as a Foreign Language (EFL) classes enhance student engagement and encourage critical thinking?

As written in the context of my master's in teaching English as a Second Language to 3rd Cycle and Secondary Students at Universidade Nova de Lisboa, it reflects my practicum experience at a secondary school in the municipality of Odivelas, where I taught a 9th-grade class. These students, each with their own realities, brought unexpected depth and honesty to classroom discussions, particularly when the topics touched on inequality, discrimination, and identity. It became increasingly clear that something shifted when lessons moved beyond grammar drills and into human experience.

The idea for this project developed gradually through my own classroom experience, where I observed a recurring pattern: students often became more attentive and participative when lessons touched on real-world issues. This observation aligned with broader pedagogical debates around the political nature of language teaching and the potential of English classrooms to serve as spaces of dialogue, identity negotiation, and social awareness. As Cook & Sequeira (2024) remind us, “Critical and participatory approaches both in Second Language (SL) education (...) and in Foreign Language (FL) education (...) just like education in general cannot happen detached from social context (...).”

In the Portuguese educational context, English is taught to students with diverse linguistic backgrounds, interests, and levels of motivation. Many students see the subject as merely a school requirement or a distant utility. However, when teaching connects with

their realities - when the content is emotionally resonant and socially relevant - learners are more likely to find purpose in language use. This reinforces the notion that English lessons, even within prescribed curricular limits, can become spaces for critical engagement and reflection.

Social justice, in this context, is not treated as a separate unit or topic, but as an ethos that informs content selection, classroom interaction, and student tasks. Multimodal resources, such as songs, films, graphic novels, and collaborative digital platforms, are used to connect students emotionally and intellectually to themes like discrimination, inequality, and migration. By engaging students not only linguistically but also ethically, the classroom transforms into a space where language and life intersect.

The purpose of my study is twofold: first, to examine whether and how the integration of social justice themes affects student engagement in the EFL classroom; and second, to investigate the extent to which these themes promote the development of critical thinking. This includes emotional investment, the ability to question assumptions, and the capacity to articulate informed opinions.

Comprising social justice themes in English classes is a response to the growing need for education to address global, social, and cultural issues. Educating students on social justice promotes critical thinking, empathy, and a deeper understanding of complex social dynamics by providing them with tools to interact with the world beyond the classroom.

This topic holds personal significance to me, as I have always believed that education has the power to shape people, especially when it comes to empathy and learning to think for oneself. As a student, literature and films often helped me question issues of fairness, equality, and identity, shaping my understanding of the world. Therefore, I hope to create similar opportunities for my students to reflect on these important issues, as their realities increasingly connect with such themes. In a world where these issues are no longer distant or abstract, but part of the social reality they navigate daily, online, at school, and even at home, it becomes necessary that they develop the tools to understand and engage with them critically. Having witnessed a growing disconnect and lack of awareness among children and teenagers, my purpose is to re-establish these connections through education, ensuring that students are not only linguistically competent but also socially and ethically informed members of society.

Chapter 1 - Literature Review

English does not arrive empty-handed. It enters rooms already filled with memory, migration, resistance, and silence. To teach it is to touch all of that, even if unintentionally. Yet too often, language classrooms are treated like neutral zones, suspended from history and politics, as if words could be taught without the weight they carry. This review begins from the opposite conviction: that language is never just a tool, but an instrument of power.

Social justice themes are especially relevant in a world shaped by globalization, where linguistic and cultural diversity plays a central role. Education for global citizenship, as highlighted by Lourenço (2018), encourages awareness of global interdependence and equips students with the skills to navigate complex cultural panoramas, promoting equity and inclusion. Lourenço also states that this education encourages responsible, critical and reflective individuals, capable of understanding their roles in local and global contexts.

The works examined here do not treat English as a means to an end, but as a space where identities are negotiated, power is revealed, and transformation is possible. Whereas Hackman (2005) lays the ethical foundation, outlining a socially just pedagogy not as a method but as a moral imperative, Randolph and Johnson (2017) build upon this and provide the pedagogical scaffolding, embedding critical reflection into world language education. Pica-Smith et al. (2019) write from the ground level of European multi-ethnic schools, where theory collides with reality and Anis and Khan (2023) remind us that multimodal approaches are not add-ons, but central tools for inclusion and engagement in EFL. Finally, Hart (2023) pushes the question further: What if language classrooms rehearsed democracy?

These works do not merely inform, they disrupt. They challenge the idea that learning English is an apolitical act. Read together, they sketch a version of EFL teaching that is not only about verbs and vocabulary, but about visibility, dignity, and voice. What follows is not a summary, but an invitation to rethink what it means to teach a language in a world that urgently needs new ways of speaking.

1.1. Social justice and critical thinking

There is a kind of education that instructs without awakening. It moves through content, checks the boxes, and teaches students to repeat what they have learned. And then there is the education Heather W. Hackman envisions: one that demands consciousness, courage, and a refusal to accept the surface of things. Her 2005 article, *Five Essential Components for Social Justice Education*, outlines not just a pedagogical model, but a provocation. At the center of her work lies a claim both radical and obvious: that education must teach students to think critically if it is to be just at all.

Hackman defines five interdependent elements - content mastery, critical analysis, tools for action, personal reflection, and awareness of group dynamics - these together construct the foundation for transformative learning. From these, critical thinking emerges not as a skill, but as an orientation to the world. It is the capacity to ask the unsettling questions: Who benefits from this structure? Whose story is missing? What are we not being told? In EFL contexts, this orientation is not an add-on - it is essential. Language classrooms are political spaces, whether or not we name them as such. English carries histories, hierarchies, and hegemonies. To teach it without interrogation is to risk reinforcing those very forces.

What Hackman offers, therefore, is a vocabulary of disruption. Her methodology does not lend itself well to mass-produced syllabi or test-oriented classrooms and is not meant to. Rather, it encourages teachers to cultivate a pedagogy that informs, empowers, and challenges systemic inequalities, a practice rooted in student agency and critical engagement. For EFL instructors, this means designing exercises that have the effect of doing something other than modeling travel talk or grammar drills. That includes the reading of texts that reveal power, having students read voices that confront their own, and establishing a class culture where difference is not Othered but understood as being in systems.

And yet, while Hackman's model certainly carries substantial theoretical weight, trying to apply it outside its original American context reveals some tricky limitations. It assumes teacher autonomy and institutional support, conditions that often do not exist in many global EFL settings. Her work pays little attention to multilingual classrooms or to strict, state-controlled curricula. The key challenge, then, is to adapt her core principles to fit these varied contexts without losing their original value. However, despite its limitations, Hackman's work stands out for its clear ethical stance. She reminds educators

that neutrality isn't as innocent as it seems - it's a position, and often a privileged one at that.

Hackman's insistence on critical analysis compels us to look again at educational materials, not simply as language-learning tools, but as opportunities to explore deeper ideas. Whether it is a short film, an infographic, or a spoken-word piece, each resource becomes more than a vehicle for vocabulary acquisition; it can spark critical thinking and meaningful discussion.

Hackman's perspective is a challenge. Recent scholarship on intercultural citizenship - notably Byram et al.'s assertion that language education should 'engage students in critical investigations of social issues and in the application of linguistic, communicative and intercultural skills beyond the classroom' (Byram, et al., 2025), deepens Hackman's call. Teaching through a critical perspective often brings discomfort for students and teachers alike. Yet, if the goal is to promote real equity in education, Hackman suggests it all begins with a willingness to ask the hard questions.

1.2. Critical pedagogy and transformative learning

If language teaching is, as it so often claims to be, about communication, then it must also be about who gets to speak, who is heard, and whose stories remain untranslated. Randolph and Johnson (2017) push this idea forward with intent in *Social Justice in the Language Classroom: A Call to Action*, where they position language education as a political and transformative act. Their work explores how critical pedagogy and transformative learning intersect in the language classroom, arguing that teaching language cannot be separated from the cultural, historical, and social forces shaping both teacher and learner.

Randolph and Johnson stand out for their argument that transformative learning is not some abstract, unreachable goal – it is based on intentional, concrete decisions by educators. They show that, even inside the strict boundaries of a national curriculum or standards, teachers retain the power to develop lessons that challenge dominant narratives, pose critical questions, and open up space for genuine student expression. In referencing Freire's concept of education as a practice of freedom, they underline that genuine transformation happens first in awareness, not just in content delivery. Here, language is more than a tool for instruction; it becomes a means for students to question

assumptions, reshape their identities, and move toward agency within, and sometimes beyond, their communities.

Randolph and Johnson do not simply call for critical pedagogy; they show how it can live within real-world classrooms. Likewise, integrating social justice into the English curriculum is aligned with the principles of citizenship education. According to the Portuguese Citizenship Education Guidelines (Direção Geral da Educação, 2013), this involves cultivating awareness, autonomy, and solidarity in students, whilst also addressing wider social issues such as human rights, equality, and environmental sustainability. By blending these dimensions into English classes, teachers can contribute to general growth, transcending language acquisition. They also address the central role of teacher development, emphasizing that transformative learning is just as much a process for educators as it is for students. Teachers must reflect on their own assumptions, power, and position if they are to guide others through the same.

Still, Randolph and Johnson's model is not without vulnerabilities. Much like Hackman's model, it relies on the assumption that teachers are both empowered and trained to practice this kind of pedagogy. It is most immediately relevant to contexts in which teachers themselves develop their curricula and feel invited to make pedagogical gambles. For many teachers working within rigid systems or politically sensitive contexts, fully responding to this call may prove challenging.

But despite these limitations, Randolph and Johnson's book is invaluable to this report. If Hackman provides us with the ethics, Randolph and Johnson provide us with the scaffolding. Their vision supports the application of multimodal texts, not simply for engagement, but for tooling for transformative work. A photograph, a movie, a poem - all are legitimate materials in which students access questions of identity, equity, and power. In such a classroom, language is not separated from context. It is embedded in struggle and guided by hope. To teach with critical pedagogy is not to give students answers. It is to ask them better questions - and to teach them how to ask their own.

1.2.1. Language, identity, and social change

If language classrooms are places where learners find their voice, they must also be spaces where silenced stories and overlooked identities are recovered. This shifts language education from a focus on skills to a transformative experience. Viewing

language teaching as inherently political allows learners not only to express themselves but also to question which voices are prioritized, which stories are excluded, and why some experiences are left unspoken. Language learning, then, becomes closely tied to wider conversations about justice, identity, and power.

Randolph and Johnson critique traditional proficiency-based educational structures for their emphasis on grammatical accuracy and functional language usage, often at the expense of learners' lived realities. They argue this focus overlooks students' real-life experiences, shaped by immigration, marginalization, racism, and language-based inequalities, and propose instead an approach that integrates Intercultural Communicative Competence (ICC) with critical pedagogy, suggesting that language learning should prompt critical reflection on language as a site of power and identity formation. As they note, "in order to engage in social justice in the classroom, students need to develop their intercultural communicative competence, which is often a transformative learning process that fundamentally alters the way students interact with the world" (Randolph & Johnson, 2017, pp. 3–4).

Complementing this, Byram et al. (2025) insist that cultivating a critical mindset, rather than transmitting external values as does the Council of Europe, with their list of "European values" on their RFCDC model of competences (p.8), is the ethically sound route in intercultural-citizenship work. The teacher's role is to create spaces where learners test their own assumptions against alternative worldviews, not to prescribe what those views should be.

On that same note, Pica-Smith et al. (2019), highlight a significant flaw in certain intercultural frameworks and argue that when these models neglect to address structural inequalities head-on, marginalized students risk being reduced to little more than learning tools for their more privileged peers. In such cases, these students become objects used to facilitate the dominant group's development of intercultural competence, rather than participants with a voice. One must move beyond superficial celebrations of diversity towards confronting the deeper systemic inequities and power imbalances embedded within societal structures and institutions. For instance, in a typical classroom project centered on "global cultures," immigrant students are often asked to present their customs and traditions, while their native-born peers listen and occasionally participate by asking questions. At first glance, this setup appears inclusive. Yet, without space to address the complex challenges these immigrant students may face, such as discrimination, unstable legal situations, or language barriers, the activity risks slipping into tokenism. In other

words, it becomes more about showcasing diversity for its own sake, rather than engaging with the deeper inequalities or marginalization these students experience. Their cultural identities are put on display, but the structural issues that shape their lives remain unexamined.

This is precisely why Randolph and Johnson advocate for ICC as a pedagogical framework. Students are encouraged by ICC to not only to reflect critically on their own identities and those of their classmates, but also to interrogate dominant cultural narratives and the power structures that sustain them. Similarly, Pica-Smith et al. argue for a redefinition of ICC, not simply as a tool for cross-cultural communication, but as a critical practice to uncover and challenge entrenched power imbalances and systemic oppression.

The use of Bloom's taxonomy (Bloom et al., 1956; Anderson & Krathwohl, 2001) is also helpful to explain the pedagogical change that Randolph and Johnson (2017) and Pica-Smith et al. (2019) advocate for. Rather than being satisfied with pedagogies at the lower levels of Bloom's taxonomy (remembering and understanding), the authors opt for teaching methods that actively engage learners at the higher cognitive levels of analyzing, evaluating, and creating. Randolph and Johnson suggest transforming language classrooms into sites where students criticize linguistic and cultural power structures. On the same note, Pica-Smith et al. criticize traditional intercultural education for staying at a surface level and call for teaching approaches that push students to think critically, examine biases in intercultural interactions, and actively contribute to creating fair and socially just learning environments.

Together, these authors make a bold case: language education should not just pass on words, it should rattle assumptions, spark awareness, and shake loose the quiet patterns of injustice that often go unquestioned. It is a call to teach not only with grammar and structure in mind, but with purpose, and a sharp eye on the world outside the classroom walls.

1.3. Multimodal resources in ELT

There was a time when English language teaching followed a predictable script – learning by memorization, static textbooks, and an unquestioned assumption that communication meant linguistic accuracy alone. In those classrooms, students learned

how to write grammatically correct sentences but were rarely invited to explore whose voices were represented in the texts they read or whose realities were silenced. Today, however, the conditions of teaching and the tools available have changed. With the rise of multimodal resources, from digital storytelling platforms to interactive videos and collaborative online spaces, educators are now in a position to radically rethink not just what is taught in EFL classrooms, but how and why.

Anis and Khan (2023) contend that multimodality in English language teaching is not merely a passing trend but a genuine pedagogical necessity. In today's classrooms, learners bring a wide range of backgrounds and practices, rendering a one-size-fits-all approach increasingly outdated. Their research places multimodal practices at the heart of inclusive education, emphasizing the integration of visual, auditory, sensory, and digital tools. According to the authors, "By mixing several modalities, educators may offer a variety of entry points for learning, accommodate various learning preferences, and promote a more inclusive and engaging environment for language acquisition" (Anis & Khan, 2023, p. 242).

Despite that, Anis and Khan do not romanticize multimodality. They recognize barriers such as limited access to technology, the need for teacher training, and the risk of using multimodal tools superficially. They call for resources that are "culturally relevant, appropriately scaffolded, and aligned with learner needs" (p. 245).

One of the most striking aspects of their research is how it illustrates, quite concretely, the ways multimodality enhances the educational experience. Take digital storytelling, for example - students are not just writing essays; they are weaving together images, audio, and text to express their identities in different ways. This is not merely a superficial addition; it is an avenue for self-representation. Interactive videos further demonstrate this point – they capture students' attention on the spot. As a result, vocabulary retention improves noticeably, and students seem genuinely more motivated to engage with the material.

Porto and Zembylas (2020) expand this justice-oriented agenda through pedagogies of discomfort, showing how art and literature "cultivate empathy and solidarity" (p. 357), and encourage transformative action in EFL classrooms. Their nine-month case study of Argentinian undergraduates used novels, films and student-produced multimodal artefacts to move learners from passive critique to community engagement, illustrating that discomfort, when handled strategically, can be a catalyst rather than a barrier. Yet teaching through discomfort is not without risk. Porto et al. (2025) caution that sensitive

topics can be instrumentalised if educators prioritise curricular goals over the lived pain that texts evoke. They argue that teachers must guard against “empty empathy” (p. 4) and potential re-traumatisation by foregrounding representation, consent, and context when selecting materials.

These approaches really embody transformative learning, echoing Mezirow’s (1991) idea that genuine learning requires us to question and rethink what we thought we knew - a foundation for any serious social justice education. Therefore, multimodality is not just about delivering content in a new wrapper. It fundamentally reshapes the learning process, shifting students from passive receivers to active creators, and turns the classroom into a space where language and culture are examined, challenged, and reimaged.

1.4. Pedagogy for action, reflection and transformation

Hart (2023) does not begin her work with methodology. She begins with haste. In the face of rising inequality, nationalism, and cultural cancellation, she asks not simply what language teachers can do, but who they must become. In *Social Justice and the Language Classroom: Reflection, Action, and Transformation*, Hart offers a deeply personal pedagogy. Her goal is not to provide fixed techniques, but to shift the way educators understand their role in society. For the EFL classroom, this means moving from neutral instruction to what she calls “anti-oppressive, transformative, equitable, and inclusive educational opportunities and experiences” (Hart, 2023, p. xi).

One of Hart’s most important contributions is her insistence that social justice pedagogy cannot exist without critical self-reflection. Drawing from Freirean critical pedagogy, she argues that language educators must interrogate their own ideological positions and lived experiences as a prerequisite for designing just and reflective curricula. She writes, “building teachers’ capacity for social justice education is an individual, institutional, and collective journey...” (Hart, 2023, p. 7). In this way, Hart bridges the inner and outer dimensions of teaching: pedagogy must involve both the content we teach and the consciousness with which we teach it.

Throughout her work, Hart calls attention to the entangled nature of language and power. She critiques the myth of neutrality in language education, arguing that “language, power, and ideology are always already interconnected” (p. 38). In the EFL context, this

means acknowledging English not merely as a skill, but as a carrier of histories - colonial, racialized, and globalized. Rather than avoiding this complexity, Hart urges educators to design curricula that confront it directly, using materials and activities that draw attention to certain forms of oppression.

What sets Hart apart is her careful balance of action and reflection. The title of her book, *Reflection, Action, and Transformation*, is not rhetorical. She structures her pedagogy around a process, where students and teachers engage in “critical consciousness, agency, and advocacy” (p. 21). Importantly, this is not a prescriptive formula. As she makes clear, “(...) pedagogy can never be treated as a fixed set of principles and practices ... [it] must always be contextually defined” (Hart, 2023, p. 75). This contextual sensitivity is especially relevant for EFL classrooms, where social justice concerns differ across geopolitical regions, institutional structures, and learner demographics.

Hart also addresses curriculum development directly, offering tools that are especially useful for this report’s focus on multimodal resources. In Chapter 4, she introduces “a critical framework for material evaluation and adaptation” (p. 187), a tool designed to help teachers select texts and media that reflect diverse perspectives and challenge hegemonic assumptions. This can be readily applied to multimodal resources, such as film, graphic novels, or visual texts, allowing EFL teachers to critically assess the sociopolitical messages hidden in the materials they use. It encourages the use of multimodality not just for engagement, but as a pathway to “culturally affirming and sustaining” content (p. xii).

However, one limitation of Hart’s work, like many others, is that it remains heavily grounded in US-based systems, particularly in relation to race and identity. While she gestures toward global applicability and references scholars from varied contexts, her practical examples and institutional critiques are primarily drawn from American educational spaces. For EFL teachers in non-Western or highly standardized environments, some of the strategies may require significant adaptation.

In the broader scope of this literature review, Hart’s work represents the culmination of the themes explored in previous sources. Where Hackman (2005) builds the ethical structure and Randolph and Johnson (2017) connect pedagogy with transformation, Hart unites both and situates them explicitly within the language classroom. For EFL teaching, she provides a vision of the classroom not as an escape from politics, but as a rehearsal for democracy. Her pedagogy teaches students to think, feel, and act - with language as

both the medium and the message. As Hart (2023) writes, “language education can no longer afford to be apolitical or indifferent to injustice” (Hart, 2023, p. 3). Her call is clear: if educators truly seek to prepare learners for the world, they must also prepare them to question it - and to change it.

