

Multimodal resources to develop critical thinking in the EFL classroom

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Abstract

This report reflects on the action research developed throughout the Supervised Teaching Practicum (STP) at Agrupamento de Escolas Rafael Bordalo Pinheiro (AERBP) during the 2023/2024 school year with the main goal of assessing how students' critical thinking (CT) skills could be developed through multimodal pedagogy in the English as a Foreign Language (EFL) classroom.

A framework of investigation was developed, bearing in mind Halliday's work (1978) on multimodality and Kress and Van Leeuwen's research (2001) on multimodality in the educational field, in which their findings and extensive analysis contributed to applying multimodal pedagogy in the EFL classroom. What is more, critical thinking, which is at the center of this research, is explored through a multimodal approach as several authors (e.g., Mohammed et al., 2019; Marissa et al., 2022) have observed that CT skills can be developed by implementing this approach in the classroom, bringing several benefits to learners related to an enhancement in language learning, critical thinking and visual literacy. These two concepts are explored through several data collection tools applied during the action research.

Furthermore, this report describes the school and two groups of learners whose lessons were observed and which I afterwards taught with this vision in mind. By reflecting on the collected data and its comparison with the beginning of the school year, results demonstrate a positive enhancement of students' CT and visual literacy through the multimodal approach applied in the STP.

Keywords: Multimodality, Critical Thinking, Visual Literacy, Action Research, Language Learning.

Resumo

O presente relatório reflete sobre a investigação-ação desenvolvida durante a prática de ensino supervisionada no Agrupamento de Escolas Rafael Bordalo Pinheiro (AERBP), no ano letivo 2023/2024, com o objetivo principal de avaliar como as capacidades de pensamento crítico podem ser desenvolvidas através de uma pedagogia multimodal na aula de Inglês como língua estrangeira.

Desta forma, foi desenvolvido um quadro de investigação tendo em consideração as conclusões de Halliday (1978) sobre multimodalidade, e Kress e Van Leeuwen (2001) sobre a multimodalidade como pedagogia no campo educacional que contribuíram para a aplicação desta em sala de aula. Além disso, o pensamento crítico, que está no centro desta investigação, é explorado por meio de uma abordagem multimodal como vários autores na área têm observado (e.g., Mohammed et al., 2019; Marissa et al., 2022). Essa abordagem, ao ser implementada em sala de aula, pode desenvolver as capacidades críticas dos alunos e oferecer vários benefícios, como a melhoria na aprendizagem da língua estrangeira, e o fortalecimento do pensamento crítico e literacia visual. Estes conceitos foram explorados e aplicados neste trabalho através de várias ferramentas de recolha de dados da investigação-ação.

Tendo isto em conta, este relatório apresenta uma breve descrição da escola e dos dois grupos de alunos cujas aulas foram observadas e ensinadas durante o ano letivo, com esta visão em mente. Através da reflexão dos dados recolhidos, e a sua comparação com o início do ano letivo, os resultados demonstram um desenvolvimento positivo do pensamento crítico e da literacia visual dos alunos por meio da abordagem multimodal utilizada nas aulas.

Keywords: Investigação-Ação, Pensamento Crítico, Multimodalidade, Literacia Visual, Aprendizagem de Língua.

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List of Abbreviations

AERBP- Agrupamento de Escolas Rafael Bordalo Pinheiro

AI - Artificial Intelligence

AR - Action Research

CT - Critical Thinking

EFL - English as a Foreign Language

MACT - Multimodal Analysis for Critical Thinking

STP - Supervised Teaching Practicum

TBLT - Task-Based Language Learning

Introduction

In recent years, the educational field has emphasized the development of several core competencies that teachers and schools should develop and students need to learn. When teaching English as a Foreign Language (EFL), teachers are expected not only to explain language skills, but also to foster citizenship competencies. The Council of Europe (2018) highlights several core skills, such as critical thinking (CT), that learners need to develop to engage with the world and other cultures. One way to promote CT is through multimodal pedagogy and visual literacy. Multimodality offers a valuable pedagogical approach to enrich the EFL curriculum.

Thus, Halliday (1978) refers to multimodality, dividing it into three metafunctions: the ideational, the interpersonal, and the textual. The author explains that people communicate to express their own opinions and interpretations of reality, and consequently, different meanings are exchanged through language. As language and communication are linked, language becomes more than a system of syntactic and grammatical rules, it becomes a communication device. Furthermore, O'Halloran et al. (2015) connect multimodality to CT through a multimodal analysis for critical thinking (MACT). The authors state that all learners can develop CT skills through the exchange and interpretation of ideas about the world. What is more, they report that because multimodal materials (e.g., videos, photographs) have different modes, learners can enhance low-level critical thinking skills to higher-order critical thinking skills.

In addition, critical and analytical skills have been at the forefront of educational policies, making schools and teachers rethink approaches and materials implemented in the classrooms. What is more, as critical thinking can be developed through discussions about texts and pictures, language teachers have an important role to play in the development of these core skills in learners. Martins et al. (2016), in the *Students' Profile by the End of Compulsory Schooling*, refer to critical skills that make students pose questions and create arguments about the world, mass media, and technology. So, multimodal pedagogy has been referred to as one of the approaches to implement to develop learners' CT and visual literacy skills.

During my Supervised Teaching Practicum (STP) at Agrupamento de Escolas Rafael

Bordalo Pinheiro (AERBP) during the 2023/2024 school year, I developed an Action Research (AR) study, in which I developed a plan to investigate how applying a multimodal pedagogy in the classroom can lead to the development of critical thinking and also cognitive skills, such as communication and visual literacy in the students. Subsequently, the research question I aimed to try to respond was: Can multimodal resources develop critical thinking in the EFL classroom?

The research question and the selection of an area of investigation for the STP came from my interest in exploring materials in the classroom that in my time as a student I would have liked to have learned from and explored, and also from the observation phase of the STP in which I noticed that sometimes CT skills could have been explored in a more meaningful way for learners to develop their cognitive skills through the use a plethora of multimodal materials and strategies. So, the research was carried out with two groups of learners from the 9th and 10th grades and aimed at understanding how implementing multimodal resources could develop their CT skills in the EFL classroom.

Given this, the report is divided into four chapters. Chapter one discusses the theory on which the research and the lessons were designed and the current state of multimodality implementation in the classroom. The second chapter refers to the methodology used, action research, and the data collection tools used. Chapter three briefly describes the school and the two groups of students, as well as the observation and teaching phases of this STP and all the work developed throughout the school year. Finally, in chapter four, a reflection of the data collected is provided, as well as what future research might entail on this subject.

1. Theoretical context

This chapter begins with a definition of multimodality as social semiotics and also conceptualizes visual literacy as being directly connected to multimodal resources. This is followed by a reflection on implementing multimodality in the classroom, where the notions of multimodal literacy and multimodal pedagogy are introduced, along with studies on the use of multimodal resources, such as videos, images, and comics. Finally, the concept of critical thinking (CT) is presented and defined in connection with multimodality and how it may be developed through Task-Based Language Teaching (TBLT), the approach chosen to implement multimodality and CT throughout the Supervised Teaching Practice (STP).

1.1. Defining multimodality

Foreign language teaching has not always focused on teaching learners values and competences connected with technology and interculturality. Over time, teachers have adopted different approaches in planning, creating, and implementing lesson plans to promote learning in students. Nunan (2004) refers to the changes that have existed throughout various periods, highlighting that teaching is always based on beliefs and the structure of a language and that there have been significant changes in language learning:

These days, it is generally accepted that language is more than a set of grammatical rules, with attendant sets of vocabulary to be memorized. It is a dynamic resource for creating meaning. Learning is no longer seen simply as a process of habit formation. Learners and the cognitive processes they engage in as they learn are fundamentally important to the learning process. (Nunan, 2004, p.6)

Consequently, foreign language learning has moved beyond traditional approaches to new ones that focus not only on linguistic forms of a language, but also teaching learners about other cultures and new meanings through multimodality.

Marissa and Hamid (2022), for example, reflect on classrooms nowadays and state that teachers need to integrate “out-of-school digital literacy into their classroom and mindfully engineer the learning environments to promote a sense of agency” (p.205). Therefore, if

teachers are to change their learning environments, multimodality might be one of the resources available.

The concept of multimodality has been defined by several authors. Bateman (2017), for instance, summarizes multimodality as:

(...) a way of characterising communicative situations (...) which rely upon combinations of different ‘forms’ of communication to be effective – the TV programme uses spoken language, pictures and texts; the book uses written language, pictures, diagrams, page compositions and so on; talking in the cafeteria brings together spoken language with a host of bodily capabilities and postures. (Bateman, 2017, p.7)

From Bateman’s perspective, multimodality connects several areas and is linked to social semiotics. Kress (2010) had already presented the idea of multimodality as social semiotics, reinforcing that multimodality is not a fixed and precise discipline. According to Kress, multimodality “brings all means of making meaning together under one theoretical roof, as part of a single field in a unified account, a unifying theory” (ibid., p.5). Kress refers to two scientific areas, Mathematics and Linguistics, which are constantly changing as they have different prompts and a multitude of interpretations (“prompt [...] whether in conversation, in writing, in silent engagement with some framed aspect of the world, or in inner debate” ibid., p.8). Thus, because there are different prompts, there is a multitude of possible answers to prompts, simple images, or photographs.

Regarding multimodality as social semiotics, researchers refer to meaning, which, as stated previously, varies according to different prompts. Social semiotics involves communication with prompts in a certain context; therefore, various interpretations are possible between individuals. Kress (2010) further highlights how an image is transformed as a prompt because everyone has their own history, which is “socially shaped, located in social environments, using socially made, culturally available resources, are agentive and generative in sign-making and communication” (p.54).

What is more, multimodality ensues several modes like writing, image, number, and color (ibid., p.59). On the one hand, there are modes directly connected to linguistics, such as writing, in which what is considered is how a sentence is interpreted syntactically and

grammatically. On the other hand, there is the image, which refers to the visual, namely pictures, photographs, and road signs, among others.

A social semiotic approach therefore does not look only at how a sentence is interpreted grammatically, but at the meaning behind it and how people interpret it. Thus, through social semiotics, people exchange meanings about the use or function (ibid., p.59) of each picture or road sign and how the different modes interact.

Halliday (1978), considered one of the most prominent authors to discuss multimodality, proposed three metafunctions in multimodality: the ideational, the interpersonal, and the textual. Halliday's metafunctions demonstrate how multimodal resources connect different aspects of the world, focusing not only on one aspect but on several at the same time. An example of this is a video, a multimodal material in which the three metafunctions are interwoven, and to analyze it, each metafunction may be observed either individually or collectively to examine how the three metafunctions are pieced together, with several interpretations possible.

Halliday further explains that language cannot be separated from the social context as people use discourse to express what they want to say. Consequently, language reflects different meanings depending on the social context in which it is used. With this, a plurality of different meanings can be created and transmitted through language, making it a system of grammatical and syntactic rules and a communication device through which speakers transmit and exchange different ideas. Thus, the speaker has an active role, as they can change meaning in the middle of a conversation or a written text. Kress (2003) states that the changes made are small but meaningful when considering that every speaker has their ideas and interpersonal relations with the world.