Across the literature selected and carefully examined, one truth emerges with persistence: If educators ignore power dynamics, they are merely supporting those very structures. At the same time, the scholarship does not leave us stuck – there is a path forward. Incorporating social justice principles into EFL instruction isn’t just theoretically possible - it is pedagogically urgent.

In essence, Hackman’s framework provides the ethical grounding for justice-oriented education, positioning critical thinking at its core. Building on this, Randolph and Johnson illustrate how transformative learning, and critical pedagogy can be deliberately incorporated into language education. They argue that English as a Foreign Language instruction should not be limited to content transmission but rather engage learners in identity formation processes.

Anis and Khan (2023) do not mince words: teaching language today without incorporating images, audio, digital platforms, and authentic context is simply outdated. They’re clear-eyed about the reality that not every classroom has access to the necessary technology or training. Still, they argue that these challenges shouldn’t serve as an excuse. In their view, multimodality is the baseline for equitable language learning, ensuring all students have genuine opportunities to participate, express themselves, and be recognized.

Pica-Smith and colleagues further contextualize the discussion within the complexities of multi-ethnic school environments. Their critique of superficial approaches to interculturalism serves as a cautionary note, emphasizing the need for educators to confront structural inequalities with substantive analysis and intentionality. Hart, finally, integrates these perspectives into a pedagogical approach characterized by both reflection and action, calling for an ongoing interplay between personal inquiry, curriculum development, and political engagement.

Together, these works affirm that integrating social justice themes into EFL classes can powerfully enhance student engagement and critical thinking, but not because such themes are intrinsically interesting. Rather, it is because they connect language to life. When students analyze whose voices are centered in a text, when they explore topics like migration, gender, or inequality through multimodal resources, they are not only

practicing English, they are also practicing awareness. They begin to see language not as something to memorize, but as something to interrogate, wield, and reclaim.

This matters. Especially in EFL classrooms where learners often encounter English as a globalized, prestige-coded language, the opportunity to reflect critically on its uses and meanings invites students into a deeper, more purposeful form of engagement. It activates not only their cognitive faculties but also their lived experiences and moral sensibilities. The result is a classroom not only more alive with dialogue, but more committed to equity, where language becomes a tool for understanding the world, and for reshaping it.

Chapter 2 – Methodology

The methodology used in this research focused on addressing the question “How can the integration of social justice themes into English as a Foreign Language (EFL) classes enhance student engagement and encourage critical thinking?” and strived to align with national guidelines for Citizenship Education, emphasizing democratic values, social justice, and critical literacy. Employing an action-research approach, the study explored the impact of teaching socially charged themes like discrimination and inequality. Data was collected through qualitative methods, primarily teacher journal entries, interviews and student work samples, and quantitative data from pre- and post-intervention questionnaires, which provided objective evidence of changes in student attitudes and perceptions related to real-world problems and collaboration.

2.1. *National guidelines*

This study aligned closely with curricular objectives and broader educational priorities such as global citizenship and critical literacy, following guidelines outlined in the Citizenship Education – Guidelines (Direção Geral da Educação, 2013). These guidelines promote democratic values, social justice, and active citizenship. They encourage schools to address themes such as human rights, cultural diversity, sustainability, and participation in democratic processes, fostering students’ capacity to reflect critically on the world around them and to act ethically and responsibly within it. Citizenship Education is presented as a cross-curricular domain, intended to be implemented across all subject areas, including foreign language teaching, thereby reinforcing its interdisciplinary and action-oriented nature.

Additionally, the social justice themes selected complement the linguistic and cultural competencies defined in the *Aprendizagens Essenciais* (Direção Geral da Educação, 2018) and the *Perfil dos Alunos à Saída da Escolaridade Obrigatória* (Direção Geral da Educação, 2017), which correspond with CEFR levels B1 and B1.1 for the target grades. The *Aprendizagens Essenciais* for English includes descriptors that promote not only language proficiency, but also intercultural awareness and the development of personal and social values. The *Perfil dos Alunos* further articulated the vision of a holistic learner, capable of critical and creative thinking, civic engagement, and respect for human rights. Both support the integration of meaningful, real-world themes, such as inequality,

prejudice, and cultural identity, into language learning, fostering students' ability to engage with authentic materials and express their views on complex societal issues.

2.2. Action-research

Action-research, as defined by Burns (2010, p.2), is “a self-reflective, critical and systematic approach” to explore one’s teaching contexts. This becomes especially applicable when teaching social themes, such as injustice, discrimination, and inequality, in the EFL classroom. In my intervention with 9th grade students, action research offered a cyclical structure to plan, act, observe, and reflect upon practices aimed at not only enhancing language learning but also promoting critical cultural awareness.

The initial "plan" phase was crucial for setting the stage. Observations of students often revealed a certain detachment when dealing with purely grammatical exercises or textbook dialogues. While necessary, these activities sometimes lack the genuine impetus for deeper thought or passionate discussion. This led to the hypothesis that by weaving in themes of social justice - topics intrinsically linked to real-world complexities and human experiences - a richer vein of student interest could be tapped into, thereby provoking more profound critical engagement. For instance, for an initial cycle, the theme of discrimination was chosen. Authentic materials, such as excerpts of real-life testimonies or filmographic stories on racism, were carefully selected. The objective was not only to expose students to relevant vocabulary but also to design communicative tasks, such as class discussions and persuasive writing prompts, that would compel them to analyze different facets of prejudice and articulate their own informed perspectives in English.

During the act phase, tasks were implemented directly within the classroom environment, guided by the framework of Task-Based Learning (TBL). Lessons centered on purposeful activities, ensuring that language use remained authentic and contextually meaningful. Students engaged in a sequence of communicative exercises, encouraging them to analyze, discuss, and critically engage with selected materials. The classroom evolved into an interactive, experimental space where students articulated their perspectives, questioned commonly held assumptions, and reflected on their own viewpoints in relation to the central themes. Task design incorporated scaffolding to facilitate both language development and heightened intercultural awareness, nurturing a supportive atmosphere for growth in both areas.

At the same time, the observation unfolded, and it was not only a casual glance from the teacher from time to time, but a systematic process. Detailed notes were taken, students recorded their thoughts in writing, and informal feedback was collected during classes. The focus remained on identifying clear signs of engagement - students participating verbally, taking risks with new language, or demonstrating interest in the theme. Beyond surface-level behaviors, there was also an emphasis on noticing whether students were genuinely thinking critically rather than simply repeating information.

The reflection stage involved a close analysis of all the collected data. Journal entries were examined for recurring themes such as developing a personal connection to the material, becoming more aware of bias, or engaging thoughtfully with social issues. Student work, both spoken and written, was revisited to assess whether learners expressed their ideas at a surface level or showed deeper insight into the subject matter. These reflective practices weren't just for show - they directly influenced next steps. Thereafter, adjustments were made to the difficulty of tasks, the choice of materials, or even classroom management strategies.

Ultimately, this action research approach encouraged a responsive pedagogy. Each cycle was built on what came before, which allowed for teaching methods to evolve based on student needs and the realities of the classroom.

2.3. Data collection methods

2.3.1. Qualitative approaches

To better understand the levels of student engagement and critical thinking, a qualitative approach was adopted, centering on detailed teacher journal entries, reflection moments, systemically recorded, and authentic samples of student work.

The teacher journal served as a primary tool for data collection, allowing for immediate, reflective, and context-rich documentation from the perspective of a practitioner-researcher. This method made it possible to capture spontaneous classroom observations, personal reflections, and subtle patterns that other instruments might overlook. After every class session, notes on specific student comments were systematically recorded as well as levels of participation, group dynamics, and any evidence - positive or negative - of critical thought.

Reflection moments were integrated informally within the lessons. Pre-planned questions were introduced and addressed to individual students or small groups. This flexible approach allowed for follow-up questions and spontaneous elaboration, encouraging students to express their perspectives more thoroughly and authentically. Additionally, this method facilitated the collection of qualitative data without interrupting the natural flow of classroom activities, thereby maintaining an authentic context for student responses. These reflections and interactions were documented in my teaching journal immediately following each lesson, serving as a primary source of evidence for later analysis.

Student artefacts provided tangible support for the research. For each social justice unit, written materials were collected, such as debate outlines and reflective Padlet boards. These offered valuable insight into students' depth of understanding, their use of the language, and their ability to construct well-reasoned arguments. Typically, samples were gathered at the conclusion of each major activity, usually once or twice per instructional cycle.

2.3.2. Quantitative approaches

To gather quantitative data, two separate Likert-scale questionnaires were administered: one at the beginning of the semester ([Appendix 1](#)) and one at the end of the intervention ([Appendix 2](#)). These surveys were designed to evaluate students' critical thinking, their comfort with exploring real-world and sensitive topics, and their perceptions of the relevance and value of studying socially and culturally meaningful content in the English classroom. Due to a design oversight, the surveys were not identical and thus do not allow for direct comparison. However, each served a distinct and useful purpose: the pre-intervention survey established a baseline of students' beliefs and comfort levels, while the post-intervention survey provided insight into their reactions and self-perceived growth following the intervention.

The pre-intervention survey included the following items:

1. I think it is important to learn about real-world problems in school.
2. I believe learning about fairness and respect can help me in my daily life.
3. I like learning about topics that help me understand other people's lives and challenges.

4. I enjoy learning English when the topics are connected to things happening in the world.
5. Talking about real-world problems makes learning English more interesting.
6. I feel comfortable sharing my opinions when we talk about real-world topics.
7. Learning about real-world problems can help me work better with others.
8. I think learning about these topics can help me find solutions to problems in my life.
9. I believe it's important to talk about problems like unfairness or discrimination in school.

The post-intervention questionnaire included:

1. I enjoyed learning English through topics connected to real-world problems.
2. Talking about these topics made English class more interesting for me.
3. I feel more confident talking about real-world problems in English now.
4. Learning about fairness and respect helped me understand other people's opinions better.
5. I feel more comfortable sharing my own opinions about real-world topics.
6. I learned more about how to treat people fairly and with respect.
7. Learning through these topics made me think more about how I act in my own life.
8. I think future English classes should include topics about fairness, respect, and real-world problems.
9. I feel that these lessons helped me grow as a person.

The frequency distribution of responses (from Strongly Disagree to Strongly Agree) was calculated for each item. Though not directly comparable, both instruments offered meaningful snapshots of student perspectives and helped trace the pedagogical impact of the intervention.

2.4.3. Ethical Considerations

Prior to implementation, ethical approval was obtained from the appropriate institutional body. Participants and their legal guardians were fully informed about the

nature and goals of the study. Written consent was secured from both students and their guardians in line with institutional protocols ([Appendix 3](#)).

Participation was strictly voluntary, and students retained the right to withdraw at any time without academic penalty. Anonymity and confidentiality were maintained throughout the research process. To protect participant identity, all data were anonymized and stored securely, and pseudonyms were used throughout this report to identify said students. Additionally, official authorization was granted by the school principal, who signed the necessary documentation permitting the intervention to occur during school hours.

Chapter 3 – Practicum

This section of the report provides an overview of the practicum setting, the classes involved, and key moments during both observation, planning and intervention. It then explores how these insights informed the lesson design, connecting classroom realities to broader pedagogical and social goals. The practicum was not only an opportunity to implement a thematic approach grounded in real-world issues, but also a chance to respond to the linguistic, cultural, and behavioral dynamics observed in the classroom.

Dewey's idea that "Education is not preparation for life; education is life itself. (1938, p. 47) echoed throughout the practicum, especially when exploring themes related to social justice, identity, and critical thinking.

3.1. School context

The practicum took place at a public upper-secondary school located in the municipality of Odivelas, on the outskirts of Lisbon. Notably, it remains one of the few non-clustered schools in the Portuguese public education system, setting it aside from the school cluster model that is predominant across the country. This administrative independence gives the school a distinct identity and a degree of autonomy in pedagogical management. Construction of the school began in March 1980, and since then, it has grown alongside the local community, serving a student population that reflects the social and cultural diversity of the Greater Lisbon metropolitan area.

From the outset, the school's demographic profile was apparent: students came from a range of socio-economic backgrounds, some commuting from nearby urban districts and others from more peripheral zones. This created a dynamic and varied classroom environment, rich in perspectives but also marked by different levels of academic preparedness, exposure to English, and familiarity with global topics.

Throughout the practicum, I was mentored by my cooperating teacher, an experienced and highly supportive teacher who offered consistent pedagogical feedback while granting significant autonomy. Her approach combined structure with flexibility, allowing me to shape lesson plans around the broader theme of social justice and language awareness. This balance of guidance and independence was instrumental in ensuring that the work remained rooted in curricular goals while also responding to student interests and the overarching research aims.

Infrastructurally, the school had the essential technological tools for language instruction: classrooms were equipped with fixed projectors, basic sound systems, and internet access. However, these resources were not always reliable. Technical issues, such as malfunctioning speakers, unstable Wi-Fi, or defective HDMI connections, were common and often disrupted lessons. While frustrating at times, these challenges encouraged the development of flexible strategies. Printed materials, student-led tasks, and classroom rearrangements became essential tools. Sometimes the most engaging classes were those where technology failed, forcing both teacher and students to adapt, improvise, and engage more directly.

These constraints also revealed the school's broader pedagogical culture: one that often relied on the teacher's capacity to navigate unpredictability. As Day and Gu (2010) argue, effective teaching often depends not on ideal conditions but on a teacher's ability to sustain their values and goals even in difficult circumstances. In that sense, the practicum was as much a lesson in resilience and adaptability as it was in instructional design.

3.1.1. Classes

Before stepping into a more active teaching role, I was given the opportunity to observe several English classes led by my cooperating teacher across both 9th and 10th grades. These initial weeks of observation were more than a formal requirement. They offered a real glimpse into classroom rhythms, student dynamics, and the specific challenges of English language teaching within this particular context.

Although all groups shared the same curriculum guidelines, the differences between them were palpable. Some classes were visibly more engaged, while others showed signs of fatigue or disconnection. In the end, a 9th grade class was selected for the practicum component. The decision was based on scheduling availability, the teacher's judgment regarding class receptivity, and my interest in working with groups that offered contrasting learning environments.

During the observation phase, I paid particular attention to three key aspects: recurring linguistic difficulties (both at lexical and structural levels), classroom interaction patterns, and students' responsiveness to cultural or thematic stimuli. One striking observation was the general lack of cultural and civic awareness, especially

regarding themes such as racism, inequality, and global injustice - topics frequently addressed in international media but seemingly distant from the students' daily conversations.

This gap suggested the need for an approach that went beyond language mechanics and tapped into what Paulo Freire (1970) described as *conscientização* - the development of critical consciousness. In Freire's words, "the educator has the duty of not only transmitting content but also fostering critical consciousness" (p. 81). This principle became a guiding thread in the design of lesson content and activities.

The observation phase also made visible the logistical boundaries of the school setting. Each group had three weekly blocks of 50 minutes, which called for compact, well-paced lesson planning. Any unnecessary delay - whether due to late arrivals, classroom transitions, or equipment failure - could quickly disrupt the flow of a class.

Interestingly, these constraints ultimately served as strengths, contributing to the success of the practicum. They encouraged a kind of pedagogical elasticity: preparing alternatives, using low-tech tools like visual prompts or physical games, and fostering more spontaneous student talk. As Dornyei and Murphey (2003) suggest, "(...) improvisation is not the enemy of planning, but its extension" (p. 65). Over time, this mindset helped me shift from a strict view of lesson execution to a more adaptive, learner-responsive approach.

- My grade 9 group

My 9th grade group was made up of 29 students, aged between 14 and 16 years old ([Appendix 4](#)), and quickly revealed itself to be one of the most dynamic and participative groups I have ever encountered. The overall linguistic level ranged from A2 to B2 proficiency, according to the CEFR (Council of Europe, 2020), with a significant portion - 13 out of 29 students - demonstrating A2-level skills, particularly in oral and written production and interaction. The remainder of the group generally performed at a solid B1 or B2 level, able to follow classroom discourse, engage with thematic materials, and contribute meaningfully during spoken and written tasks. While the group was not without its challenges, its internal cohesion and openness to discussion made it an ideal environment for exploring complex social topics in English.

From early on, students responded with curiosity and seriousness to themes such as discrimination and identity. These were not just abstract classroom topics - they triggered

real conversations. Some students shared personal or family-related experiences, while others asked questions that reflected genuine interest in the world beyond their immediate context. This responsiveness allowed for the integration of dialogic and strategies, which promoted both language development and critical thinking.

Although a few students consistently displayed more difficulty in both understanding and producing English, peer collaboration emerged naturally as a support mechanism. Group work was not only a pedagogical strategy, rather it was a classroom habit. Stronger students, such as those within the B1/B2 proficiency, routinely helped their peers, often without teacher prompting. This dynamic supported what Vygotsky (1978) describes as the *Zone of Proximal Development*, in which learners perform tasks better when assisted by more capable peers or adults. The collaborative atmosphere gave space for all learners to contribute, at their own pace and in different ways.

One case that stood out involved a student diagnosed with dyslexia. Despite being entitled to selective assessment accommodations, Evelyn Parker¹ opted to complete the same tasks and tests as her classmates. Not only did she succeed, but she excelled. Her decision was a powerful reminder that inclusive education is not necessarily about adjusting standards downward but about creating conditions where all students can strive towards shared goals in diverse ways. As UNESCO (2017) notes, inclusive practices “... do not mean that all learners are expected to learn the same thing in the same way, but rather that all have access to meaningful learning opportunities” (p. 12).

Perhaps most striking was the class’ ability to self-regulate during sensitive discussions. On more than one occasion, when a student made an inappropriate remark - whether out of ignorance or lack of awareness - others stepped in before the teacher had to. Their interventions were usually calm, explanatory, and effective. A concrete example was towards the beginning of the class, when discussing racial discrimination after having watched the film “Hidden Figures”, I wrote down in my teacher journal:

Side note: After having watched the film, I proceeded to show students a PowerPoint to help them reflect and understand some of the concepts within. There was a moment where I showed pictures of segregated public spaces and their signs and one student - Isaac Mitchell – made a snarky comment towards another student - Oliver Bennett – a black student, suggesting he should start using a different bathroom. Immediately, the rest of the class reprimanded Isaac and told him “it was not cool” to say things like that. Although

¹ All names are pseudonyms

Oliver laughed and shook his shoulders, I could see it affected him, but I also saw a semblance of resignation and dissociation.

(Teaching journal, 19th March, 2025)

The social norms of the class supported respectful dialogue, and students showed an emerging understanding of discourse appropriateness, not only linguistically but ethically. It was a clear case of peer-led moral development - a phenomenon that Piaget (1932/1997) argued plays a vital role in adolescence.

This group reminded me that students, when trusted and challenged appropriately, often rise to the occasion. They do not need to be shielded from real-world issues; they need safe, structured spaces to engage with them.

In order to understand students' baseline attitudes toward social justice themes in education, a pre-intervention questionnaire ([Appendix 1](#)) was administered at the start of the practicum. This nine-item Likert-scale survey explored their beliefs about fairness, discrimination, and the value of learning about real-world problems in school. Results ([Appendix 5](#)) showed that most students already held generally positive views: for example, 17 students Strongly Agreed that learning about real-world problems in school was important (Q1), and 13 Strongly Agreed that discussing unfairness and discrimination belonged in school settings (Q9).

However, several students selected Neutral for questions such as Q6 ("I feel comfortable sharing my opinions when we talk about real-world topics"), suggesting some hesitancy or lack of confidence in engaging with sensitive issues. This mixed profile underscored the need for an intervention that would foster both language development and a safe, reflective classroom environment.

3.2. Observation

Observation is often mistaken for passive watching, but as van Manen (1990) reminds us, "to observe meaningfully is to engage in thoughtful attentiveness" (p. 69). This became evident as the observation phase unfolded not as a preparatory formality, but as an integral part of the practicum experience.