Similarly, Bearne (2009) refers to this same idea by mentioning that “while the grammars of texts may be culturally developed, mediated and maintained, there is still the possibility for individual agency” (p.157). The author further states that multimodality involves mixing modes and combining them to make different types of texts. To create a multimodal text, Bearne asserts that it can combine “image, sound (including speech and music), gesture and movement and writing or print, communicated through paper, the screen, face to face meetings, performative space” (p.158). The author also concludes that multimodality involves “agency, choice and text experience” (p.185) when interpreting texts like videos or pictures.

Regarding the combination of modes and functions, Kress and Van Leeuwen (2001) have developed what multimodality entails:

(1) the semiotic resources of communication, the modes and the media used, and (2) the communicative practices in which these resources are used. These communicative practices are seen as multi-layered and include (...) discursive practices, production practices and interpretive practices, while they may also include design practices. (Kress & Van Leeuwen, 2001, p. 119)

In this sense, the semiotic elements of communication and the communicative practices create multi-layered meaning. The authors analyzed several texts and their layers of information (e.g., advertisements) and concluded that by combining image, text, and shape, different communicational meanings are transmitted, and each layer can be analyzed separately.

According to Kress (2003), images are one of the most important signs for creating meaning, with their importance in multimodality reflecting their significant role in today's society. Similarly, connected to multimodality is the need to develop visual literacy. In other words, images play a significant role in shaping our perception of the world, often carrying complex, multilayered meanings. Therefore, cultivating visual literacy is essential for individuals to critically analyze and understand the world around them. Barnard (2001), for instance, defines visual literacy as:

the enormous variety of visual two- and three-dimensional things that human beings produce and consume as part of their cultural and social lives. Visual culture in this sense is an inclusive conception. It makes possible the inclusion of all forms of art and design, as well as personal or body related visual phenomena, under a single term. (Barnard, 2001, p.2)

Consequently, through visual literacy, one can increase their knowledge of the world. As Barnard mentions, visual literacy can join several artistic meanings, and we consume it every day. Teachers can therefore explore both visual literacy and multimodality in the classroom for learners to better understand the world and the culture they live in.

1.2.Integrating multimodality in the foreign language classroom

Considering the Portuguese educational context, changes are underway to create more space for technology and digital literacy, which may lead to an increase in teaching visual literacy and multimodality. The *Students' Profile by the End of Compulsory Schooling* (Martins et al., 2016), for instance, reinforces how learners should question reality, reliable sources of information, the use of mass media, and technological tools, thus highlighting how schools and teachers need to promote pedagogical strategies and tools that teach students to navigate new technological advances and mass media.

The *Competências Digitais Portugal CoDigital 2030* (Direção Geral do Ensino Superior, 2017) also aims to guarantee the development of citizens' literacy and digital inclusion to contribute to responsible and informed citizenship. To reach this goal, one of the main sectors this initiative focuses on is schools so students can develop their technological competencies.

Given this, exploring multimodality is key in educational contexts, with several studies having been published on how it can make a difference in classrooms worldwide and not only in Portugal. Lim et al. (2022), for example, emphasize the importance of promoting multimodal pedagogies to create new learning opportunities for learners to discover new perspectives on using semiotic resources (p.3), hence allowing teachers to differentiate the learning process.

As previously mentioned, visual literacy is connected to multimodal pedagogies, as several signs or multimodal materials (e.g., posters and comics) are visual and multimodal texts, joining different modes like images and writing. Also, many are available online, making multimodal materials digital.

Goldstein (2016) redefined visual literacy, considering the recent technological developments in the world. The author explains that promoting visual literacy and using images in the classroom has gradually increased. These aspects have normally had a secondary role in the activities designed for students; however, this paradigm is changing, and so is how pictures are interpreted. Callow (2005) refers to three dimensions when analyzing images: the affective, compositional, and critical dimensions. Similarly to Halliday's metafunctions, Callow explains

the three dimensions as follows: the affective dimension is about the individual; the compositional is about context, structure, and identity; and the critical is about the message that an image carries, which requires people to think beyond the image and think about meaning.

Hailey et al. (2019) also reflect upon the implications of visual literacy in the classroom and conclude that through the active use of pictures or other visual aids, learners may become more critical of the world and society, acquiring an active and critical eye. According to the authors, multimodal materials, such as images, photographs, and art, can help students develop their critical skills because they activate learners' awareness of the world, "high-level cognitive functions like intention, organization, and selection" (p.55).

Furthermore, Hailey et al. indicate that the analysis and observation of visual imagery is interwoven with engagement and higher thinking skills because of the plurality of meanings and emotions that are transferable to the people observing it. The authors add that contact with visual imagery involves communication between the sign and the person, creating a response and various meanings. This is why multimodality is a social semiotic exchange.

Multimodal pedagogies and multimodal literacy can thus be implemented in a multitude of ways. Lin et al. (2022) reviewed research in this area and found several approaches to multimodality. According to the authors, teachers have implemented multimodal resources and developed multimodal pedagogy and literacy through the following: digital games, videos, comics, Internet websites, and ads, among others (p.11). They explain that these materials, as well as others, were used to develop multimodal literacy as they made learners use their:

funds of knowledge (...), home language, (...) and out-of-school literacies in the classroom context for learning activities. New technologies such as smartphones (...), Facebook (...), augmented reality (...), the interactive whiteboard (...) and a multimodal analysis software in combination with social media platforms such as Hangout in Google+. (Lin et al., 2022, p.12)

Moreover, the authors explain that multimodal literacy can be taught using multimodal pedagogies, meaning that students use materials such as the ones mentioned previously and learn new meanings. They also indicate how teachers use:

traditional instruction with whole-class, small-group, and independent instructional activities for teaching students visual meaning-making skills and competences to learn how to understand, interpret, and analyze the meaning potential of a range of text types. (Lin et al., 2022, p.16)

Hence, both multimodal pedagogy and multimodal literacy may be implemented in the classroom, joined by more traditional approaches. Consequently, this reinforces the need to promote what is referred to as multimodal literacy in the classroom. According to Lim et al. (2022), multimodal literacy is “knowing how to engage aptly with multimodal texts, both in interpreting the meanings made critically and in producing multimodal artifacts creatively” (p.3).

Karatza (2022) looks at multimodal texts in the EFL classroom, such as posters, films, and video games, and concludes that these types of materials can enhance students’ autonomy, collaboration, and interaction with peers through activities that involve interpreting different functions in multimodal texts. An example the author provides is asking participants to explain their thoughts on a multimodal text presented in one of the sessions. Through the observation and discussion of their interpretations in a forum the researcher provided, the participants exchanged perspectives, enhancing their collaboration and interaction with peers.

Widyaningrum et al. (2024) have likewise researched the topic of multimodality in the EFL classroom and determined that there are several materials available for foreign language teachers, such as texts, pictures, audio files, PowerPoint presentations, and videos, which “may clarify complex subjects, improve comprehension, and give a more comprehensive learning experience” (p.252). What is more, the authors conclude that multimodality is crucial if there is to be engagement and a rich learning experience through multimodality as it mixes different modes within one material (p.253). Furthermore, multimodal resources can foster interaction and the exchange of ideas, as teachers use materials like videos or pictures to motivate learners through the different modes these resources offer.

Among the wide array of multimodal materials that may be explored in the classroom, one that has proven to have positive results is comics. Ranker (2007) in a study done with foreign language students in an EFL classroom uses comics, a multimodal text that combines color, movement, and speech, to motivate students to learn a foreign language and improve

their language skills. The goal was to assess how comics could be used to enhance learners' language skills. By observing the materials used, Ranker reaches several conclusions, one being that comics help learners increase their reading and analytical skills, along with the motivation to engage in new tasks, thus helping them develop their communication skills and perception of the world.

However, comics are still disregarded by certain teachers, as Maldonado (2016) emphasizes the lack of research on the use of this resource and how some teachers and students are afraid of exploring them in the classroom. Maldonado (2016) states: "There were teachers (...) interviewed that voiced concern whether this would be as mentally challenging as a regular text would. This suggests that there are some biases in favor of traditional text" (p.17).

Issa (2018), on the other hand, highlights how comics contribute to developing competencies such as visual literacy and critical thinking. She claims that using comics in the classroom enhances creativity and helps learners understand complex information rapidly and clearly. Just like with visual literacy, the author indicates that there has been little research on implementing comics and that more is needed.

MacDonald (2012) echoes what authors like Issa have said and concludes that multimodal texts like comics support students beyond the classroom, aiding them in their day-to-day lives with the information and texts they find in the media and online. As learners work with multimodal texts, they can observe, analyze, and reflect on other multimodal materials they encounter daily through social media or advertisements.

Consequently, educators' role is to provide students with the necessary tools to use outside the classroom so that they can assess reality. Multimodality can be used to evaluate different functions of reality, such as the ones Baker and Ishikawa (2021) summarize:

Multimodality and transmodal communication, which questions the separation or concentration on language as a semiotic tool. Linguistic resources coexist with other semiotic means, such as facial expression, gesture and posture, image, light, place and positioning, fragrance, and sound. (Baker and Ishikawa, 2021, p.174)

EFL teachers must, therefore, tackle both standard language skills and CT as well as use other resources, such as the ones mentioned previously.

Similarly, Stein (2008) follows the same idea of teaching multimodality in the classroom and focusing less on a traditional approach to teaching. The author focuses on a mixture of materials and activities to “create new forms, new meanings and new possibilities for learning” (p.3). Stein exemplifies several activities developed to promote the use of multimodal materials and an exchange of perspectives. An example of this is an experience he had, which occurred in the 1980’s in South Africa, in which the author considered what the students wanted to discuss in combination with the English curriculum at the time. Thus, Stein developed what she calls a “culture of talking” in which students were able to discuss their perspectives of the Apartheid. To achieve this, the author applied multimodal resources, where learners told stories “through dance, music and performance” (p.5).

The previous example of a multimodal classroom activity shows how teachers can shift from traditional approaches and focus on activities that empower learners as agents of change, fostering the creation of new meanings and knowledge. Stein adds that:

Multimodal pedagogies acknowledge learners as agentive, resourceful and creative meaning-makers who communicate using the communicative potential and multiple resources of their bodies and of their environment to interconnect. Learners engage with different modes differently: they have different relationships, histories and competencies in relation to modes. (Stein, 2008, p. 122)

Similarly, Hafner and Miller (2011) stress the importance of developing pedagogical approaches with technology and multimodal materials because of the richness of these materials and because younger generations are bombarded with a large amount of information in their daily lives through social media. In their study, they conclude that by combining “multimodal texts, media, and online environments” (p.82), students learned and were motivated using new knowledge both in and outside the classroom.

1.3.Using multimodality to promote critical thinking

Exploring multimodality in the EFL classroom can enhance communication and CT

skills. Mohammed et al. (2019) indicate that “changes should be made in teaching and learning as well since in the outside world, students no longer rely on a mono modality to arrive at the meaning” (p.173). The authors therefore stress that multimodality should be used in language classrooms as this is a space predominantly centered on communication.