Throughout the observation period, I did more than take notes; I paid close attention to student reactions, behaviors, and the ways in which they engaged with one another and with English as a subject. I reflected, both during and after class, on what seemed to work,

what did not, and how learners made sense of the tasks they were given. It wasn't just about academic performance; it was about noticing the invisible patterns of curiosity, resistance, cooperation, and disengagement.

My cooperating teacher played a key role in facilitating this experience. She encouraged me to be present, not just as a passive observer, but as a future educator in the eyes of the students. Early in the process, she invited me to introduce myself to the classes. This small gesture created a bridge - I was no longer just "the person in the back of the room," but a visible, familiar presence. As a result, students gradually let go of the initial curiosity or nervousness they had about being observed. They began to approach me with questions, ask for clarification during activities, and acknowledge my presence as part of the learning environment. This early rapport became valuable when it came time to transition into teaching.

My co-operating teacher also welcomed my participation in classroom exercises, allowing me to assist students during tasks and circulate among groups. This was crucial. It allowed me to learn not just by watching her, but by working alongside her. With over 20 years of teaching experience, she brought to the classroom a depth of insight that shaped my own learning. I learned not only from what she taught but how she taught. I took mental notes on the way she addressed misbehavior without escalating it, how she handled students' questions with patience and precision, and how she maintained an atmosphere of calm authority.

It was during this phase that the blueprint for my own lessons began to take shape. I started sketching out ideas, not from a theoretical place, but based on what I had seen, heard, and felt in the classroom. My themes would need to align with the *Aprendizagens Essenciais*, but I wanted them to also address what I sensed was missing - topics that had not been deeply explored yet seemed to spark interest when touched upon.

One insight stood out clearly during my initial observation of the 9th-grade class: the activities that truly engaged students were not grammar drills or vocabulary lists. What caught their attention were multimodal resources - short videos, audio clips, movie segments, and anything that disrupted the predictable rhythm of a typical lesson. These observations validated my intention to use diverse media and real-world materials as a core part of my teaching strategy. In that sense, the students' reactions did not just inform my practice - they enabled it.

Looking back, the observation phase was not preparation, it was foundation. It helped me calibrate my expectations, refine my strategies, and, most importantly, respect

the complexity of the classroom space. It reminded me that effective teaching is never one-size-fits-all; it begins with listening before speaking.

3.2. Intervention

Intervention was where observation gave way to action. After spending several weeks getting to know the classroom environment, I began developing lessons that responded to two main priorities: the goals of my research and the actual needs and interests of the students in front of me. While I initially had a set of materials in mind, I quickly realized that those resources, though well-intentioned, did not quite fit the learners I was working with. Their level of interpretation, their reactions to different types of content, and the classroom atmosphere itself pushed me to rethink and adapt.

In response, I restructured my approach. Instead of starting with pre-packaged materials, I grounded my lessons in the themes I wanted to explore and selected or created resources based on how the students engaged. My objective was not only to explore current and socially relevant topics but to do so in a way that was accessible, challenging, and meaningful to them. As I reflected on how to make these lessons both effective and relevant, I kept coming back to the same question: What will make them care enough to learn?

I chose to work consistently with throughout the semester with a 9th grade class. That continuity gave me the chance to build rapport, observe change, and draw conclusions from a longer process. To better understand the impact of the intervention, I began and ended the cycle with student questionnaires that I designed myself. These tools helped me track shifts in awareness, engagement, and self-perception.

I structured the semester into three thematic units (see Table 1), each aligned with the *Aprendizagens Essenciais* and adapted to include the social justice focus of my research. The first unit, “Climbing the Ladder,” addressed gender roles, job stereotypes, and discrimination in the workplace. The second, “One World, Many Faces,” focused on multiculturalism, inclusion, the refugee experience, and volunteering. Finally, “High Tech World” introduced students to Artificial Intelligence - its uses, its risks, and its impact on modern life. This last unit required the most adaptation, but it resonated strongly with the students, particularly as it connected to tools and questions they were already encountering in their daily lives.

Cycles	Unit 1 Climbing the Ladder	Unit 2 One World, Many Faces	Unit 3 High Tech World
Duration	19.02.2025 to 21.03.2025	25.03.2025 to 02.05.2025	07.05.2025 to 30.05.2025
Lessons²	1, 2, 8, 10 and 11	14, 15, 16, 18, 19, 20 and 21	26, 27, 31 and 34
Objectives	- Discuss social justice issues, focusing on gender inequality and discrimination in the workplace; - Identify and analyze different perspectives on workplace discrimination through various media; - Develop critical thinking by discussing historical and present-day social justice issues.	- Understand and discuss concepts related to volunteering, refugees, asylum and migration; - Reflect on privilege, inequality, and global citizenship; - Work collaboratively on a volunteering project, developing empathy and critical thinking skills.	- Define Artificial Intelligence and Generative AI; - Discuss the advantages and disadvantages of AI in society; - Reflect on the emotional and ethical implications of chatbot use; - Compare human interaction with AI communication.
Content	- Social Justice; - Gender Stereotypes / Inequality; - Job Stereotypes. - Gender / Racial Discrimination;	-Volunteering (definition, types, experiences): - The Refugee Experience (concepts of refugee, asylum, migration); - Global Citizenship & Privilege.	- Artificial Intelligence and Generative AI; - Benefits and Drawbacks of Technology; - Input and Output in AI Systems; - Chatbots and Human Relationships.
Vocabulary	- Workplace Terms (salary, promotion...) - Equality & Rights (equal pay, inequality, inclusivity, diversity, opportunity, bias, privilege...); - STEM; - Social Justice (prejudice, discrimination, segregation...).	- Volunteering (community, charity, nonprofit, commitment, donations); - Migration & Refugees (asylum, war, shelter, integration); - Privilege & Inequality (discrimination, human rights, inclusivity, equity).	- Artificial Intelligence, Generative, Data; - Input, Output, Chatbot, Application (App); - Communication, Emotions, Bias, Ethics, Problem-solving.
Multimodal Resources	- YouTube Video <i>Boys and Girls on Stereotypes</i> - Song <i>Labour</i> by Paris Paloma; - Padlet Boards; - Real-life audio testimonies; - Film <i>Hidden Figures</i>.	- Graphic Novel <i>The Secret Power</i>; - TikTok videos on Volunteering Experiences; - Padlet Boards; - YouTube Videos <i>Who is a Refugee?</i> and <i>Europe deals with massive humanitarian crisis</i>	- YouTube Videos <i>What is AI?</i>; - Interactive PowerPoints; - ChatGPT; - Canva.

Table 1. Table Representing the Three Cycles of Lessons Throughout the School Year

² Although more lessons were taught, these were the lessons that focused on my research topic.

The first unit ([Appendix 6](#)) aimed to engage students with themes of gender inequality and workplace discrimination. My primary objective was to foster critical reflection on societal roles and biases. Students began with activities that allowed them to express and discuss initial perceptions, using resources such as songs, short videos, and Padlet projects. Activities such as analyzing stereotypes, writing opinion essays, and exploring real-life testimonies created a foundation for empathy and awareness. A film-based activity using the film "Hidden Figures" reinforced historical and emotional contexts, connecting past struggles to current realities.

In the second unit ([Appendix 7](#)), the objective shifted towards humanizing the refugee experience, cultivating empathy, and enhancing understanding through storytelling. Utilizing "The Secret Power" graphic novel, students engaged in extensive reading, character interpretation, and reflective writing. Activities such as imagining themselves in refugee scenarios and debating essential survival choices deepened their empathetic responses. Through collaborative storytelling and comparative analysis of different refugee journeys, students developed an emotional and critical awareness of displacement and asylum.

The final unit ([Appendix 8](#)) addressed artificial intelligence (AI), emphasizing critical engagement and ethical considerations. My objective was not only to educate students on technical concepts but also to encourage reflection on the societal impacts of AI. Structured debates on AI's benefits and drawbacks encouraged students to articulate evidence-based arguments and to critically consider ethical implications. Group tasks, such as creating hypothetical AI applications, and in-class debates further reinforced students' understanding and responsibility toward technology use.

Throughout the intervention, I used a range of multimodal materials to keep students engaged. These included short film clips, news reports, songs, real-life testimonies transformed into listening tasks, Padlet boards ([Appendix 9](#)) for collaborative reflection, and a graphic novel. I also prepared custom grammar presentations that I modified in real time based on student feedback and emerging doubts. Rather than isolating grammar instruction, I embedded it in context so that students could see how language functioned in relation to the themes being discussed.

There were moments when lessons did not unfold as expected. Some students were more responsive than others, and some tasks needed to be reshaped on the spot. But over time, I learned to treat these moments not as failures, but as part of the process. Students evolved from passive recipients of information to active, critically reflective participants.

They began questioning assumptions, discussing ethical implications, and connecting classroom learning to real-world contexts, they were not only absorbing content. Teaching, I came to realize, is a constant negotiation between structure and spontaneity - between what is planned and what emerges. By the end of the intervention, the lessons were not perfect, but they were alive. They reflected the students, the topics, and the back-and-forth of learning as something shared, not delivered.

3.3. Tasks

All lessons throughout the practicum were structured using a Task-Based Learning (TBL) approach, following the classic sequence of pre-task, task, and post-task stages. This offered a clear, purposeful flow for each class while allowing space for creativity and responsiveness. More importantly, it placed students at the center of the learning process, encouraging them to use language in real, meaningful ways. Task-Based Learning was particularly effective in this context because it moved away from decontextualized drills and instead emphasized communication through doing. As Ellis (2003) highlights, “task-based learning provides opportunities for learners to engage in authentic language use, offering rich input and meaningful interaction” (p. 9). This was exactly what the students responded to: tasks that had relevance, challenge, and outcome. The structure gave coherence to the semester and helped me align content and skills in a way that felt natural. For the students, it created a rhythm they could recognize with each stage serving a clear purpose, building toward expression, and reflecting on what had been learned.

3.3.1. Gender inequality and discrimination

The first unit ([Appendix 6](#)) of the practicum, *Climbing the Ladder*, explored the themes of gender inequality and workplace discrimination. My aim was to adapt the curriculum in a way that aligned with the syllabus previously chosen by the department while pushing students to engage with real-world issues.

This unit set the tone for what was to come. It wasn’t about introducing controversy for its own sake; it was about building a foundation of empathy and awareness in the classroom. To do that, I began with activities that gave students the space to express their initial ideas, values, and assumptions. The first lesson opened with a student survey and

discussion on fairness and equality, leading into the concept of social justice. From there, we used an Empathy Map to encourage students to step into the perspective of others - a simple but powerful visual tool to humanize abstract themes.

Each task followed a TBL structure. This model helped students prepare mentally, engage actively, and reflect meaningfully. As Willis and Willis (2007) suggest, TBL “encourages students to use language to solve problems, make decisions, and express ideas that matter to them” (p. 1). The impact was immediate. Students were more participative, more thoughtful, and more invested than I had ever seen them during the observation phase. On 19th February 2025, I wrote on my Teacher’s Journal:

... Compared to previous lessons I had observed or taught, student engagement and adherence to this session were noticeably higher, likely because the themes felt relevant, personal, and emotionally resonant. The shift in tone and attention was clear: they weren't just participating, they cared about the content.

In the following lessons, we listened to Paris Paloma’s song, *Labour*, analyzed stereotypes through children’s eyes with the help of short videos, and launched a Padlet research project on gender bias in the workplace. These tasks were not isolated; they built on one another. Students moved from listening and discussing to producing their own content: an opinion essay, a spoken presentation, and finally, a fictional diary entry inspired by the film *Hidden Figures* (2016). This progression mirrored the idea of scaffolding, helping students build complexity step by step while reinforcing linguistic and thematic elements.

Using materials such as songs, real testimonies, films, and interactive platforms such as Padlet allowed for multimodal learning, which proved essential for reaching all learners. The integration of a film like *Hidden Figures* gave students historical grounding and emotional context. It also served as a bridge between past struggles and present realities, making the theme of gender discrimination feel timely and relevant.

Throughout this unit, students demonstrated not only language development but also growing social awareness. The goal was never just to teach what is always taught, but to create space for meaning making, and in this unit, that space came alive. For instance, after watching the film *Hidden Figures* (2016), students were tasked with writing a Diary entry, on a Padlet board, describing a day at work as black woman working for NASA in the early 1960’s. In their writing, students demonstrated an emerging ability to empathize

with experiences of racial and gender discrimination. Scarlett Wilson, for example, wrote: “It feels like I have to work 3 times more than men in my company just because of who I am... But anyway, I’m not stopping now”. Another student, Ivy Richardson, reflected,

Dear diary, I'm tired of being looked at every single time I enter a room. Tired of having to run to the bathroom just because this building doesn't have a single one for colored women. Tired of correcting others' work just because they don't see me as an equal. Tired of spending hours of my day working for people who don't even respect me. I'm so tired.

These diary entries suggest that students were not only able to imagine themselves in another’s position but also begin to articulate moral stances and emotional responses grounded in historical injustice. Such moments marked a clear shift toward deeper critical engagement with social issues and the development of intercultural empathy

3.3.2. Refugee experience and the use of graphic novels

This unit ([Appendix 7](#)) responded to a glaring gap I observed during the practicum: most teenagers are unfamiliar with what it means to seek asylum, the socio-political reasons behind forced displacement, or the emotional toll of starting over in an unfamiliar land. However, it was not a textbook or a worksheet that sparked curiosity - it was a story. One with bold images, urgent words, and just enough metaphor to disarm. To humanize these abstract realities, I turned to graphic novels - an often overlooked medium in secondary education, yet one with enormous pedagogical power. As Michelle Falter writes, "Graphic novels (...) have the potential to generate a sense of empathy and human connectedness among students and for others in this world." (Falter, 2017, p. 146)

The Secret Power, a graphic novel published by UNHCR, the UN Refugee Agency, written by David Labi, illustrated by Salam Alhassan and released on 1 September 2023 became the entry point into a world many students had never considered: that of young refugees. In this story, three teenagers, each forced to flee their countries, carry unique "superpowers" that help them survive war, displacement, and start again in a foreign land. The metaphor was powerful and immediate. Students did not need detailed background knowledge; they needed the invitation to connect. And that invitation came not through facts, but through narrative.

Graphic novels like *The Secret Power* offer more than just visual appeal. They hold what Arizpe and Styles (2003) call the “interplay of image and text” and “a dual language that makes complex themes more accessible while encouraging multiple layers of interpretation” (p. 22). For these teenage learners, this meant entry into topics like asylum, identity, and belonging - concepts that had previously felt too distant or abstract to engage with.

Before reading, most students could not explain why people seek asylum. Many did not know what happens after someone is granted refugee status. The novel acted as a bridge. Discussions around the characters’ challenges, both during their journeys and after resettlement, revealed how little these realities are taught, and how much they matter. “This class showed me how impactful ongoing narratives can be. Students were beginning to make connections between characters and their own ideas about safety, fear, and hope.” (Teaching journal, 8th April 2025).

The visual format helped level differences in reading proficiency, but the impact ran deeper. Students began to ask questions that were not on the page: “Why do they have to leave everything behind?” “Can they return to their countries?” “What happens if they can’t?”. From there, students explored maps, read real-life testimonies, and reflected on what “home” means when home no longer exists. This unit confirmed what literature can do when chosen with intention: not just teach language, but nurture empathy.

3.3.3. Understanding AI

The final unit ([Appendix 8](#)) of the semester, High Tech World, was initially the most challenging to align with themes of social justice. Artificial Intelligence (AI), even if a trending topic among teenagers, did not immediately present itself as fertile ground for a social justice-oriented lessons. However, through classroom interactions, it became increasingly evident that critical engagement with AI was not only necessary but urgent.

This became particularly clear in a home assignment that required students to write an opinion essay. Two of the submissions displayed a level of language and writing proficiency that was significantly above what those students typically demonstrated in class, where they sometimes struggled to write full sentences. I corrected them and said nothing else. Later, when I returned their written tests on March 7th 2025, one of them approached me about his grade.

As noted in my teaching journal that day:

Gave students their tests back and asked if anyone had doubts on the correction. Liam Harrison came forward and asked me why he had the grade he did. I answered, explained and used that moment to ask him if he had done the home assignment from the class prior to the test with AI. He laughed, shook his shoulders and said yes. I replied with ‘Next time, use it to help you, not to do it for you.

(Teaching journal, May 7th 2025).

This interaction confirmed that at least some students were already relying on AI tools to complete assignments. The correct use of AI was, from that point on, no longer a future concern; but a pressing part of students’ digital lives, shaping the way they communicate, learn, and perceive the world.

Rather than focusing solely on the technical side of AI, the unit was designed to investigate its ethical dimensions, its societal repercussions, and the responsibility that comes with its use. With this in mind, students were invited to question how AI systems are created, who benefits from them, and who might be excluded or harmed in the process.

They began by exploring basic concepts of machine learning, input-output systems, and generative models, but quickly shifted to more reflective tasks. Students examined cases where AI had been misused, and these examples served as springboards for debate and critical thinking.

The central activity of the unit was a structured classroom debate: “Is AI helpful or harmful?” The debate format, dividing students into pro, con, and the teacher as a moderator, allowed each participant to engage from a different perspective, allowing for deeper exploration of both the benefits and dangers of AI. Remarkably, students who were normally passive or shy found their voice in this context. This allowed for them to interact through evidence-based arguments, and collaborative preparation. I wrote:

The debate was the highlight of the week. Students showed real engagement and used both what they researched at home and their personal experiences to make arguments. Dividing the room physically helped set the tone, and the structured rounds gave everyone a chance to speak, even the shier ones. I was impressed by how respectfully they handled disagreement, and by the variety of arguments presented. Several students who usually stay quiet stepped up as spokespersons.

(Teaching journal, 9th May 2025).

By discussing how AI affects society, particularly in terms of equity, privacy, and mental health, students were not just learning about machines, but about themselves and their role in a digital future. This was especially evident during our class on 21st May 2025, when we discussed emotionally responsive chatbots. I presented the case of a teenager who had ended his life after prolonged interaction with an AI chatbot, and I showed students a video of the boy's mother raising awareness about the risks. In my teaching journal from that day, I wrote:

They could not comprehend why and how in the beginning. But then, I showed them the YouTube video of his mom crying while informing other people that some AI chatbots are made to pretend to fill specific needs of the human brain, such as loneliness, and not suitable for minors. They understood. I could see that they understood, from the look in their eyes.

(Teaching journal, 21st May 2025).

This moment marked, therefore, a shift in their awareness of how AI interacts with human vulnerability.

Ultimately, by the end of the semester, many students began to see technology not only as something they consume but as something they must critically engage with. When doing their Buddy System posters, for example, they carefully went through ChatGPT's suggestions and understood that some of them were reliable, and some were not. This shift aligns with Selwyn's (2016) assertion that "if we are to understand the digital technologies of the present, we need to ask critical questions of them rather than take them at face value" (p. 34). Students were beginning to do just that.

3.4. Extra-curricular projects

Learning that extends beyond the classroom walls often becomes the most memorable. To create a bridge between formal education and real-world impact, two complementary extra-curricular initiatives were implemented: a volunteering experience and a school-wide Buddy System. Both had the same purpose. To translate our classroom's thematic focus on empathy, inclusion, and civic action into lived practice.

3.4.1. The volunteering project

One of the main ambitions throughout the practicum was to move beyond the classroom walls and bring students into contact with the real-life dimensions of the themes they were studying. Social responsibility, empathy, and community involvement are powerful ideas on paper, but even more powerful when experienced firsthand.

The idea of organizing a volunteering experience emerged from a deep need to show my students that what they were learning in the classroom truly mattered beyond school walls. To this end, I reached out to a local Private Institution of Social Solidarity with no profit motive, established in 1997. Guided by values such as solidarity, charity, respect, and proximity, this centre promotes development and outreach initiatives aimed at supporting the local population with the help of donations and encouraging community support. Their work went from taking care of children and adults with specific disabilities, as well as babies and young children whose parents' minimum wage is not enough to afford daycare and so they end up resorting to the centre's services, to selling donated clothes in order to raise money to provide the homeless and the elderly with meals, company and health check-ups. Within this context, I volunteered my students - with their and their parents' permission - to directly contribute to the centre's mission while actively connecting classroom concepts to real-world social issues.