Multimodality can thus be closely linked to CT; however, it is important to first define the concept. Scriven and Paul (2013) define CT as “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action” (n.p).

Woolfolk (2016) also develops on the importance of CT and argumentation, stating that developing CT competencies is crucial in everyday life and that “critical thinking is reasoning, which is drawing conclusions based on reasons” (p.381). Thus, because CT is connected to reason through multimodality, learners enhance their observational skills, allowing them to better understand the world and navigate their daily lives.

Furthermore, Mohammed et al. (2019) expand on the importance of teaching CT and found that it can be easily integrated into language teaching, as it involves the use of language and interaction with various topics through multimodal texts. Developing CT can bring advantages to the learning process, enabling students to “evaluate arguments, recognize assumptions, and evaluate validity and strength of arguments before they decide what to believe and what action to take” (p.174).

CT and visual literacy are therefore key aspects to consider in the classroom, as learners need to be able to analyze and critically assess the world. Lenz et al. (2021) further highlight this skill by observing that:

analytical and critical thinking skills are essential for being able to identify propaganda, misinformation, and fake news, to deconstruct the respective messages and identify the actual motives of those initiating or transmitting the messages, as well as to check information and identify alternative information about the issue. (Lenz et al, 2021, p.75)

Jewitt and Kress (2010) likewise emphasize how multimodality is important in the EFL classroom by stating how “(...) images provide the first step in accessing topics and issues

including the effects and uses of language” (p.351). Thus, CT and visual literacy can be taught through multimodality, challenging students to learn and teachers to implement both competencies. These two skills are highlighted because of the need to reflect on the topics discussed and to go beyond standard competencies, such as reading and writing.

Similarly, Rezaei et al. (2011), through a review of the literature, mention that the development of CT is evident in education and that language teachers can employ several activities and tools connected to multimodality. First, the authors refer to a study that assessed CT in two groups: in the first group, learners had short discussions and argument analysis of mass media materials in the classes, while the second group of students did not participate in analyzing or discussing material found in the media. The study found that students who engaged in discussions and analyzed material from the media improved their CT, while the second did not. Secondly, Rezaei et al. indicate that for language teachers to promote CT, they should use “inferential questions to ameliorate students’ critical thinking of reading and writing” (p.772), such as “Why do you think...?” or “What lesson did the character learn?” Inferential questions require learners to deduce information that is not shown directly. Teachers should likewise give students material and activities that promote analysis and observation, as well as use materials available on the Internet and the media.

Hadjiconstantinou (2021) further states that CT can only be “cultivated through practices of thinking initiated and scaffolded by educators” (p.31). Thus, teachers must develop materials and class plans in which students can be given some of the available tools to develop their critical skills and competencies of analysis. Accordingly, the author argues that to develop multimodal communication, language is needed so that new meanings can be raised, and she adds that students “need to develop an understanding of how different semiotic resources work together to make meaning” (p.32).

Also, new meanings can be conveyed and exchanged through a TBLT approach, which, according to Nunan (2004), can be defined as the following:

a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning. (Nunan, 2004, p.4)

Through TBLT, teachers can focus on teaching skills like CT and visual literacy, going beyond the standard competencies and giving students the necessary know-how to excel in today's reality. To develop CT through multimodality, TBLT can be one strategy as its principles (active learning, integration, reproduction to creation, and reflection) are important for teaching CT through multimodality. Nunan (2004), when referring to the seven principles of this approach, stresses that through its implementation, "learners [are] introduced to the language within a communicative context" (p.32).

What is more, through a TBLT approach, there is a higher chance to explore both traditional and non-traditional elements in the EFL classroom and to develop CT. Nunan provides an example of this when he suggests a task where students communicate using the foreign language while rooting their work on a multimodal resource like a set of newspaper advertisements (p.33). By joining TBLT with multimodal resources, teachers can promote CT and give students more tools to analyze the media and the world.

Building on this idea, Kress (2010) suggests the need for "navigational aids" (p.25), meaning that there should be norms that allow for the development of visual, affective, and moral opinions. He reiterates that it is important to analyze "text making, to rating comment to discernment and discrimination, to reflection on metaphors and their effects" (p.29). Thus, teachers play an important role in raising students' awareness of the dangers of the Internet and social media. Teachers must impart reliable knowledge to students and provide them with tools to develop their own sense of direction.

Although the use of multimodal texts to promote CT competencies is beneficial for learners, this approach has not always been easy for educators. Given this, Kress and Van Leeuwen (2001) stress the need to change how learning is implemented, leaving behind more traditional methods and focusing on CT competencies, visual literacy, and digital inclusion.

At a European level, the Council of Europe (2018) has likewise highlighted the need for students to develop core competencies related to developing knowledge about other cultures, critical and analytical thinking, as well as promoting openness to other beliefs and views about the world (p.35). To achieve this, schools need to help younger generations assess the world from a plethora of perspectives, cultures, and ideas, making CT crucial for learners to question textual reliability and originality.

Regarding the Portuguese context in particular, Pithers and Soden (2000) indicate that educators tend to worry about the extensive curricula and the overemphasis on memorization-based teaching methods. The authors also suggest that teachers advocate for a shift in the Portuguese educational system toward pedagogical approaches that prioritize critical thinking and other communicative strategies.

Likewise, through the Program for International Student Assessment (*PISA*), there are targets connected to students' development of CT and visual literacy that schools need to achieve by 2025, when new tests will be conducted to assess students' achievement. Thus, the PISA framework focuses on assessing learners' reading skills, having at its center "critical reflection" (p.47). In Portuguese schools, certain critical competencies, such as CT and analytic competencies, continue to be largely neglected, as suggested in a study conducted in secondary education by Piedade et al. (2020). The authors highlight major barriers to developing CT because of the strong emphasis on the curricula and test preparation, which require predominantly memorization and content reproduction.

As the Portuguese educational system primarily focuses on traditional teaching approaches, Piedade et al. (2020) suggest two solutions to further enhance CT: 1—reorganize the curricula in each subject or 2—define spaces beyond the classroom to promote CT. Thus, considering the EFL classroom in particular, teachers may move beyond traditional approaches and adapt their teaching materials.

Regarding how teachers can move beyond traditional methods, O'Halloran et al. (2015) look at the implementation of multimodal tools to develop CT in teaching through a Multimodal Analysis for Critical Thinking (MACT), a technological tool to analyze multimodal texts. They offer interesting findings and provide what they refer to as the "core critical thinking skills and subskills" (p.10), including different categorizations of thinking, such as analysis and interpretation, among others. Through the implementation of MACT, they conclude that "students of all levels are adept at effectively deploying the affordances of the analytical tool, producing annotations that reflect both their individual and collective understanding of the text under study" (p.29). The authors add that learners also work together and discuss different opinions and reasonings, reaching "core critical thinking skills and subskills" (p.29), thus demonstrating how multimodal materials can help learners develop CT both inside and outside the classroom.

In sum, this chapter highlighted how teaching a foreign language has become much more than just teaching the mechanics of how language works. Consequently, the language classroom can change and contribute to developing learners' CT through multimodal resources and analyzing different modes such as writing, color, and image. Thus, by incorporating multimodality in the classroom through diverse materials and approaches that promote student engagement, questioning, and interpretation of ideas, the development of critical skills can be enhanced, leading to a richer and more active learning experience. So, as previously discussed, multimodality and CT can be interconnected if teachers and schools create the space and use materials that promote questioning and discussion. With this in mind, I developed the current investigation to explore how these two concepts can be implemented, which will be detailed in the next chapter dedicated to the methodology implemented for the action research conducted.

2. Methodology Framework

To analyze how multimodality can enhance learners' critical thinking competencies, an Action Research (AR) approach was implemented throughout the STP. Burns (2010) describes AR as a process in which the main goal is “to intervene in a deliberate way in the problematic situation in order to bring about changes, and even better improvements” (p.2).

Burns likewise indicates that the main idea of AR is to problematize and reflect on a certain situation to make positive developments in the classroom. Having AR in mind, a research question was first defined – Can multimodal resources develop critical thinking in the EFL classroom? There were various reasons to investigate the subject of multimodality and critical thinking (CT). Firstly, I drew on my experience as a student in a language classroom, as well as my observations and reflections during the STP. From them, I noticed that multimodal materials were often underutilized, which in turn influenced the teaching approaches and interaction patterns within the classroom.

Secondly, the *Aprendizagens Essenciais* (2018) for English as a foreign language, more specifically for the 9th and 10th grades of English (the two grades I taught), highlight CT and creativity as crucial concepts to be developed with learners for them to become active citizens. *The Students' Profile by the End of Compulsory Schooling* (Martins et al., 2016) also puts forward CT and creative thinking as highly demanded skills to be developed, as they are critical for learners to develop important competencies. Martins et al. (2016) state skills such as “observing, identifying, analyzing and giving meaning to information, experiences and ideas” (p.21) are essential to work on with learners. Similarly, the Council of Europe (2020) reiterates this idea by stating that students are exposed on a daily basis to new information coming from a plurality of sources and different modes, such as writing or visual; therefore, the need to develop their skills in analyzing the world through CT.

Consequently, I aimed to research multimodal materials and the development of CT in the two EFL classes I observed and later taught. To conduct the research, several data collection tools were used for both qualitative and quantitative research, namely a survey targeted at the AERBP teachers, two surveys for 9th-grade students, three surveys for 10th-grade students, a focus group with a selected number of students, online student portfolios as well as a reflective journal and observation grids. It is important to highlight that some data was collected through a mix of both

methods, namely four of the surveys implemented (Appendix F, Appendix G, Appendix H, Appendix U), while the rest are quantitative (Appendix A and E) and qualitative (Appendix B, C and D).

For the surveys targeted at the 9th-grade group of learners, a quantitative survey was implemented at the beginning of the second term (Appendix A) before I taught them classes. The survey aimed to gauge their prior knowledge of multimodal materials, identify the types they had previously worked with, and determine what type of materials they preferred to use in the classroom. I chose to deliver this survey before classes started so that I could grasp what type of materials I should select and what were learners' perceptions of this type of material. The survey consisted of seven questions, which varied from close-ended questions to multiple-choice, as well as a rating scale.

Besides the initial and final surveys, three qualitative surveys (Appendixes B, C, D) were implemented with the 9th-grade class throughout the second term. One of the surveys (Appendix B) was implemented during the second term and after I taught a class on the short-animation film *Snack Attack* (Andrew Cadelago, 2012). The survey was conducted after this class to gather feedback on the lesson and the materials used. It included one open-ended question designed to assess whether the learners enjoyed the material and if it contributed to the development of their critical thinking skills.

The second survey (Appendix C) was applied after the class on reported speech, and the goal was to check how students learned grammar through the use of comic strips. I chose to implement it after the class was taught to assess how students received this material and the approach to the learning process. The survey consisted of one open-ended question, which focused on the use of the comic strip to learn reported speech.