This project began with two in-class sessions, lessons 14 and 15, ([Appendix 7](#)) designed not only to explain the logistics of how the experience would work but also to prepare students emotionally and cognitively for the experience. In the first session, students explored the concept of volunteering - what it entails, why people do it, and the social impact it can have. In small group discussions, they reflected on the meaning of service and community engagement, guided by real-world examples and teacher-led questions.

Students then self-organized into working groups of four or five, the same groups that would later attend the centre together. As part of their preparation, each group engaged in a reflective activity answering pre-prepared prompts: What were their expectations? How would they divide responsibilities? What challenges did they anticipate, and how might they manage them? What personal skills or strengths would each member contribute? And, importantly, what did they hope to learn from the

experience? These pre-activities helped set clear intentions and build a sense of collective responsibility before stepping into the field.

All 29 students participated in the project, and their respective parents encouraged it. Two groups attended per day, every Wednesday and Friday morning throughout April, from 9:30 am to 12:00 pm. These sessions were held during the students' free time, as they did not have regular classes scheduled in the mornings.

Each volunteering session began with a guided tour of the centre led by staff members, who introduced students to the day-to-day operations of the institution. Students explored the different areas of the building: the kitchen where solidarity meals were being prepared, the pantry stacked with basic food supplies, the room for people with disabilities, the donations shop where second-hand clothes were triaged and then sold at symbolic prices to support the centre's initiatives, among others.

After the tour, students engaged in two to three alternating activities: one focused on conversation and games with elderly residents - many of whom rarely receive visitors - having heartfelt moments, playing simple games like cards, and listening to life stories or sharing their own. The other involved sorting and organizing clothing donations for the centre's charity shop. A handful of the students had the privilege of preparing the meals and sorting out the pantry. The entire experience was documented through the lenses of teachers' and centre's staff cameras and shared with the students ([Appendix 12](#)).

For an entire month, students took away from their free time, woke up early and gathered at the centre for a selfless reason. They dedicated their mornings to others and learned how real life works when the system does not do enough. How community matters and often comes together, as many of those who welcomed and taught them were also volunteers, in the form of helping others and providing for them.

By the end of April, a small solidarity fair was set up with the goal of raising funds to support the centre's ongoing work with individuals and families in need. Students were invited to help with the logistical preparation of the event, including assembling tables, organizing material, and assisting with the sales, as well as to promote it among their peers, family members, and local community through social media and word of mouth. The fair was a success, and so was student adherence. The project was later shared on the school's and the community centre's Facebook pages, along with photographs documenting the activities and giving visibility to the students' work ([Appendix 14](#)). Thanks to the openness and dedication of the local community centre's staff, this became

possible. They not only welcomed the idea but also worked to build a thoughtful, structured experience where students could truly contribute.

3.4.2. The buddy system

To culminate the semester's work on themes of migration, integration, and ethical use of AI, the "Buddy System" idea was introduced as a peer-led support network for incoming students. The activity began with a prompt: How can we make newcomer students feel seen and supported? Having been asked to bring their personal computers and divided into groups of four and five, students consulted AI tools, such as ChatGPT, to explore ideas and then translated that knowledge into actions.

Slogans and descriptions were generated, and posters were created using Canva, offering tours, assistance with reading timetables, tips on navigating school life, and emotional reassurance ([Appendix 15](#)). Later, each group selected a digital contact method - an Instagram page, group e-mail, or Padlet board - that newcomers could use to reach out for support. These posters were then strategically placed around the school building.

The creative process itself became an exercise in perspective-taking. The purpose was for students to step into someone else's shoes, imagining the uncertainty of being new and alone in an unfamiliar space. In doing so, they revisited, through a different lens, everything they had learned throughout the semester: the challenges of displacement, of integration, and the importance of accessible support systems.

This initiative did more than close the academic unit; it opened a door. By blending digital literacy with emotional intelligence, students were able to move from theory to practice - from learning about inclusion to embodying it. The posters were not merely informational - they were acts of empathy, quietly signalling to every new student: you're not alone here.

Chapter 4 – Discussion of Results and Future Research

This section will address the central research question guiding this project: “How can the integration of social justice themes into English as a Foreign Language (EFL) classes enhance student engagement and encourage critical thinking?” and present and discuss the results found. Drawing from authentic samples of students’ artefacts such as Padlet reflections, audio-recorded answers to prompt questions, post-lessons reflections in the form of a teaching journal, power point presentations and student-made materials, this analysis reveals three primary themes that illuminate how students responded to this pedagogical approach: (4.1.) emotional engagement through relevance, (4.2.) multi-modality and learner engagement, and (4.3.) the early emergence of critical awareness.

Additionally, a quantitative insight, collected through surveys, will be presented and explored. These results offer numerical perspectives that showcase students’ views shifted over time, particularly their sense of how important it is to talk about social justice in school, and more specifically, in English class.

4.1. Emotional engagement through relevance

Compared with more conventional grammar-focused lessons, such as those dedicated to the passive voice, conditionals, or verb patterns, students participated and engaged more when lessons addressed social themes with emotional and ethical depth. Communicative tasks needed grammar lessons, which were a structural foundation. However, they rarely engaged with students in a spontaneous, emotional, or critical way as other tasks did.

As I observed in my teaching journal (Teaching journal, 20th May 2025), “Keeping everyone engaged in repetitive grammar work was a challenge...”. This contrast underscores Randolph and Johnson’s (2017) argument that grammar instruction, when isolated from meaningful content, may limit student agency and restrict opportunities for deeper engagement. When, however, grammar was embedded in socially rich contexts, as it was in the lessons on refugees using first and second conditionals, students were more likely to apply grammatical structures effectively. “I was pleased with how naturally the grammar point emerged from our previous discussion. It’s moments like this that

remind me grammar needs to be connected with real context. This way it sticks better” (Teaching journal, 4th April, 2025).

Lessons exploring discrimination (the film *Hidden Figures*), gender inequality (Paris Paloma’s song *Labour*), and refugee experiences (The Graphic Novel *The Secret Power*) consistently triggered heartfelt student reactions and expressive discussions. These reactions represented, therefore, a sustained pattern of emotional engagement. One particular moment, according to the entry date 4th April 2025 of my teaching journal, was during the reading of *The Secret Power*. As we read the passage where the main character was confronted by soldiers and forced to flee, the classroom fell silent. Jack Coleman raised his hand and asked, “Why does she have to flee alone?” Isaac Mitchell followed with, “This reminds me of people I saw on the news, with boats...” - making an immediate connection to contemporary refugee crises.

This dynamic reinforces Randolph and Johnson’s (2017) assertion that classrooms must move beyond surface-level language use and instead offer space for “students to question assumptions, reshape their identities, and move toward agency” (p. 2). The moments in which students displayed emotional connection, be it through empathy, frustration, or reflection, were the same moments in which learning appeared most effective and alive.

4.2. Multi-modality and learner engagement

Across the practicum, an intentional effort was made to integrate a wide range of multimodal materials - videos, songs, films, graphic novels, Padlet boards, real-life testimonies, debates, among others. This decision was not incidental. It originated from both theoretical grounding and empirical observation.

Jabr and Al-Badawi (2021) argue that “multimodal resources support the cognitive, emotional, and social dimensions of learning, allowing learners to construct meaning in diverse and contextually relevant ways” (p. 32). The goal was not solely to vary the content, but to expand the modes of communication and comprehension available to students. This approach yielded significant gains in terms of learner motivation and participation. Visual elements such as *The Secret Power* graphic novel, or short video clips on gender stereotypes helped scaffold complex themes through accessible formats.

These multimodal inputs served as cognitive anchors, allowing students with differing linguistic proficiencies to engage in critical discussions on topics they would not at first.

Furthermore, the use of real-world resources - testimonies, audio stories - prompted students to interrogate their assumptions and apply classroom concepts to lived experiences. During discussions on refugees, for instance, students openly admitted their unfamiliarity with the term. Yet, through the multimodal stimuli provided, they developed not only knowledge but also empathy - a transformation evident in the personal narratives they later composed. In a writing activity, students were invited to imagine themselves as refugees fleeing conflict, drawing inspiration from *The Secret Power*. Their texts revealed emotional identification with displaced individuals and highlighted the internalization of the theme. Ava Sanders described: “A missile tore the sky apart while Kiev was asleep... I whispered with a trembling voice. I’ve always had this power: mind control. The fog swallowed him like a phantom. If my prayers came true, the war would end.” Isla Campbell wrote: “We hid in the basement for 2 months... My brother went out and didn’t return... I finally discovered my super power! Self sustenance!” Lily Hamilton imagined fleeing alone: “I was very scared... I wished so hard they would forget they saw me... I realized that my wish came true and their memory was wiped.” Blake Patterson described using memory-erasure to cross the border unnoticed, while Samuel Knight concluded a long escape by stating: “During those 30 days, we were really tired, but we didn’t give up.” These reflections suggest a clear shift from initial unfamiliarity to affective engagement and humanization of the refugee experience, aligning with what Jabr and Al-Badawi (2021) term the “affective turn” in multimodal EFL classrooms (p. 33).

This blend of media also helped to bridge the gap between affective engagement and critical literacy. Students were no longer passive receivers. They became interpreters, analysts, and sometimes even producers of knowledge. In this vein, multimodal design allowed me to reach learners beyond traditional linguistic channels.

Another recurring pattern was the expansion of student voice through multimodal tasks. The use of student-led debates, for example, allowed learners to express ideas that extended beyond the linguistic limits of traditional classroom tasks.

In the AI debate students took initiative in structuring and articulating arguments. According to my teaching journal dated 9th May 2025: “... several students who usually stay quiet stepped up as spokespersons.” This echoes Anis and Khan’s (2023) insistence that multimodal practices are not simply decorative - they serve as essential components for fostering inclusion. Such components, they argue, “offer a variety of entry points for

learning, accommodate various learning preferences, and promote a more inclusive and engaging environment for language acquisition” (p. 242).

In this context, students who previously hesitated to participate in oral discussions engaged confidently when expressing themselves through visual, interactive, or group forms. These outcomes also resonate with Randolph and Johnson’s (2017) framework of critical pedagogy, in which student expression is central. They emphasize that the language classroom must be “a site of identity formation and resistance” (p. 3), where students do more than reproduce what is being taught but begin to speak with purpose.

4.3. The early emergence of critical awareness

Perhaps the most striking development was the growing presence of critical reflection and empathy among students. Though most of their insights were delivered orally and not through formal written essays, student contributions consistently revealed the beginnings of perspective-taking and ethical reasoning.

During the storytelling sequence focused on refugee experiences, students engaged in character comparisons, imagined emotional responses, and reflected on real-world parallels. On the 4th April 2025, my teaching journal described: “Students were beginning to make connections between characters and their own ideas about safety, fear, and hope.” This cognitive-emotional connection illustrates the beginning of what Mezirow (1991) calls transformative learning - an educational process through which learners revise their worldview through reflection. Students’ feedback after the debate on AI included audio-recorded statements such as: “I liked the debate because we got to say what we really think, and listen to each other” (Isaac Mitchell) and “I liked the AI debate, I think it was fun and innovative” (Lucas Bennett).

These reflections validate Hackman’s (2005) claim that justice-oriented pedagogy must start with the capacity to ask the difficult questions. Students might not yet have the precise vocabulary to lay out fully fleshed critiques of society, but their answers show the beginnings of ethical curiosity and sensitivity, and that is the groundwork for developing critical thinking.

4.3.1. The volunteering experience as transformative learning

Among the activities carried out throughout the semester, the volunteering experience emerged as the most transformative, both in terms of student engagement and in the development of ethical awareness and critical reflection. This component of the project moved students beyond hypothetical scenarios and placed them in contact with real-world issues and community action - fulfilling what Hackman (2005) identifies as a core principle of justice-oriented pedagogy: the integration of action, reflection, and social analysis.

The experience was carefully constructed. Before being introduced to the actual volunteering project, students engaged in two preparatory lessons where they were asked to imagine their ideal volunteering experience. Through these creative exercises, students conceptualized projects involving helping animals, teaching underprivileged children in Asia and Africa, and addressing homelessness. Their enthusiasm during this phase was palpable.

To ground these ideas, regarding their ideal volunteering experiences and the notion of what it would entail, the sequence began with a Mentimeter activity in which students anonymously shared their spontaneous definitions of volunteering. Words such as “charity,” “empathy,” “helping,” “do it for free,” “not selfish,” and “fight for a cause” featured, revealing an elementary understanding of volunteering as both emotional and altruistic. These early impressions served as a benchmark from which later reflections could be measured.

In small-group discussions, the same group that would volunteer together, before the fieldwork, students were asked to reflect on two guiding prompts: the challenges they anticipated and what they expected to learn from the experience. Their responses varied widely, ranging from the humorous to the deeply sincere. While some answered playfully “We will not face challenges because nothing is hard for us” (Noah Griffin, Caleb Dawson, Blake Patterson and Henry Sinclair) others acknowledged potential emotional and interpersonal barriers, such as “talkative people,” “people with Alzheimer’s,” (Lily Hamilton, Isla Campbell and Harper Davis) or “not being able to help someone” (Ruby Collins, Zoe Morgan, Ella Simmons and Sophie Wallace).

When asked what they hoped to gain from the experience, answers included: “how to be better people,” “how to become more responsible,” (Ethan Carter, Liam Harrison, Dylan Brooks , Logan Clarke) “how to take care of people,” and “be more patient, be

more empathic.” (Chloe Foster, Grace Turner, Mia Reynolds and Ivy Richardson). One group bluntly wrote, “We expect to learn nothing,” (Noah Griffin, Caleb Dawson, Blake Patterson and Henry Sinclair) a response that, while initially dismissive, opened space for a before-and-after comparison once the experience had taken place.

The culminating moment came with the real volunteering activity. The seemingly small gestures gained emotional depth and civic relevance in students’ final oral reflections. In their oral presentations, students addressed prompts such as “A challenge you faced or something that surprised you,” “A meaningful moment from your experience,” and “How the experience changed your perspective on helping others.”

The students’ testimonies, taken directly from the slides they provided through their presentations ([Appendix 13](#)), showed compelling evidence of transformation. It became clear something within them had changed and that they had now lived the reality around them and not just learned about it through books:

Something that also changed our perspective was, when we were at the triage, when we realized how people are incredibly generous by donating their clothes to help others and that we can make people in need happy with the donated clothes or toys.

(Lily Hamilton, Isla Campbell and Harper Davis)

We are happy to have helped and anyone can do it because a simple gesture or action can help many people.

(Oliver Bennett, Ethan Carter, Mason Edwards, Jack Coleman and Samuel Knight)

Helping others does not have to be a boring thing (...) Every small effort adds up and makes a difference in someone’s life.

(Scarlett Wilson, Evelyn Parker, Ava Sanders, and Violet Hawkins)

The act of volunteering itself became a lens through which abstract values like empathy, responsibility, and solidarity were felt, enacted, and internalized. What might have initially seemed like simple acts - playing cards, folding clothes - became, in practice, a way of understanding structural issues such as poverty, loneliness, and community care, as observed per the comments above. The emotional connection many students formed with the elderly added depth to the experience, and several students expressed a desire to continue volunteering even after the practicum ended. Parents also

responded positively, commending the school's initiative for promoting values of empathy and civic responsibility.

The real-world impact of the experience further reinforced its success. By the end of the practicum, one student had officially applied to become a volunteer at the centre, and three others approached me to ask how they, too, could get involved. This spontaneous extension beyond the classroom highlights precisely what Randolph and Johnson (2017) meant by cultivating agency in learners - not simply teaching them to speak in English but helping them to act in the world with intention, compassion, and critical awareness.

In terms of the research question - how the integration of social justice themes can foster engagement and critical thinking - this volunteering sequence offered the clearest, most direct answer. It united emotional involvement, linguistic production, and ethical insight in a single pedagogical experience, bringing theory to life. It also demonstrated how “critical pedagogy,” in Anis and Khan’s (2023) terms, can “transform the classroom into a microcosm of society where power, voice, and justice are not only analyzed but experienced and renegotiated” (p. 243).

4.4. Quantitative results

The post-intervention questionnaire ([Appendix 5](#)), administered at the end of the teaching unit, was designed to gather student feedback on their experience with English lessons centered around social justice themes. Comprising nine statements rated on a five-point Likert scale (Strongly Disagree to Strongly Agree), the questionnaire aimed to assess not only student engagement with the materials but also their sense of personal and academic growth as a result of the unit.

The results revealed an overall positive reception to the intervention, particularly in terms of enjoyment, relevance, and reflection. A significant number of students agreed or strongly agreed with statements such as:

Q1: “I enjoyed learning English through topics connected to real-world problems” - 24 students expressed agreement.

Q2: “Talking about these topics made English class more interesting for me” - 22 students responded positively.

Q7: “Learning through these topics made me think more about how I act in my own life”
- 20 students agreed or strongly agreed.

These responses suggest that the use of socially meaningful content enhanced the perceived value of English lessons, not only as an academic subject but also as a space for personal reflection. The strong agreement with **Q1** and **Q2** supports the notion that students found the topics engaging, while **Q7** indicates that many were prompted to consider the ethical and behavioral implications of the content in their everyday lives.

In addition to these affirming responses, the data also reflected areas of emotional and cognitive complexity. For example:

Q3: “I feel more confident talking about real-world problems in English now” - 9 students selected Neutral.

Q5: “I feel more comfortable sharing my own opinions about real-world topics” - 10 students selected Neutral.

At first glance, such neutrality might appear to signal disengagement or indifference. However, within the context of this unit, these responses may more accurately reflect the internal processing and emotional weight that often accompany discussions of inequality, discrimination, and other sensitive topics, particularly in a second language. As Freire (1970) argues, education oriented toward critical consciousness often initiates discomfort and uncertainty as students confront new perspectives or reevaluate previously held assumptions.

Rather than interpreting neutrality as a failure of the intervention, these responses may be seen as markers of its deeper impact. The presence of emotional hesitation does not undermine learning; on the contrary, it can be indicative of meaningful cognitive and affective engagement. This is especially true in environments where students are encouraged to explore unfamiliar issues and articulate personal views, which may challenge their prior understandings or social comfort zones.

One of the most conclusive outcomes of the survey was students’ endorsement of continuing this pedagogical approach:

Q8: “I think future English classes should include topics about fairness, respect, and real-world problems” - 26 students selected Agree or Strongly Agree.

This overwhelming support suggests that students not only found the intervention worthwhile but also recognized the importance of integrating socially relevant themes into the language classroom on a more permanent basis. The high level of agreement here reinforces the idea that students appreciate a curriculum that reflects their realities and encourages them to think critically about the world around them.

In short, while the majority of students expressed enjoyment and engagement, the data also reveal moments of hesitation, interpretable not as resistance, but as part of a process of reflection and ethical development. Overall, the intervention appears to have fostered both linguistic growth and a deeper sense of social awareness. Though not every student demonstrated unqualified enthusiasm, the responses suggest that the unit supported students in developing their voices, expanding their perspectives, and beginning to envision themselves as thoughtful, responsible global citizens.

4.4. Final reflections

In addition to written reflections, surveys, and journal entries, students were invited to share, in open-ended and anonymous form, what resonated with them most throughout the semester. With regard to the following prompt “Did any of the topics studied in class resonate with you? If yes, which one and why? If not, why do you think it didn’t happen? Was something missing?”, their responses ([Appendix 10](#)) revealed a variety of personal connections and reinforced the emotional and ethical impact of the themes explored.

Several students expressed strong identification with the refugee experience, often linking it to their own lives: one student wrote, “I also came from another country, looking for better conditions.” This indicates that the topic fostered not only empathy but also autobiographical reflection.

Another prominent theme was volunteering, which students described as both personally meaningful and socially transformative. Responses included statements such as, “It made me want to be more active in society,” and “I really felt I was being helpful and kind... I think I made them feel like they were not alone.” These reflections suggest

that the project had an impact beyond the classroom, nurturing civic awareness and emotional maturity.

Themes of discrimination and gender inequality also emerged repeatedly. While some students admitted that the topic did not resonate with their own experiences, they acknowledged a newfound awareness of systemic injustice: “I understand now the worries of women and if I can help them, I will,” and “It gave me a feeling of injustice because of the way that people are treated sometimes because of their skin color or race.” These comments reflect an evolving sense of social consciousness and ethical reasoning.

Finally, in a spontaneous speaking task during the last week of the semester, where students caught a soft ball and shared their most memorable moment, similar themes re-emerged. Many highlighted either the volunteering experience or the refugee stories, especially for their emotional resonance: “All those people getting separated... and we are here inside of school, and many people don’t have that” (Evelyn Parker).

These reflections collectively suggest that the lessons extended meaningfully beyond language acquisition. They prompted students to connect learning with lived experience, demonstrate empathy, and express a desire to act in solidarity with others. A full selection of student responses can be found in ([Appendix 11](#)).

These closing words not only humanize the data but also echo what Freire (1970) describes as the process of “naming the world” - when students begin to see themselves as participants in shaping their surroundings through reflection, empathy, and action.

The initial aim of this study was to understand whether the integration of social justice themes in EFL lessons could enhance student engagement and promote critical thinking. Drawing from multimodal resources such as films, real-life testimonies, and creative tasks, the research explored how language learning could intersect with ethical reflection and personal growth. The results suggest that when students are given meaningful content that resonates with their lived experiences or broadens their understanding of others’ realities, their investment in the learning process deepens significantly.

One of the most striking observations was the shift in classroom dynamics when lessons moved beyond the textbook. Students who were usually disengaged became vocal and curious, particularly when reflecting on real stories of discrimination or when asked to position themselves in scenarios involving ethical dilemmas. This indicates that critical content can indeed foster not only language acquisition but also personal development, giving learners both the vocabulary and the confidence to express complex ideas.

These findings align with recent literature that highlights the value of critical pedagogy in language education (Crookes, 2021), reinforcing the idea that language classrooms are inherently political spaces, whether acknowledged or not. Like other scholars, I found that students respond positively to content that affirms their experiences or challenges them to consider new perspectives.

However, the process was not without its challenges. One of the surprises was the level of emotional intensity that certain topics triggered, particularly among younger students. Discussions about war, prejudice, and inequality sometimes surfaced personal stories or feelings of frustration, requiring careful facilitation and emotional sensitivity. For instance, when exploring the theme of refugees through the lens of the war in Ukraine, students engaged in an exercise where they had to choose what they would take with them if they were forced to flee their homes. Some students were pragmatic, opting for practical essentials like money, water, or passports. However, the majority attached sentimental value to their choices, mentioning items such as family photos, their dog, or their cat.

4.4.1. Personal and Pedagogical Growth

Pedagogically, the project had a profound impact on my development as a teacher trainee. It forced me to rethink the role of the English teacher - not merely as a language technician but as a mediator of dialogue and awareness. Planning lessons that balanced linguistic objectives with ethical content required creativity, empathy, and constant reflection. It also encouraged me to become more attuned to student responses, both verbal and non-verbal, and to see hesitation or silence not as disengagement, but sometimes as a sign of deep reflection.

For students, the long-term impact of this work is difficult to measure within the short timeframe of the practicum. However, qualitative indicators suggest that the integration of social justice themes encouraged students to question their assumptions, empathise with others, and recognise inequality in their surroundings. These are essential foundations for informed citizenship and lifelong learning.

The relevance of these findings stretches beyond my specific teaching context. In any classroom where language is taught as a means of communication, identity, and social participation, the integration of critical themes can support more meaningful and holistic learning. Other educators, particularly those working in multicultural or multilingual

settings, might find that engaging with social justice not only boosts student motivation but also strengthens classroom community and purpose.

Future research might explore how social justice education in EFL impacts learners over a longer period, or how different age groups respond to critical content. Finally, comparative studies between different schools or regions could offer valuable insights into how context shapes the reception of social justice-oriented pedagogy.

Conclusion

Completing this report required more than compiling data or describing classroom events, it demanded sustained attention to what it means to teach language in the present moment. Working through the layers of planning, practice, reflection, and analysis challenged not only my technical competencies but also my assumptions about pedagogy and its reach. I found myself constantly navigating between the institutional expectations of language instruction and the need to make that instruction meaningful.

There is often a tension in the classroom between the pressure to deliver outcomes and the desire to extract meaning. This project helped me understand that these goals are not mutually exclusive. Lessons that engage with the complexity of real-life issues do not distract from language learning; they situate it. Language becomes something more than correct usage or lexical knowledge - it becomes a tool with weight, a way to respond to the world.

I did not enter this practicum expecting my teaching to change as much as it did. Initially, I aimed to make lessons more relevant. What I discovered was how limited relevance can be if we do not invite students to think seriously and speak honestly. The shift was not about content alone but about positioning, about placing learners in a space where their experiences matter, and their words carry consequence. That positioning altered the dynamic of the classroom in subtle but powerful ways.

One of the more difficult aspects of this process was negotiating what could realistically be achieved within the constraints of time, syllabus, and student readiness. Some lessons worked; others required abrupt adjustment. Still, what endured across attempts was the clarity that students respond when they feel addressed as full participants, not only as learners to be managed. Even those with limited language skills showed they could contribute to discussions of depth when given the right support.

I was often surprised by how readily students engaged with the material when it challenged them. Topics that many adults might consider too abstract or too sensitive, like systemic inequality or forced displacement, became entry points for vivid classroom dialogue. The lesson here is not that all students are naturally reflective or socially attuned, but that many are waiting for permission to think beyond the obvious. EFL instruction, when designed with care, can be the space that grants that permission.

Another revelation was how much students value being treated as thinkers. Too often, language classes are reduced to rehearsals of forms and functions, with little space for opinion or uncertainty. But when I gave students room to express disagreement, confusion, or emotion, they often responded with insight. This challenged my own pedagogical instincts: rather than over-structuring lessons to ensure control, I learned to let go in small ways, to listen more, and to trust the process even when outcomes were unpredictable.

Working with multimodal materials also expanded my understanding of what counts as a valid resource in the classroom. A song, a video clip, or a testimony recorded online might not have the polish of a textbook, but they can provoke questions that scripted dialogues never could. These materials made the lessons feel open to the world beyond the school walls. Students began to see English not just as a school subject, but as a means of accessing and interpreting global events and perspectives.

This report would be incomplete without acknowledging my own discomfort at times. I was learning alongside the students, testing strategies without guarantees. There were moments where the structure faltered or the response was unenthusiastic, and I had to recalibrate. But that process of trying, failing, and adjusting was where the real growth occurred. I learned that good teaching is not about control, but about responsiveness. Not about delivering knowledge but about opening conditions for questioning.

This report documents a specific teaching experience, but it also outlines a shift in how to approach education more broadly. It is not enough to teach students about English; we must help them use English to articulate, connect, and critique. That kind of engagement does not happen automatically; it must be built deliberately, through choices in material, framing, and facilitation. This is what I take forward, not a formula, but a disposition.

Looking ahead, I see the role of the language teacher as fundamentally ethical. Not in the sense of promoting a particular ideology, but in the sense of creating space for dialogue where students can consider what kind of world they are learning to live in. Language is part of that world-making. It gives form to our judgments, hesitations, and solidarities. That makes the classroom, even a grammar lesson, a political space.

In sum, this report was not just an academic exercise, nor simply a record of a teaching practicum. It reports on a study about what it means to take students seriously. That does not always look like mastery or fluency; it sometimes looks like silence, struggle, or contradiction.

Multimodal Resources

AI Education. (2023, approx. January–February). *Understanding AI: The basics and beyond* [Video]. YouTube. <https://www.youtube.com/watch?v=b0KaGBOU4Ys>

CBS News. (2022, March). *Europe deals with massive humanitarian crisis as almost 900,000 refugees flee Ukraine* [Video].

YouTube. <https://www.youtube.com/watch?v=zyJQQTbBL94>

Melfi, T. (Director). (2016). *Hidden Figures* [Film]. 20th Century Fox.

New York Magazine. (2018, March 7). *Boys and girls on stereotypes* [Video].

YouTube. <https://www.youtube.com/watch?v=aTvGSstKd5Y>

Paris Paloma. (2023, March or April). *Labour* [Official Video] [Video].

YouTube. <https://www.youtube.com/watch?v=jvU4xWsN7-A>

UNHCR. (2023). *The secret power*. United Nations High Commissioner for Refugees. <https://www.unhcr.org/the-secret-power>

UN Refugee Agency (UNHCR). (2017, July). *Who is a refugee?* [Video].

YouTube. <https://www.youtube.com/watch?v=GvzZGplGbL8>

References

Anis, M., & Khan, R. (2023). Integrating multimodal approaches in English language teaching for inclusive education: A pedagogical exploration. *Universal Journal of Educational Research*, 2(3), 241–257.

Arizpe, E., & Styles, M. (2003). *Children reading pictures: Interpreting visual texts*. Routledge.

Britzman, D. P. (1991). *Practice makes practice: A critical study of learning to teach*. State University of New York Press.

Burns, A. (2010). *Doing action research in English language teaching*. Routledge.

Byram, M., Gribkova, B., & Starkey, H. (2002). *Developing the intercultural dimension in language teaching: A practical introduction for teachers*. Council of Europe.

Byram, M., Porto, M., & Wagner, M. (2025). *Ethical issues in foreign/world language teaching – the example of teaching for intercultural citizenship*. *Language, Culture and Curriculum*. <https://doi.org/10.1080/07908318.2025.2462618>

Cogo, A., Crookes, G. V., & Sequeira, S. (2024). *English For a Critical Mind*. Language pedagogy for social justice. Delta Publishing by Klett.

Council of Europe. (2020). *Common European Framework of Reference for Languages: learning, teaching, assessment. Companion Volume*. Council of Europe.

Crawford, K. (2021). *Atlas of AI: Power, politics, and the planetary costs of artificial intelligence*. Yale University Press.

Crookes, G. (2021). *Critical language pedagogy: Teaching for social justice in ELT*. Routledge.

Day, C., & Gu, Q. (2010). *The new lives of teachers*. Routledge.

Dewey, J. (1938). *Experience and education*. Macmillan.

Direção Geral da Educação. (2013). *Citizenship education - Guidelines*. https://www.dge.mec.pt/sites/default/files/ECidadania/citizenship_education_guidelines.pdf

Direção-Geral da Educação. (2017). *Perfil dos alunos à saída da escolaridade obrigatória*. Ministério da Educação.

Direção Geral da Educação (2018). *Aprendizagens essenciais / Articulação com o perfil dos alunos*. <http://www.dge.mec.pt/sites/de>

Dornyei, Z., & Murphey, T. (2003). *Group dynamics in the language classroom*. Cambridge University Press.

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.

Freire, P. (1970). *Pedagogy of the oppressed*. Herder and Herder.

Hackman, H. W. (2005). Five essential components for social justice education. *Equity & Excellence in Education*, 38(2), 103–109. <https://doi.org/10.1080/10665680590935034>

Lourenço, M. (2018). *Cidadania global e integração curricular: Desafios e oportunidades nas vozes de formadores de professores*. *Indagatio Didactica*, 10(1), 9-27.

- Mezirow, J. (1991). *Transformative dimensions of adult learning*. Wiley
- Ortaçtepe Hart, D. (2023). *Social justice and the language classroom: Reflection, action, and transformation*. Edinburgh University Press.
- Piaget, J. (1997). *The moral judgement of the child* (Original work published 1932). Free Press.
- Pica-Smith, C., Contini, R. M., & Veloria, C. N. (2019). *Social justice education in European multi-ethnic schools: Addressing the goals of intercultural education*. Routledge.
- Porto, M., Golubeva, I., & Byram, M. (2025). *Ethical challenges in intercultural citizenship education with “difficult topics” in the world language classroom and beyond*. *Social Sciences*, 14(3), 135. <https://doi.org/10.3390/socsci14030135>
- Porto, M., & Zembylas, M. (2020). *Pedagogies of discomfort in foreign language education: Cultivating empathy and solidarity using art and literature*. *Language and Intercultural Communication*, 20(4), 356–374. <https://doi.org/10.1080/14708477.2020.1740244>
- Randolph Jr., L. J., & Johnson, S. M. (2017). *Social justice in the language classroom: A call to action*. *Dimension*, 52, 99-121.
- Selwyn, N. (2016). *Education and technology: Key issues and debates* (2nd ed.). Bloomsbury Academic.
- UNESCO. (2017). *A guide for ensuring inclusion and equity in education*. UNESCO Publishing.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford University Press

Appendix 1: Pre-intervention Survey

9th Grade Survey (Pre-Intervention)

Age: _____ Gender: _____

1. I think it is important to learn about real-world problems in school.
 - ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree
2. I believe learning about fairness and respect can help me in my daily life.
 - ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree
3. I like learning about topics that help me understand other people's lives and challenges.
 - ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree
4. I enjoy learning English when the topics are connected to things happening in the world.
 - ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree
5. Talking about real-world problems makes learning English more interesting.
 - ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree
6. I feel comfortable sharing my opinions in class when we talk about real-world topics.
 - ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree
7. Learning about real-world problems can help me work better with others.
 - ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree
8. I think learning about these topics can help me find solutions to problems in my life.
 - ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree
9. I believe it's important to talk about problems like unfairness or discrimination in school.
 - ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree

Appendix 2: Post-Intervention Survey

9th Grade Survey (Post-Intervention)

Age: _____ Gender: _____

1. I enjoyed learning English through topics connected to real-world problems.
 - ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree
2. Talking about these topics made English class more interesting for me.
 - ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree
3. I feel more confident talking about real-world problems in English now.
 - ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree
4. Learning about fairness and respect helped me understand other people's opinions better.
 - ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree
5. I feel more comfortable sharing my own opinions about real-world topics.
 - ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree
6. I learned more about how to treat people fairly and with respect.
 - ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree
7. Learning through these topics made me think more about how I act in my own life.
 - ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree
8. I think future English classes should include topics about fairness, respect, and real-world problems.
 - ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree
9. I feel that these lessons helped me grow as a person.
 - ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral

- ☐ Agree
- ☐ Strongly Agree

10. Answer honestly. Did any of the topics studied in class resonate with you? If yes, which one and why? If not, why do you think it did not happen? Was something missing?

Appendix 3: Letter of consent to parents/carers

Carta de Consentimento

Assunto: Pedido de autorização para realização de estudo no âmbito do Relatório Final de Estágio

Caro(a), Encarregado(a) de Educação,

O meu nome é Inês Pereira, e no âmbito do Mestrado em Ensino de Inglês no 3º Ciclo do Ensino Básico e Secundário da Universidade Nova de Lisboa, estou neste momento a desenvolver a investigação conducente à realização do relatório final de estágio intitulado “**Integrating Social Justice Education in EFL Teaching Through Multimodal Resources**” (Integrar a Educação para a Justiça Social no Ensino de Inglês como Língua Estrangeira através de Recursos Multimodais) no decorrer do presente ano letivo, na vossa instituição, e sob a supervisão pedagógica da professora cooperante.

Este projeto de investigação visa explorar a eficácia da integração de temas de justiça social no ensino da língua inglesa, utilizando recursos multimodais como filmes, atividades interativas e projetos sociais criativos. O objetivo principal é fomentar o pensamento crítico, a empatia e a compreensão das questões de justiça social entre os alunos, enquanto se desenvolvem competências linguísticas em inglês. A recolha de informação será realizada através de questionários de escolha múltipla e elaboração de respostas curtas. Venho por este meio solicitar a vossa autorização para desenvolver o supracitado projeto com a turma, sendo que, igualmente, solicitarei autorização dos vossos educandos(as).

É ainda importante realçar que a participação neste projeto será voluntária, e que tanto a instituição bem como os participantes serão anónimos, atendendo à proteção da identidade e de dados pessoais. Salientar por fim, que toda a informação recolhida ao longo do projeto constituirá e será mencionada no meu relatório final de estágio e, eventualmente, em publicações no âmbito académico, sendo o tratamento de dados utilizado exclusivamente para este fim.

Por último, informar igualmente que foi obtida autorização para realização deste projeto de investigação por parte do respetivo Director da Escola Secundária da Ramada.

Em caso de dúvidas ou necessidade de mais esclarecimentos, podem contactar-me através do email ines.pereira@esramada.pt. Agradeço, desde já, a vossa disponibilidade, atenção e apoio prestados e fico a aguardar a vossa autorização.

A professora estagiária, Inês Pereira

A professora cooperante

Eu, _____, Encarregado(a) de Educação, do aluno(a) _____ que frequenta a Escola Secundária da Ramada, declaro que fui informado(a) dos objetivos do projeto de investigação intitulado “Integrating Social Justice Education in EFL Teaching Th” e ☐ autorizo / ☐ não autorizo a proceder à recolha de informação que será recolhida no âmbito do referido estudo e utilizada para fins exclusivos de tratamento académico.

Data: ____ / ____ / ____

Assinatura: _____

Appendix 4: List of students and their respective pseudonyms, age, nationality and learning information.

No.	Pseudonym	Age	Nationality	Language Level	Learning Info.
1	Oliver Bennett	14	Angolan	A2	
2	Ethan Carter	15	Portuguese	B1	
3	Liam Harrison	15	Portuguese	A2	
4	Isaac Mitchell	14	Portuguese	A2	
5	Chloe Foster	14	Portuguese	B1	
6	Scarlett Wilson	14	Portuguese	B2	
7	Grace Turner	14	Portuguese	B1	
8	Ruby Collins	14	Portuguese	A2	
9	Dylan Brooks	15	Angolan	A2	
10	Lily Hamilton	15	Portuguese	B1	
11	Evelyn Parker	14	Portuguese	B2	dyslexia
12	Isla Campbell	15	Portuguese	B2	
13	Mia Reynolds	15	Portuguese	A2	
14	Ava Sanders	15	Portuguese	B2	
15	Zoe Morgan	14	Portuguese	B1	
16	Ivy Richardson	14	Portuguese	B1	
17	Noah Griffin	14	Portuguese	A2	
18	Ella Simmons	15	Portuguese	A2	
19	Lucas Bennett	16	Portuguese	B2	repeating grade 9
20	Harper Davis	14	Portuguese	A2	
21	Logan Clarke	14	Portuguese	A2	
22	Mason Edwards	14	Brazilian	A2	
23	Sophie Wallace	14	Portuguese	A2	
24	Caleb Dawson	14	Portuguese	B1	
25	Jack Coleman	14	Portuguese	A2	
26	Blake Patterson	15	Mozambican	B2	
27	Henry Sinclair	14	Portuguese	B1	
28	Samuel Knight	14	Portuguese	B1	
29	Violet Hawkins	15	Portuguese	B1	

Appendix 5: Pre and Post-Intervention Questionnaire Results

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly agree</i>
Question 1	1	0	3	11	17
Question 2	0	0	1	17	11
Question 3	0	1	5	10	16
Question 4	0	0	6	13	10
Question 5	0	1	6	9	13
Question 6	1	4	10	9	7
Question 7	0	0	3	20	6
Question 8	0	0	7	15	7
Question 9	0	0	2	14	13

Table 2. Pre-intervention Questionnaire Results

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly agree</i>
Question 1	0	0	2	18	9
Question 2	0	0	4	15	10
Question 3	0	0	12	9	8
Question 4	0	0	4	18	6
Question 5	0	0	15	8	6
Question 6	0	0	5	15	9
Question 7	1	1	7	15	6
Question 8	0	2	3	9	15
Question 9	0	0	6	12	11

Table 3. Post-intervention Questionnaire Results

Appendix 6: Unit 1 - Climbing the Ladder

The lessons and resources included in this Appendix represent a selection of those I found most relevant and aligned with the goals of my practicum, particularly in relation to social justice themes. While I created and taught a broader range of lessons throughout the practicum, including those focused on general language skills, I chose not to include all of them here. Instead, I have highlighted Lessons 1, 2, 8, 10, and 11, as they best reflect the integration of both language instruction and the critical social justice focus that framed my teaching approach.