Next, a survey (Appendix D) was administered near the end of the second term to check the reception of multimodal materials and the development of CT skills. This was done through the analysis of a short clip from the film *Up* (Docter, 2009). This survey included two open-ended questions about the interpretation of the video and its use as a pre-activity to the topic of volunteering.

Finally, the last survey (Appendix E) was implemented with the 9th-grade group of learners at the end of the school year and aimed at getting final feedback about the classes taught and how they perceived multimodal materials in comparison with the beginning of the second term. It also

sought to determine if their CT skills had improved. The survey consisted of four questions, featuring close-ended questions and a rating scale, to evaluate the learners' development in CT and their views on the use of multimodal materials.

In the 10th grade, a survey (Appendix F) was implemented during the second term of the school year after I taught the group my first class. It aimed at understanding what students knew about multimodal materials, what type of materials they liked most, their experience with multimodality, and how they reacted to the multimodal material selected for the class. I chose to implement it at this time so that I could adapt the subsequent materials for classes, as well as receive initial feedback regarding the use of a video with several modes. The survey with eight questions included open-ended questions and close-ended questions, including a rating scale and multiple choice.

Another survey (Appendix G) was also implemented during the third and final term of the school year for the 10th-grade class. It aimed to understand how the lessons I had taught about AI using multimodal materials were received and to see the development of their CT skills. I chose to implement it after the classes on AI were taught for them to have time to reflect. The survey consisted of five questions about some of the activities developed during the class, as well as some of the materials chosen, and ranged from open-ended questions to one close-ended question.

At the end of the third term and after I had taught all the classes to the 10th-grade class, another survey (Appendix H) was applied to understand how learners perceived multimodality, the selection of materials, and the development of CT. This survey consisted of seven questions and included close-ended questions, multiple choice, a rating scale, and open-ended questions.

Finally, the survey targeted at all the teachers of AERBP of 3rd cycle and high school (Appendix U) was implemented at the end of the school year and aimed at understanding their perception of multimodality, whether they used multimodal materials, and what type of multimodal materials. I chose to apply it at this time so teachers could consider the materials they had used more frequently during the school year. The survey consisted of eight quantitative and qualitative questions, varying from close-ended questions to multiple-choice, a rating scale, as well as one open-ended question.

According to Tomal (2010), qualitative research can be used to ask questions and think about the results to resolve the issue raised, so a focus group (Appendix I) was held after all the STP classes had been taught to the 9th-grade students so to collect data about their overall opinions

regarding the use of multimodal texts and the development of their CT skills. I chose to organize a guided focus group to get a broader perspective from the learners on certain topics. Burns (2010) states that focus groups allow the researcher to receive richer and more extensive data (p.77). To prepare for the focus group, I first looked at the issues I wanted to get more information on, and I concentrated on developing open-ended questions. During the interview, however, I had to reformulate some or go back to some information that the students discussed but quickly forgot. Also, I selected five students, bearing in mind their contributions in class and how some of them were able to develop the topics taught and discuss them with other peers in class. The focus group was conducted in a classroom at the end of the school year, and four students participated. To collect the data, I used an audio recording app (Xiaomi recorder), and I took down some notes of what was discussed.

As for the online portfolios (Appendixes J and K), students worked with them throughout the term and accessed them at home on the Padlet platform to submit their feedback about the classes taught. Padlet was chosen because it is interactive and easy to work with. Here, they could pose questions and review some of the content introduced in the classroom. Bearing in mind that the school had limited access to the Internet, students mainly used it to access the surveys about each class, as well as during a group activity in class in which students used their data and devices to access the Portfolio. Also, students accessed it for extra material on some topics introduced in class.

The class observations and reflections (Appendix L), conducted both during and after the lessons, enabled me to concentrate on the reception of the material and the topics covered. These reflections also allowed me to focus on key research elements, such as how students interacted with the material and their ability to analyze and interpret it. I recorded these observations in a reflective journal, as well as in grids and an observation web. I adapted the grids from Wajnryb (1992) to observe student interactions as well as the teacher's objectives in the classroom. Additionally, I adapted the observation webs from Millrood (2003) and used them to reflect on the primary interactions, as well as whether the teacher or the students dominated the classroom and the type of teaching approach employed.

Lastly, in terms of the application of this AR, Task-Based Language Teaching (TBLT) was the main approach used, as it focuses on the work students progressively developed from manipulating materials and language to creating their own, in line with Nunan (2004), who states:

learners begin to move from reproductive language use – in which they are reproducing and manipulating language models provided by the teacher (...) – to creative language use in which they are recombining familiar words, structures and expressions in novel ways. (Nunan, 2004, p.20)

Hence, through TBLT and the several data collection tools, the main focus of this research was to give students the ability to not only learn more about certain topics but also to make them think about the knowledge that they already possessed and question it. Through the comics, pictures, and videos analyzed, my goal was to provide learners with new tools for looking at the world and making them think beyond superficial knowledge, as will be seen in Chapter 3.

3. Supervised Teaching Practice

This chapter presents the implementation of the previously introduced methodology and some preliminary results. It is divided into five main sections: the characterization of the school where the STP was developed, the description of the classes, the reflection of the internship in English teaching, and finally, a brief description of the activities developed at the school.

3.1. Description of the school

My internship was developed during the 2023/2024 school year at a school part of the Agrupamento de Escolas Rafael Bordalo Pinheiro (AERBP), created in 2013. It is located in Caldas da Rainha, in the district of Leiria. It is one of eleven other schools in Caldas da Rainha – pre-schools and a high school. It offers many courses, from scientific-humanities courses to professional courses and adult teaching courses. Furthermore, the school has been updated and now has three main buildings, two gymnasiums, and two outdoor playing fields. Two of the main buildings have three floors occupied by classrooms, while the other one is occupied by the school's office, administrative department, and the school library.