Lesson 1 19/02/2025

Stage Name	Time	Procedure
Summary	5 min	- Students enter the classroom and sit down; - Students copy down the summary onto their notebooks;
Pre-task	10 min	- The teacher starts the class by briefly handing out surveys meant to assess students' awareness, perceptions, and attitudes toward social justice issues; - The teacher waits for students to fill them out and collects them; - The teacher opens a Power Point Presentation with the question: <i>“What do you think the term ‘Social Justice’ means?”</i> - The teacher allows students to share their ideas and writes them on the board; - The teacher then shares a clear, student-friendly definition: <i>“Social Justice is about making sure everyone is treated fairly and has the same opportunities, no matter who they are, where they come from, or what they believe.”</i> - Students are asked to give some relatable examples: <i>Fairness in schools (e.g., everyone gets help if they need it).</i> <i>Equality in opportunities (e.g., boys and girls can play the same sports).</i> - The main ideas are gathered and three simple keywords are written on the board: <i>Fairness, Equality, Respect.</i> - The teacher then asks students to reflect on the following questions, and allows a few to share their examples, orally: <i>“Can you think of a situation where someone wasn’t treated fairly or equally? Maybe something you’ve seen in school, in the news, or even in movies?”</i>
Main Task	30 min	- The teacher explains the concept behind and Empathy Map; - Students are shown a quick example on the board (the four quadrants: See, Hear, Feel, Say/Do) of an image; - The teacher inspects the image with the students and then proceeds to show the quadrants and fill the on the board with their help; - Students are asked to, in pairs, copy the quadrants onto their notebooks and fill them with each passing image;

		- The teacher then proceeds to show four more images and for each, students have to, in pairs, write their thoughts for each quadrant; - Students are allowed to share their thoughts with the rest of the class and make small questions along the way.
Post-Task	5 min	- To conclude the activity, students are asked to think of one word that summarizes their feelings about today's lesson; - Students are given a small post-it to write down that word and the teacher collects it at the end of class, and reads each one aloud for the class to hear, before allowing them to leave.

Lesson 2

21/02/2025

Stage Name	Time	Procedure
Summary	5 min	- Students enter the classroom and seat down; - Students copy down the summary onto their notebooks;
Pre-task	10 min	- The teacher writes on the board: "In your house, who does this?" and lists various household tasks (e.g., cooking, fixing things, taking care of children); - Students are asked to, orally, assign each task to "Men" or "Women" based on what they see at home. - The teacher then asks the following questions: ● "Do you think this is the norm?" ● "Does society influence these roles?"
Main Task	30 min	- The teacher distributes Worksheet 1. - The teacher plays "Labour" by Paris Paloma twice and asks students to fill in the blanks; - The teacher then corrects the exercise with the help of the students; - Students are then shown the Music Video of the song and tasked with reflecting on its meaning; - Students are then asked the questions on exercise 1.2) of the Worksheet; - After the class discussion, students watch a video called "Boys and Girls on Stereotypes" once for general understanding and a second time to, in pairs, complete a table based on the information from the video; - Students are asked to comment on the statements made on the video, namely the ones on exercise 2.2) for the Worksheet and to orally answer the questions made on exercise 2.3).
Post-Task	5 min	- The teacher then proceeds to explain the homework where students are tasked with finding an example/testimony, in groups of 4, of gender inequality in the workplace from the media (interview, newspaper article, TV show, movie, etc.); - This research is to be done at home, in groups of 4, and shared on Paddlet – link provided by the teacher in the Classroom – to read and analyze the following class.

Resources: Lesson 2

Worksheet 1

Name: _____ No.: _____ Grade/Class: _____ Date: _____

1. Listen to the song “Labour” by Paris Paloma.

1.1.) fill in the blanks with the missing words.

Apologies from my tongue, never yours
Busy lapping from flowing cup and stabbing with your fork
I know you're a smart man (I know you're a smart man) and weaponise
The false _____, it's dominance under a guise

If we had a _____, I'd watch and could not save her
The emotional _____ from the head of your high table
She'd do what you taught her, she'd meet the same cruel fate
So now I've gotta run, so I can undo this _____
At least I've gotta try

The capillaries in my eyes are bursting
If our love died, would that be the worst thing?
For somebody I thought was my _____
You sure make me do a whole lot of labour
The calloused _____ on my hands is crackin'
If our love ends, would that be a bad thing?
And the silence haunts our bed chamber
You make me do too much labour

All day, every day, _____, _____, _____
Nymph, then a virgin, _____, then a _____
Just an appendage, live to attend him
So that he never lifts a finger
24/7 _____ machine
So he can live out his picket fence dreams
It's not an act of _____ if you make her
You make me do too much labour

All day, every day, _____, _____, _____
Nymph, then a virgin, _____, then a _____
Just an appendage, live to attend him
So that he never lifts a finger
24/7 _____ machine
So he can live out his picket fence dreams
It's not an act of _____ if you make her
You make me do too much labour

1.2) After having filled out the blanks, read and analyze the lyrics.

“What do you think is the message within the song? Are there hidden meanings/metaphors?”

"What sort of emotions do you think the singer is expressing, and why?"

“What is it trying to say about the roles of men and women in daily life?”

"Do you think these issues happen in real life? Where?"

“Do you think stereotypes can go both ways?”

2. Watch the following video. Pay close attention to it the first time you watch it. Then, on the second time, do the exercises bellow.



<https://www.youtube.com/watch?v=aTvGSstKd5Y>

2.1) According to the video, and in pairs, create a list on Boys and Girls Stereotypes. Then, share the with the rest of the class.

Boys	Girls

2.2) Comment the following statements:

a) “Girls play with dollies and boys play rough.”

- b) “We’re all human, so I just feel like, there’s no point in saying you’re a boy, you’re a girl. That’s it.”

2.3) In your opinion, how might these stereotypes positively or negatively affect individuals, especially young children?

Homework:

3. In groups of 4, find an example/testimony of gender inequality in the workplace from the media (interview, newspaper article, TV show, movie, etc.) and bring it to class, next week!

Topics within those testimonies: wage difference; frozen career progression; maternity / pregnancy / paternity; workplace treatment; harassment episodes; dress codes; lack of recognition and so on...

Lesson 8
12/03/2025

Stage Name	Time	Procedure
Summary	5 min	- Students enter the classroom and sit down; - Students copy down the summary onto their notebooks;
Pre-task	15 min	- The teacher starts the class with a prompting question: “What does it mean to find your voice?” - The teacher hears student’s responses and connects them to the video; - Students are shown the video: https://www.youtube.com/watch?v=L156imVATLk - Students are then tasked with, in pairs, creating inner voices for the people in the video, which the teacher exemplifies orally; - The teacher asks students to share the “voices” with the rest of the class, aloud and connects them with the concept of discrimination; - The teacher proceeds to ask a few questions: “What types of discrimination were shown in the video?” “Why do people sometimes stay silent when witnessing discrimination?” “What does the video suggest we should do instead of staying quiet?” “How can speaking up make a difference?” - The students answer the questions aloud.
Main Task	20 min	- The teacher proceeds to distribute Worksheet No.3; - Students are told to do the exercise from Worksheet 3, a Listening Comprehension exercise, as the teacher plays the audio on her computer; - Students are told to listen a first time, for gist, and a second time in order to complete the multiple choice questions on the Worksheet 3; - The teacher proceeds to correct the exercise aloud, with the help of the class and questions the students regarding the main idea/message behind the text, eliciting students ideas on the topic of discrimination;
Post-Task	10 min	- The teacher proceeds to distribute one <u>post it</u> per table. Each post it contains a word from vocabulary previously learned: Prejudice; Bias; Inequality; Segregation; Feminism; Racism; Stereotypes; Equality; Discrimination; Fairness; Justice; Inclusion; Open-mindedness; Acceptance; Respect; - Students are tasked with, in pairs, explaining the meaning of the word to the class and using it in a sentence, aloud.

Resources: Lesson 8

Worksheet 3

Name: _____ No.: _____ Grade/Class: _____ Date: _____

1. Listen to Nina's testimony and answer the multiple choice questions below.

a) Why did the Nina initially like working at the restaurant?

- a) Because the owner was friendly
- b) Because the customers were nice
- c) Because the hours suited their study schedule
- d) Because they were paid well

b) How did the owner of the restaurant treat Nina?

- a) He was always kind and supportive
- b) He was indifferent but sometimes racist
- c) He frequently praised the narrator's hard work
- d) He treated all employees equally

c) Why did Nina's shifts get suspended?

- a) The restaurant was closed for renovation
- b) The owner accused them of stealing
- c) They asked for time off to study
- d) They got into an argument with a colleague

d) How did Nina feel after returning to work?

- a) Welcomed and supported
- b) Indifferent, as nothing had changed
- c) Isolated and mistreated by colleagues
- d) Encouraged by the owner to work harder

e) What action did she take after quitting?

- a) They ignored the situation and moved on
- b) They filed a complaint with the police
- c) They contacted a Commission for help
- d) They confronted the staff directly

f) What was the outcome of the meeting with the Commission and the restaurant owner?

- a) The owner apologized and rehired the narrator
- b) The owner paid compensation and gave a written reference
- c) The restaurant closed down due to discrimination charges
- d) The narrator was given a better job at another restaurant



Lesson 10
18/03/2025

Stage Name	Time	Procedure
Summary	5 min	- Students enter the classroom and sit down; - Students copy down the summary onto their notebooks;
Pre-task	5 min	- Students are asked if they have ever heard of the movie “Hidden Figures” and what they think the movie is about, based on its title; - The teacher allows students to brainstorm for a brief moment and writes their answers on the board;
Main Task	30 min	- The teacher informs students they are going to watch a 25-minute clip from the movie “Hidden Figures” and asks students to pay attention to the following aspects: Place, time and political context of the movie; what is it about/who are the main characters; differences of treatment throughout the clip; - Students are then shown the clip that contextualizes it and gives insight into the theme behind it; - After finishing showing the clip, the teacher opens a Power Point presentation with some questions regarding the movie: <i>“What was the setting of the movie? (location, time, political state)”</i> <i>“What is the movie about? / Who are the main characters?”</i> <i>“Were women treated the same as men? Give examples”</i> <i>“Were colored treated the same as white? Give examples.”</i> - A discussion takes place in order to hear student’s opinions and conclusions;
Post-Task	10 min	- Students are shown a fictional short diary entry from one of the main characters describing one day in their life as a NASA worker and the challenges faced as a black woman in a white male dominated workplace; - Students are tasked with, at home, choosing one of the three main characters and writing a short diary entry (5 to 6 lines) similar to the one shown, re-telling their day, the challenges they faced, how they felt and a moment where they proved their skills; - They are told to share their entry on a Padlet board shared with them on Classroom, by the end of the day; - The entry will be read by the teacher and feedback will be given personally, on Padlet (see rubric file);

Resources: Lesson 10 - Power Point Presentation on the movie *Hidden Figures*

HIDDEN FIGURES



LET'S CONTEXTUALIZE IT...

What was the setting of the movie? (location, time, political state)

Langley, Virginia, USA

1961

Segregated State

WHAT IS THE MOVIE ABOUT?

WHO ARE THE MAIN CHARACTERS?

WERE WOMEN TREATED THE SAME AS MEN?

Clothing

Place of Work

Type of Work

Labels

WERE COLORED TREATED THE SAME AS WHITE?

Separated
Bathrooms

Lunch Rooms

Buses

Work
Buildings

Water
Fountains

Libraries



A DAY IN THEIR SHOES...

Choose **one of the three main characters** from *Hidden Figures* (Katherine, Dorothy, or Mary). Imagine you are in her position for **one day** at NASA. Write a **short diary entry (6-8 sentences)** describing:

- The challenges you faced.
- How you felt working in a segregated environment.
- A moment when you proved your skills.

Share your entry on Padlet (link on Classroom) until the end of the day.

"Dear Diary, today was another exhausting day at NASA. I walked into the office, and as usual, I was the only Black woman in the room. When I tried to share my calculations, some colleagues ignored me, but I knew my work was right. After hours of checking numbers, I finally found a mistake in the launch plan—something no one else had noticed..."

Lesson 11
19/03/2025

Stage Name	Time	Procedure
Summary	5 min	- Students enter the classroom and sit down; - Students copy down the summary onto their notebooks;
Pre-task	5 min	- The teacher starts the class by doing an One-minute Storytelling activity on the clip watched in the previous class, by giving them the following prompts: “What was the movie about?” “Who were the main characters?” “What was the political context?” - Students summarize key moments aloud, to the rest of the class;
Main Task	30 min	- The teacher proceeds to play a second clip. This clip runs along the entire class as it is a montage of short scenes, followed by questions that students have to answer orally; - As the short scenes are shown, the teacher asks questions, encourages participation, and scaffolds responses as needed; - If and when students are hesitant to participate, the teacher implements strategies such as: allow students to discuss the question with a partner before sharing with the class; call on students by name, ensuring a mix of volunteers and non-volunteers; provide sentence frames to help students formulate responses.
Post-Task	10 min	- Students are given Homework: on Classroom, they will find the link to a Quiz on the movie, with 4 open questions about quotes said in the movie and their meaning: https://quizizz.com/admin/quiz/67d6db66944e67adb70347e4 - The teacher informs them that she'll also upload the full movie on Classroom, so they can re-watch it, if they have difficulty answering the questions; - Students are to answer the questions and submit them, so the teacher can correct them and give feedback when needed; - This homework allows students who were absent to engage with the film, ensuring they can reflect on its themes and key moments. For those who attended class, it provides an opportunity to revisit significant scenes and deepen their critical understanding of the movie's message.

Resources: Lesson 11

QUIZZ

1. In the movie, Vivian states, "That's NASA for you. Fast with rocket ships, slow with progress." What criticism is she making?
2. In the movie, Mary tells her husband, "I'm a negro woman. I'm not gonna entertain the impossible." What does this statement suggest?
3. In the movie, Katherine Johnson says, "There's no bathroom for me here." What is she trying to say?
4. In the movie, Al Harrison says, "Here at NASA, we all pee the same color." What is he trying to convey with this statement?

Appendix 7: Unit 2 - One World, Many Faces

Lesson 14

26/03/2025

Stage Name	Time	Procedure
Summary	5 min	- Students enter the classroom and sit down; - Students copy down the summary onto their notebooks;
Pre-task	20 min	- In the same pairs from the previous class, the class presents they own volunteering experiences;
Main Task	20 min	- The teacher proceeds to ask students if they would like to be personally involved in a volunteering project and informs them that they will be, starting the following week; - Students are then shown a Power Point presentation on their future Volunteering Project, where they are told what they will be doing, how and when (schedules/dates); - Students are asked to form groups of 4 and one of 5 of their choosing for the project and communicate the groups the following class; - Finally, the teacher explains that their Oral Production Presentations will be on the Volunteering Project and shows them the instructions, which she will later share on Classroom, for the presentation, as well what they should pay attention to while volunteering (taking pictures, for example).
Post-Task	5 min	- The teachers asks students to ask whatever questions they might have and clarifies them; - Teacher hands in an authorization for parents to sign.

Lesson 15
28/03/2025

Stage Name	Time	Procedure
Summary	5 min	- Students enter the classroom and sit down; - Students copy down the summary onto their notebooks;
Pre-task	15 min	- The teacher starts the lesson by asking students: <i>“In your opinion, what qualities are important for <u>teamwork</u> in volunteering?”</i> - Students are encouraged to answer according to their personal opinions as the teacher makes sure to help them express themselves whenever they need to.
Main Task	30 min	- Students are asked to get into the groups they have chosen for the volunteering project; - The teacher proceeds to give each group a Volunteer Preparation Worksheet, which contains questions regarding the group and their expectations towards their volunteering experiences; - The teacher proceeds to ask students to complete the worksheet; - After having done so, the teacher asks groups to share their answers with the class and collects the worksheets to read at home.
Post-Task	10 min	- The teacher proceeds to assign homework: At home, students must explore CPR’s website: https://cpr.pt so they can explain in the following class: what it stands for what projects they have where they intervene how volunteering might help, in this case;

Resources: Lesson 15

Volunteering Preparation Worksheet

Group Name:
Group Members:
What tasks do you expect to perform?
How will you divide responsibilities among group members?
What challenges do you think you might face? How will you handle them?
What skills or strengths does each team member bring?
What do you hope to learn from this experience?
How will your group document the experience for the oral presentation?
Questions you may have regarding the Project:

Lesson 16
01/04/2025

Stage Name	Time	Procedure
Summary	5 min	- Students enter the classroom and sit down; - Students copy down the summary onto their notebooks;
Pre-task	10 min	- The teacher starts the class by asking who did the homework where students had to explore the CPR's website: https://cpr.pt and look into what CPR stands for / what projects they have / where they intervene and how volunteer might help, in this case; - The teacher guides the discussion, ensuring students engage with key concepts and connecting responses to the word "Refugee" and proceeds to ask students what the word means to them while writing their answers on the board; - The teacher proceeds to tell students she's going to play them a three-minute video called "What is a Refugee?" and hands students a small worksheet with exercises on vocabulary related to the activity: https://www.youtube.com/watch?v=GvzZGplGbL8 - Having played the video two times for students to watch, take notes and answer the questions, the teacher corrects the exercises on the worksheet with the help of the class, making sure to write the answers down on the board, meanwhile asking questions regarding the video, that are not on the worksheet;
Main Task	25 min	- The teacher proceeds to then show students a second video on the challenges of refugees: https://www.youtube.com/watch?v=zyJQQTbBL94 - The teacher asks students about specific vocabulary heard throughout the video and its meanings, to clear any doubts; - Students are asked the following question: <i>"What challenges did Ukrainian refugees face when trying to leave their country?"</i> - After hearing the students' answers, the teacher proceeds to divide the class into groups of six groups of 4 and one group of 5; - The teacher gives each group a Worksheet with instructions for the following activity (see Worksheet below); - Students are told to put themselves in the shoes of the refugees from the video and, together create a list of 4/5 items they would bring with them, if they had 10 minutes to leave their homes forever; - Students are given time to think about their items and write them down; - Students are then told to present their items to the rest of the class and explain the reason for their choosing;
Post-Task	10 min	- Students are then told to present their items to the rest of the class and explain the reason for their choosing; - The teacher proceeds to tell students to keep their worksheets and bring them to the following class.

Resources: Lesson 16

Worksheet 4

1. Write each word on its correct definition.

- a) R _____ : A person who has been forced to leave their country due to war, violence, or persecution.
- b) P _____ : Harm or discrimination directed at someone because of their race, religion, or beliefs.
- c) C _____ : A disagreement or war between people or groups.
- d) F _____ : To escape from danger or a bad situation quickly.
- e) T _____ : A strong emotional reaction to a very upsetting or harmful experience.
- f) I _____ : The process of becoming part of a new society or community.

2. Fill in the table with the answers.

Main Reason People Become Refugees	Reasons Someone is at Risk of Persecution	What might happen to those who stay behind/are not able to flee

Worksheet 5

“If you had 10 minutes to leave your home forever, what would you take with you?”

In groups of 4, imagine you are a family forced to leave your home in 10 minutes due to war.

As a group, list 4 items you would take with you.
Be prepared to explain why you chose each item.
Every member must contribute with one item.

Think:

What items are essential for survival?

What items hold sentimental value?

What items could help in the future?

List of Items

Lesson 18
04/04/2025

Stage Name	Time	Procedure
Summary	5 min	- Students enter the classroom and sit down; - Students copy down the summary onto their notebooks;
Pre-task	10 min	- The teacher starts the lesson by asking students: <i>“If you ever found yourself in a situation where you suddenly had to leave your country, which super power do you think would come in hand and why?”</i> - Students are left to think about the questions for a few minutes before being asked to share their answers aloud with the rest of the class.
Main Task	20 min	- Students are told to go to their phones and open a pdf file on their Classroom called “The Secret Power – Nadra”; - The teacher proceeds to explain that the pdf file is a picture book which they will extensively read throughout the next 4 lessons; - The teacher complements by saying that the story has been divided into three different stories and they will first read about Nadra’s story; - Students are then given 5 minutes to, on their phones, read the story, in silence; - The teacher then proceeds to ask about the characters, how many there were and who they were; - The teacher assigns each character to one student and asks students to, aloud, interpret the character while reading the story aloud, for the class; <u>Characters:</u> <i>Nadra</i> <i>The family (mother/father/red-haired daughter/blonde daughter/son)</i> <i>Security</i> <i>Nadra’s cousin</i> <i>Nadra’s grandmother</i> <i>Military agent</i> <i>The teacher</i> - As the story is being read, the teacher stops students from time to time, to ask about specific moments on the story and their meanings;
Post-Task	15 min	- Having read the story, students are told to, in groups of five, write a short text (6 to 8 lines) about Nadra’s journey to Lomberg: How was it? What difficulties did she have to outcome? How did her secret power help? - The teacher tells they will be reading their texts aloud, next class and ends the class.

Resources: Lesson 18 Excerpt from UNHCR – The UN Refugee Agency’s graphic novel *The Secret Power*, story by David Labi, artwork by Salam Alhassan, published on the 1st of September 2023, pages 4 to 8.

Nadra’s Story





Lesson 19
08/04/2025

Stage Name	Time	Procedure
Summary	5 min	- Students enter the classroom and sit down; - Students copy down the summary onto their notebooks;
Pre-task	15 min	- The teacher starts the lesson by asking students to, in their groups from the previous class, share their texts of Nadra's journey as a refugee; - Students read their texts aloud, for the rest of the class;
Main Task	25 min	- Students are told to, once again, go to their phones and open a second pdf file on their Classroom called "The Secret Power – Benjamin"; - Students are then given 5 minutes to, on their phones, read the story, in silence; - The teacher then proceeds to ask about the characters, how many there were and who were they?; - The teacher assigns each characters to one student and asks students to, aloud, interpret the character while reading the story aloud, for the class; <u>Characters:</u> <i>Football commentator</i> <i>Benjamin's friend</i> <i>Benjamin</i> <i>Boy on the bus</i> <i>Human trafficker</i> <i>Refugee woman</i> - As the story is being read, the teachers stops students from time to time, to ask about specific moments on the story and their meanings; - Having read the story, the teacher asks students: <i>"How do your stories about Nadra's journey compare to Benjamin's journey?"</i> - The teacher gives each group 2 minutes to share their opinions;
Post-Task	5 min	- As a homework, the teacher asks students to answer the following question on the Padlet link that is available on Classroom: <i>"What helps you calm down or feel grounded?"</i> - The teacher proceeds to explain that students can write about anything that they do every time they feel nervous or terrified, that helps them calm down.

Resources: Lesson 19 Excerpt from UNHCR – The UN Refugee Agency’s graphic novel *The Secret Power*, story by David Labi, artwork by Salam Alhassan, published on the 1st of September 2023, pages 9 to 12.

Benjamin’s Story



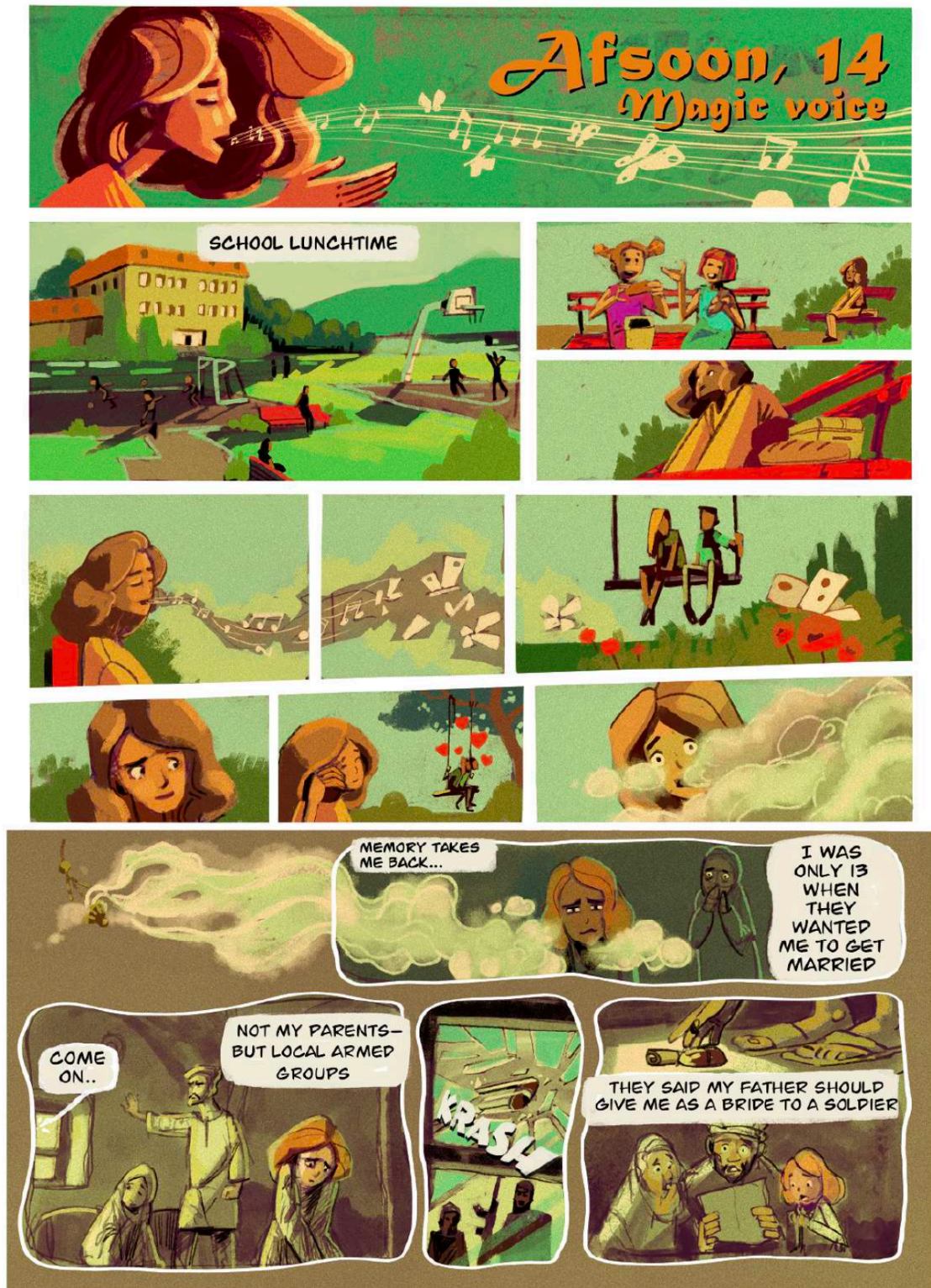


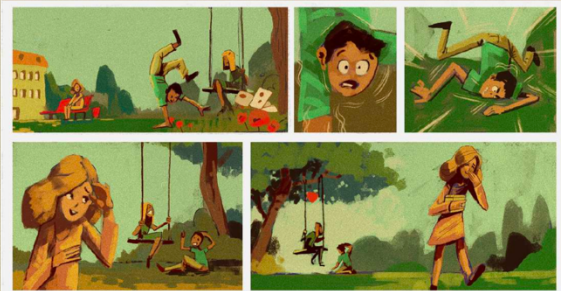
Lesson 20
09/04/2025

Stage Name	Time	Procedure
Summary	5 min	- Students enter the classroom and sit down; - Students copy down the summary onto their notebooks;
Pre-task	15 min	- The teacher starts the class by opening the Padlet board in order to show student's answers to their homework; - The teacher gives students some time to read their classmate's answers and proceeds to choose a few and read them aloud; - The teacher introduces today's story and to pay attention to how the main character's secret power will help her in times of turbulence;
Main Task	25 min	- Students are told to, once again, go to their phones and open a second pdf file on their Classroom called "The Secret Power – Afsoon"; - Students are then given 5 minutes to, on their phones, read the story, in silence; - The teacher then proceeds to ask about the characters, who is the main character of this story? Do you know the other ones? - The teacher assigns each characters to one student and asks students to, aloud, interpret the character while reading the story aloud, for the class; <u>Characters:</u> <i>Afsoon</i> <i>School principal</i> <i>Teacher</i> <i>Nadra</i> <i>Red-haired daughter</i> <i>Male spectator 1</i> <i>Male spectator 2</i> <i>Female dancer</i> - After reading the story, the teacher asks students to summarize it with their own words; - The teacher asks students the following questions: <i>Throughout the stories, how receptive were their classmates?</i> <i>Did the main characters made friends?</i> <i>How do you think that helped them?</i>
Post-Task	5 min	- Students are then reminded of the Homework from the 2nd of April which is for the 22th of April.

Resources: Lesson 20 Excerpt from UNHCR – The UN Refugee Agency’s graphic novel *The Secret Power*, story by David Labi, artwork by Salam Alhassan, published on the 1st of September 2023, pages 13 to 18.

Afsoon’s Story







Lesson 21
22/04/2025

Stage Name	Time	Procedure
Summary	5 min	- Students enter the classroom and sit down; - Students copy down the summary onto their notebooks;
Pre-task	10 min	- The teacher starts the class by projecting the final two pages of the picture book previously read in class and proceeds to ask a student to read it aloud; - Students are asked about the meaning of the last two pages and to explain the last sentence; - Each student is then given a post it; - Students are told to read their post it one by one, which contains a super power;
Main Task	25 min	- The teacher proceeds to tell how students a Power Point slide with the instructions to write a short "Personal Account of an Event" text (90 to 100 words) regarding the following situation: <i>"Imagine you had to flee your country because of internal conflict. Write a personal account describing what happened, how you escaped, and how your special power helped you survive or overcome the situation. Be sure to describe your emotions, challenges, and how your power made a difference."</i> - Students proceed to write their texts, meanwhile the teacher goes around the class, helping them.
Post-Task	5 min	- The teacher ends the class by telling students to transcribe their texts onto Classroom by the end of the day.

Appendix 8: Unit 3 - High Tech World

Lesson 26 07/07/2025

Stage Name	Time	Procedure
Summary	5 min	- Students enter the classroom and sit down; - Students copy down the summary onto their notebooks;
Pre-task	10 min	- The teacher starts the class by opening a Power Point presentation and asking students “Have you ever heard about artificial intelligence, or AI?”; - The teacher waits for students to answer and share their prior knowledge on the subject; - The teacher then proceeds to the next slide where the questions <i>“Where have you heard or seen AI?”</i> and <i>“What are some examples of things you think AI can do?”</i> can be seen; - Once again, students are given time to think and answer the questions;
Main Task	25 min	- The teacher hands out a worksheet and tells students they must do it in pairs; - The teacher proceeds to tell students they are going to watch a video about AI and what it is and tells them they must fill out the worksheet as they watch the video; - The teacher plays the video once and asks students if they need to watch it a second time (playing it a second time if needed): https://www.youtube.com/watch?v=b0KaGBOU4Ys - Having watched the video, the teacher asks students to answer the questions on the worksheet aloud, registering their answers on the board, so the entire class can follow; - Throughout the completion of the worksheet, the teacher asks questions such as: <i>“How does AI work?”</i> / <i>“What is data?”</i> / <i>“What is generative AI?”</i>
Post-Task	5 min	- The teacher ends the class by asking students the following question as homework (a question they will have to think about for the following class and provide an example/arguments to support): <i>Given what you know, do you think generative AI will be more helpful or more harmful to society?</i> - As homework, students have to research and find at least one argument to support their answer.

Resources: Lesson 26

Worksheet – What is AI?

1. As you watch the video “What is AI?” answer the questions in the chart below, in pairs.

	Things I have learned
What is Artificial Intelligence?	
How does artificial intelligence “learn?”	
What makes “Generative AI” unique?	

Lesson 27
09/05/2025

Stage Name	Time	Procedure
Pre-task	10 min	- The teacher welcomes the students as they enter the classroom and asks them to place themselves in the middle of the classroom (the classroom has been previously re-arranged so there are no tables/chairs in the middle – debate style); - The teacher tells students to pay attention to the board, where an already open Power Point presentation is, with the question previously assigned as homework; - Students are then asked – based on their homework reflections – which side do they pick: Generative AI could be harmful to society VS Generative AI could be helpful to society; - The teacher then divides the class into sides (helpful and harmful) and provides each side with a paper and pen;
Main Task	35 min	- The teacher proceeds to explain students what today’s class is about and they will have to do – a debate; - Students are told they must give and support their opinions on each side, and that they will have rounds to speak (2 minutes each at a time), in which they must chose a different spokesperson for each round to speak on their behalf after having discussed the subject internally; - Students are told they must present at least 3 different arguments to support their opinions – if they have difficulty doing so, the teacher has previously prepared two pages (one for each side) of arguments and their examples for students to use; - The teacher finishes by saying she’ll be mediating the debate – telling each side when it is their turn to speak; - Students are given 5 minutes to gather and prepare the first argument – for each following round, they are given 5 more minutes to prepare; - Students start the debate;
Post-Task	5 min	- The teacher ends the debate by congratulating the students and giving them the following advice: “When it comes to AI and generative AI, we must think critically about its impacts and remember that we’re each in control of how we use it.” - The teacher ends the class by informing students of the video they have to make for their Oral Interaction assessment and tells them she will upload the instructions onto Classroom.

Resources: Lesson 27

Debate Slides

 TAKE A STAND

Given what you know, do you think generative AI will be more helpful or more harmful to society?

Pick the side that you agree with the most.
Be sure to have at least one reason to support your opinion.





Those who think generative AI could be **harmful** to society...

go
<-----



Those who think generative AI could be **helpful** to society...

go
----->



Debate Arguments Given to Students

How could generative AI be harmful to society?

- **Misinformation:** It could be used to create fake articles, videos, or images that are convincing and can be shared easily;
- **Plagiarism and copyright issues:** It might have learned using data without permission, or it might not give credit to its sources;
- **Bias:** It might be trained on biased or incomplete information;

How could generative AI be helpful to society?

- **Efficiency:** People could use it to be more productive in their jobs (data entry, writing, analyzing information, etc.);
- **Creativity:** Could produce high-quality creative content, including art, music, and writing;
- **Learning:** It can help people learn new skills;

Lesson 31
21/05/2025

Stage Name	Time	Procedure
Summary	5 min	- Students enter the classroom and sit down; - Students copy down the summary onto their notebooks;
Pre-task	10 min	- The teacher starts the class by writing the word “Chatbot” on the board; - Students are asked to share the first word that comes to their minds when they hear/read the word on the board; - The teacher constructs a Mind map with the words provided by the students and they define what a chatbot is; - The teacher then asks “Are chatbots real people?” and allows for students to answer; - The teacher the asks “Are chatbots your friends?” and, once again, allows for students to answer;
Main Task	30 min	- The teacher proceeds to show students the video: https://www.youtube.com/watch?v=X1j3hO9o4Rk - After watching the video for the first time, the teacher asks students some questions to make sure they understood it; - The students are then given a worksheet, in which they have to, in pairs, answer the questions based on the video; - The teacher plays the video once again, and allows for students to answer the questions; - The teacher corrects the multiple questions aloud and on the board; - Students proceed to do the second exercise, in which they have to name 4 qualities of a good friend and share in with the rest of the class;
Post-Task	5 min	- The teacher tells students to finish the worksheet at home, if they haven’t already, so they can share their answers on the following class.

Resources: Lesson 31

Worksheet - Chatbots

Names: _____ No.: _____

1. Read each question carefully and select the correct answer.

1.1. Based on the video, why might AI chatbots be potentially dangerous for young people?

- A) They provide free entertainment
- B) They can replace real human connections and potentially influence vulnerable users
- C) They are always supervised by adults
- D) They only work on smartphones

1.2. What ethical concern does the video highlight about AI chatbot interactions?

- A) AI chatbots are too expensive
- B) AI chatbots are difficult to use
- C) AI chatbots might manipulate or negatively impact users' emotions
- D) AI chatbots are only used by adults

1.3. When the AI chatbot responded "please do my sweet King" to a teenager, this suggests:

- A) The chatbot was being friendly
- B) The chatbot understood complex human emotions
- C) The chatbot might use inappropriate or manipulative language
- D) The chatbot was malfunctioning

1.4. What responsibility do technology companies have regarding AI chatbot safety?

- A) None, users should be careful
- B) Ensure age-appropriate interactions and protect vulnerable users
- C) Make chatbots as entertaining as possible
- D) Ignore potential risks

1.5. The video suggests that young people might be particularly vulnerable to AI chatbots because:

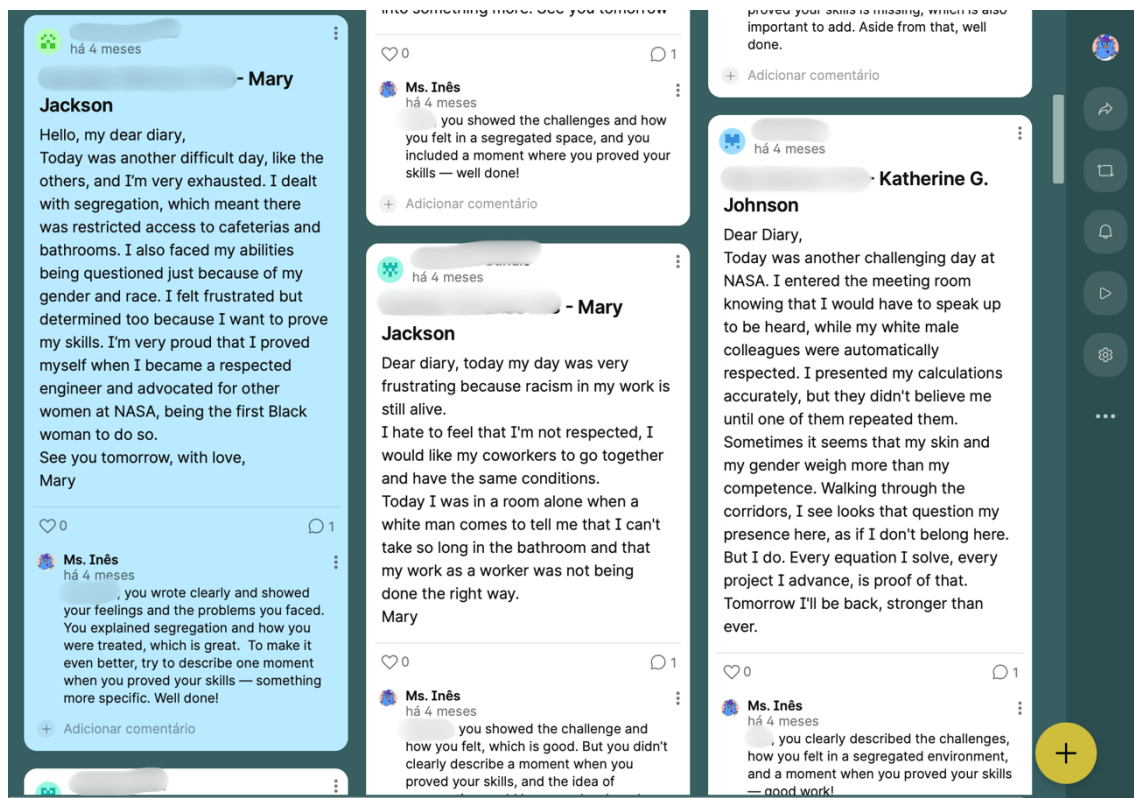
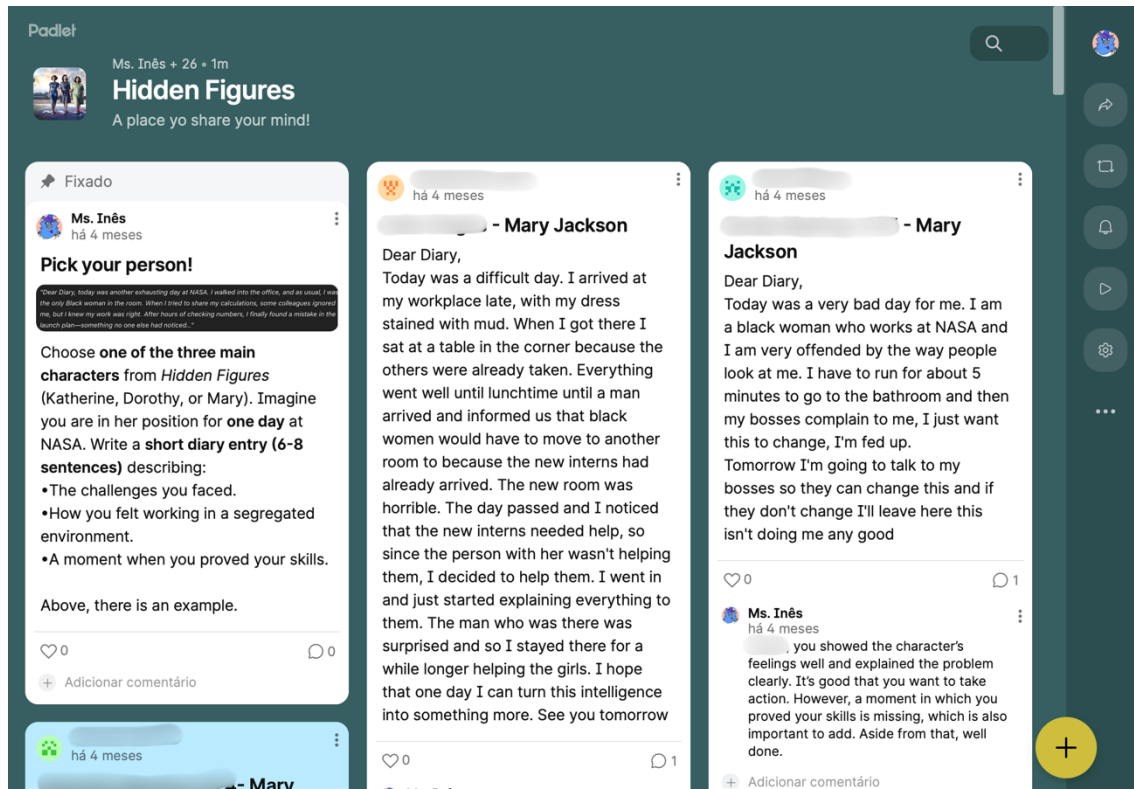
- A) They don't understand technology
- B) They lack critical thinking about AI limitations
- C) They prefer digital interactions
- D) They are always supervised by parents

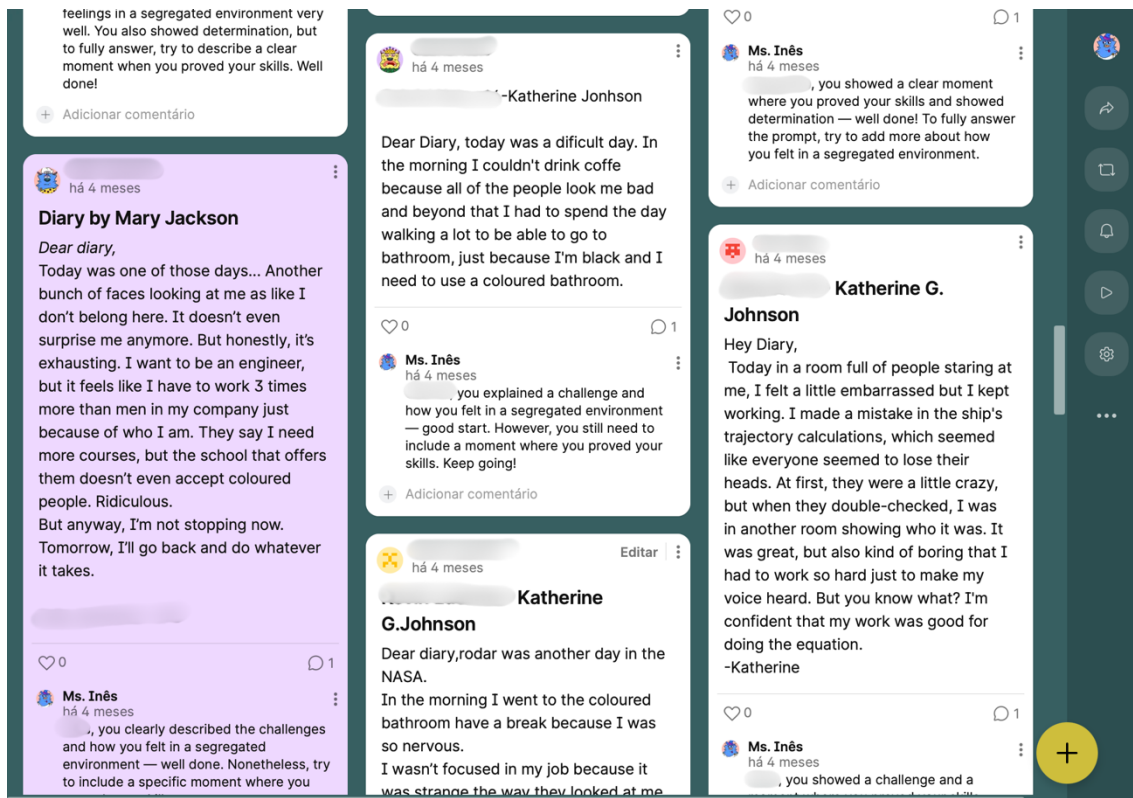
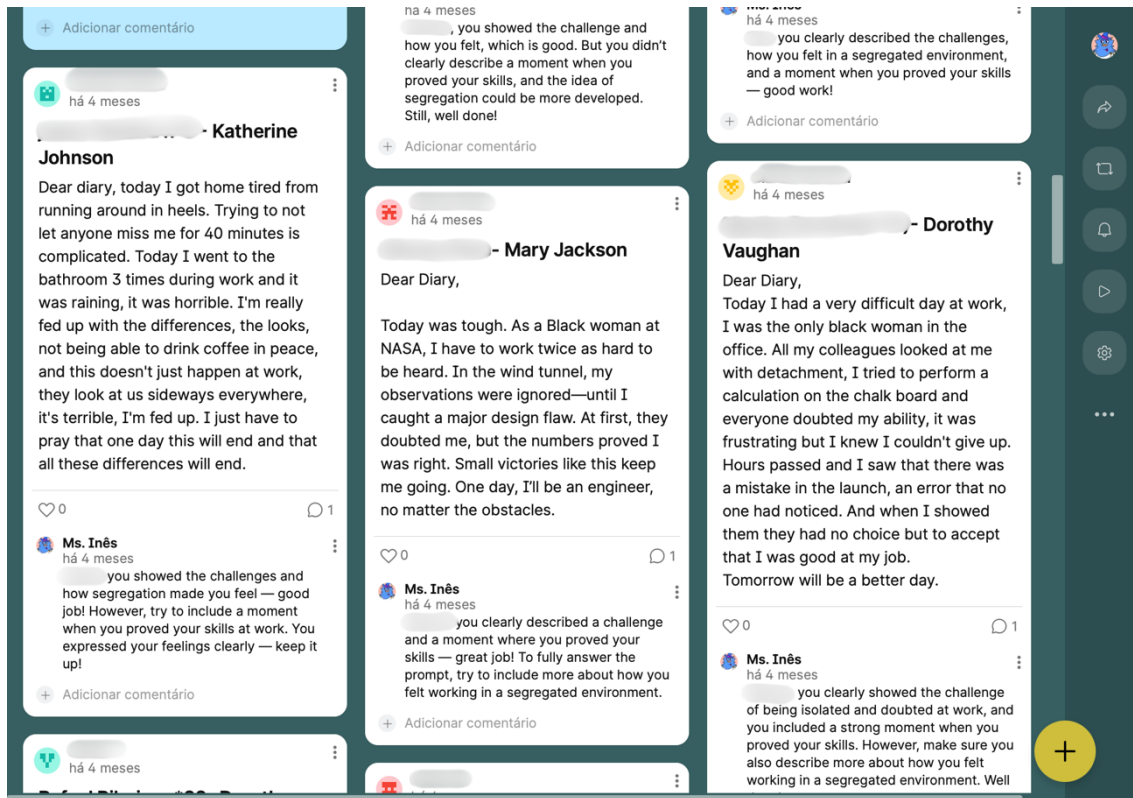
2. In your opinion, what are the qualities of a Good Friend? Name four.

Lesson 34
28/05/2025

Stage Name	Time	Procedure
Summary	5 min	- Students enter the classroom and sit down; - Students copy down the summary onto their notebooks;
Pre-task	20 min	- The teacher starts the class by distributing a questionnaire and telling students to fill it out; - Students answer the questionnaires and the teacher collects them;
Main Task	20 min	- The teacher proceeds to take out a small object (a pen, a ball...) , which she explains will be passed along the class, each time to a different person and that that person should speak and say “One thing I remember from this semester is...”, proceed to finish the sentence and pass the object to someone else;
Post-Task	5 min	- The teacher hands out the corrected Written Interaction Tests to students.

Appendix 9: Example of Padlet Board on an activity related to the movie “Hidden Figures”





Appendix 10: Examples of students' answers to Question 10 of the post-intervention questionnaires,

“I think that the topic that resonated the most with me was refugees, because I also came from another country, looking for better conditions.”

“Yes, because the topics I studied in class helped me learn English and that was important in my life.”

“Yes, volunteering. When I did volunteering I really felt I was being helpful and kind and that's an amazing sensation. I had fun and met people. I think I made them feel like they were not alone. I really loved it.”

“The topic that resonated with me was especially discrimination and stereotypes because I think we students should talk about it more.”

“We talked about gender inequality, which doesn't resonate with me, but I understand now the worries of women and if I can help them, I will.”

“The topic that resonated with me the most was volunteering (...) talking about this topic in class made me want to be more active in society and, therefore, helped me grow as a person.”

“Yes, gender inequality. I don't really resonate with this topic but I understand that a lot of other women suffer or have suffered with it and, as a woman, I know that some day it could be me.”

“The gender inequality and discrimination topic resonated with me because it gave me a feeling of injustice because of the way that people are treated sometimes because of their skin color or race.”

Appendix 11: Students' answers to the oral interaction game "One thing I remember from this semester is..." were audio-recorded on 28th May 2025, with their permission, and later transcribed.

"Reading stories about refugees - empathy - all those people getting separated and we are here inside of school, and many other people don't have that." – Evelyn Parker

"When we did our presentations from the volunteering because I liked presenting to class what I experienced." - Caleb Dawson

"The volunteering experience (..) at the same time it was different and we were having fun, we were helping other people, I found something that I liked and could easily be my hobby." - Isla Campbell

"The volunteering experience (...) because we could help other people and talk with them." – Ethan Carter

"The refugees, because I also came from another country and the things there were different than here, even the class and everything." – Dylan Brooks

"The presentations (about the volunteering experience) because I liked presenting to the class what I experienced" – Caleb Dawson

"The volunteering experience, because it was a different activity and we helped people that needed." – Violet Hawkins

"The volunteering experience and helping the elderly" – Jack Coleman

"The volunteering because I could hear the elderly stories and I could help the elderly people." Lily Hamilton

"... (talking about) discrimination because I liked to talk about this topic." – Ruby Collins

“The debate of AI because it’s a different thing and I liked to talk about AI.” – Isaac Mitchell

“(…) AI because I like technology.” – Noah Griffin

“The volunteering experience because I loved to help the old people.” – Samuel Knight

“(…) the debate and the volunteering day because first I loved to volunteer and second the debate was very funny and was a different experience” – Grace Turner

“I think mine is the day that (..) we recorded a poem for Valentine’s because it was something I had never done before and it was different.” – Scarlett Wilson

“I think the volunteering experience because it was cool to help people.” - Logan Clarke

“Volunteering because I like to help people.” - Sophie Wallace

“I won’t say the volunteering experience, though I loved that activity but reading the poem on Valentine's day was a very meaningful experience to me because I love poetry, I love English so, I loved that activity. It was different, I loved it.” – Ava Sanders

“I liked the AI debate, I think it was fun and innovative.” - Lucas Bennett

“Gender equality because I liked to know that women have a different life than I have.”
– Oliver Bennett

“I think is volunteering because I liked talking with old people and exploring a new space.” – Liam Harrison

“I think it was the volunteering experience because we helped out the elderly people”. -
Mason Edwards

“The class in which we had that debate because those classes were very interactive and a bit different.” - Blake Patterson

“The volunteering experience and the gender inequality because of the movie we saw the “Hidden Figures”” - Harper Davis

“I think the volunteering experience because it’s important to help people and also talking and reading about refugees because we can understand better about the situation of some people that need help.” – Mia Reynolds

“I think the volunteering because it was a different experience and I like to know other people and I like to help.” – Chloe Foster

“The volunteering experience (...) we don’t need all the free time that we have. We can use that extra free time to talk to the older people, because sometimes all they need is someone to talk to.” – Henry Sinclair

“We had a class where we listened to a song, I think it was “Labour”, I love that song and I put it on my playlist, so I think that made a mark on me because I liked it and I enjoyed talking about gender inequality and discrimination.”- Ivy Richardson

Appendix 12: Photographs from the volunteering experience



Figure 1. Guided visit to the Centre's facilities.



Figure 2. 9th grade students sorting clothes for donation.



Figure 3. 9th grade students sorting clothes for donation.



Figure 4. 9th grade students and the trainee teacher sorting used clothes for donation.



Figure 5. 9th grade students accompanied by the centre's volunteers, after sorting was complete.



Figure 6. 9th grade students helping in the preparation of solidary food baskets.



Figure 7. 9th grade students organizing the centre's charity shop.



Figure 8. 9th grade student playing cards with the day center's members.



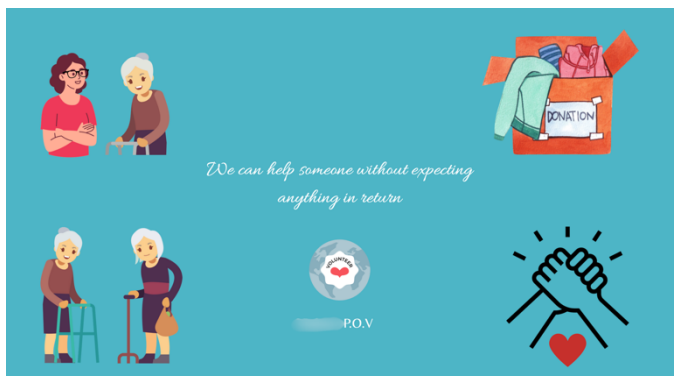
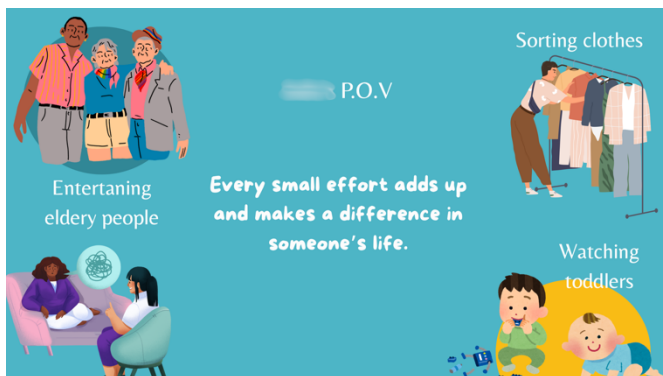
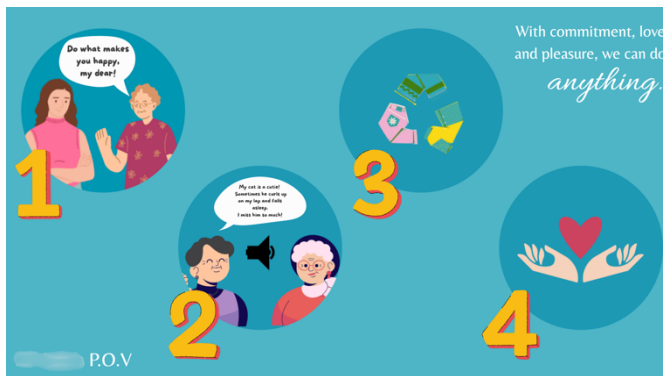
Figure 9. 9th grade students playing Trivial with the day centre's members.



Figures 10, 11, and 12. 9th grade students talking with the member of the day centre..

Appendix 13: Examples of presentations prepared by students after the volunteering experience

Group 1: Scarlett Wilson, Evelyn Parker, Ava Sanders and Violet Hawkins.



Group 2: Lily Hamilton, Isla Campbell and Harper Davis.

volunteering – our experience

Made by:

/n°10

/n°12

/n°20



The tasks and stations we passed by

We performed two tasks at two different stations and we passed 45 minutes at each station.

The first task we did was talk to the elder people. We talked to them about their lives and stories of their best memories.

The second task we performed was organising the clothes that would go to the store. A woman gave us bags of clothes and we had to see if they were clean or not. In case they weren't clean, they'd go to trash or would go to other institutions. If they were clean, they'd go to the store and would be sold or even donated to people in need.



How this experience changed our perspective

Our perspective changed when hearing the heartwarming stories of the elderly, their life hardships, but most of all, their advice. Something that also changed our perspective was, when we were at the triage, when we realized how people are incredibly generous by donating their clothes to help others and that we can make people in need really happy with the donated clothes or toys.



What surprised us

What surprised me the most was how interesting and heartwarming the conversations with the elderly people can be and how I enjoyed hearing about their lives.

Something that surprised me was at the triage of clothing because when the clothes aren't clean or have stains, they throw it away or give it out to other institutions that may wash them.

What surprised me the most during my volunteering was the dedication and effort that the people at the center put into even the simplest things to help the children and the elderly people.

meaningful moment or story from our experience

During the project, two moments really stood out: the conversation with the older people, which gave us a good opportunity to exchange experiences and reflect on life, and the visit to the charity shop, where they we how simple gestures of kindness can have a positive impact on other people's lives.

Appendix 14: Facebook post made and shared by the institution where the volunteering experience took place, thanking the students, teachers and school for their work.

Figure 13. Facebook post made by the institution

Appendix 15: Posters from the Buddy System sequence of activities

Examples of posters done by the students:



Figure 14. Buddy poster made by students Ivy Richardson, Ruby Collins, Grace Turner and Lily Hamilton



Figure 15. Buddy poster made by students Scarlett Wilson, Mia Reynolds, Harper Davis and Sophie Wallace

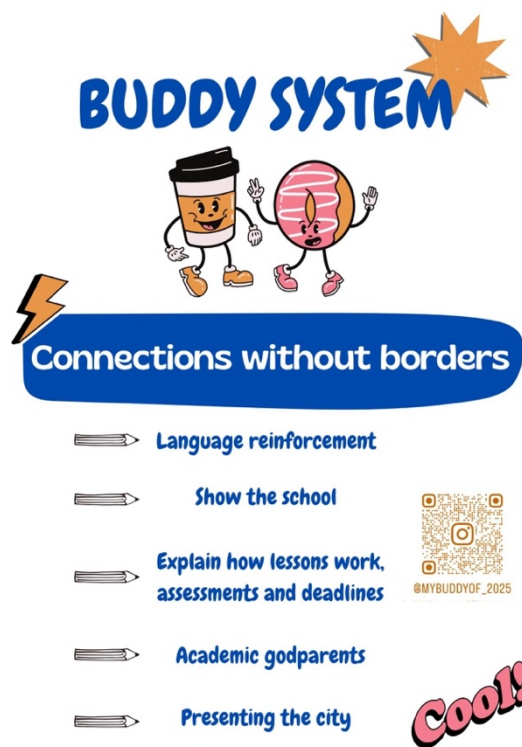


Figure 16. Buddy poster made by students Chloe Foster, Logan Clarke, Caled Dawson and Violet Hawkins.



Figure 17. Buddy poster made by students Evelyn Parker, Blake Patterson, Ethan Carter and Ella Simmons.