The student population of the AERBP is quite diverse. The Agrupamento welcomes students from 31 countries and comprises a total of 30 different nationalities (Projeto Educativo do AERBP 2023-2026). A significant number of students come from Africa and South America. The AERBP is located in what may be considered a vulnerable context, as there are issues in and outside of school connected to socioeconomic matters and poor academic results (Projeto Educativo do AERBP 2023-2026). The educational project considers these issues and aims at setting educational goals connected to the inclusion and integration of different nationalities, as well as promoting cultural activities that enrich the school community.

3.2. Description of the classes

During the 2023/2024 school year, I got to know and work with many of the students my cooperating teachers were responsible for teaching, but for the current research, I worked closely with two groups of students, one 9th-grade class and one 10th-grade class.

3.2.1. 9th-grade class

This class was constituted by twenty-three students, nine boys and fifteen girls, two of whom were Brazilian and Chinese. The students in this group had an average age of 14 years. This class was already familiarized with the school as they had been there previously. Academically, this group of learners was heterogeneous, with students who were very engaged and participative, while others had more difficulties academically. When it came to English classes, the class was heterogeneous as well, with students who did not show any difficulties in understanding and expressing ideas, while others had difficulties in understanding and expressing themselves. Overall, they tried to work through their difficulties during class and asked for help when needed. To gather information about these learners, during the observation period, my cooperating teacher provided a brief overview of each learner and their learning performance. Also, in the first survey I implemented, I received some information about their likes and dislikes about learning English, which allowed me to adapt and select some multimodal materials for this group of learners. The majority of these students mentioned to me at the beginning of the school year that they interact with English daily, have academic aspirations, and are high achievers.

3.2.2. 10th-grade class

This class was constituted at the beginning of the school year by twenty-four students, five boys and nineteen girls, one of whom was Brazilian. However, by the end of the second term, the class comprised only twenty-three students. The students in this group had an average age of 15 years. This class was already accustomed to the school, as they had already been there in the previous year. Overall, academically, this group of learners was heterogeneous, with students who had more difficulties and others who succeeded without many issues. This was also a very cohesive group regarding their behavior and participation during class. When it came to English, even though this class was heterogeneous academically, they were all very engaged with the topics and participated frequently, sharing their perspectives and discussing their opinions with other peers. To gather information about these learners during the observation period, I monitored their work and assessed their interaction patterns to understand their difficulties. My cooperating teacher also went over some of the general language issues of this group of learners and their learning

performance. Similarly, in the first survey that I asked them to fill in, I obtained information about their preferences when it came to the materials that they liked to use in the EFL classroom, and with this, I applied certain multimodal materials bearing in mind their preferences. Throughout the observation period, it became clear that most students likewise had contact with English daily.

3.3. Observation phase

From the start of the first term and even before classes began, I attended several meetings in preparation for the start of the school year. Thus, since the beginning, I could see the work that teachers have before reaching the classroom and students. Furthermore, I got to read and understand the documents and the tasks my cooperating teachers had in the *Inovar* portal to start the school year and prepare for upcoming lessons. I also had the opportunity to attend several of my cooperating teachers' classes during the 1st term, and I was able to grasp how different groups of learners may interact differently with the same lesson plan and the materials prepared. This was a great starting point for my research about multimodality, as I saw how different lessons were adapted according to the topic. I used several methods to analyze and observe the classes during the observation phase, ranging from a journal to class observation sheets.

The observation phase and the analysis of the classes observed allowed me to 1- get a wider perspective of the different elements at play within the classroom and 2- create lesson plans, establish aims, and select strategies and materials suitable for each group of students. The observation period was also crucial to my action research as it showed me how learners interact with a range of materials, and it allowed me to try and select a wider range of resources to develop learners' CT.

During the classes observed, I could see that from time to time, especially with the selection and use of authentic materials, CT could be developed orally and in interaction with peers. However, in many cases, as the coursebook was the main material, there was little opportunity for the development of CT. Consequently, the current research focused on analyzing how CT can be developed through multimodal materials brought to class. Following this idea, Piedade (2020) researched the development of CT in Portuguese schools and states that teaching CT is difficult as the main focus is on teaching the lengthy curriculum and getting learners ready for exams based on memorization approaches. The same was verified with the 9th and 10th grades observed because

of the pressure to keep up with the designed curriculum and prepare students for exams.

3.3.1. 9th- grade class

During the observation phase of this 9th-grade class, from the grids I used to the reflection journal I wrote in and the first survey applied, there are several things that I reflected on and found important about the implementation of multimodal materials. Before I implemented the first survey, I observed and considered different aspects of the classroom, such as classroom management, patterns of interaction, and learners' motivation regarding different class materials. Since the start of the year, the teacher used different resources, from the coursebook to her own created materials, such as worksheets and PowerPoint presentations. I noticed the teacher always made sure all students were following the lessons by using differentiated approaches tailored to the learners. There were also moments in class when students were encouraged to discuss ideas, even if they were from the coursebook. Subsequently, this made me reflect on the crucial role materials play in the success of both learners and the class. In the lessons where the coursebook was used, the authenticity and type of materials significantly impacted students' motivation. They seemed more engaged when using videos and images rather than simple written texts. In line with this, Karatza (2022) highlights how "multimodal literacy is considered interesting and motivating for the engagement of students in learning in the EFL classroom" (p.121).

What is more, in some classes, I paid attention to learners' interaction and discussion of ideas that were presented in texts or videos, and the development of their arguments was, sometimes, unfounded as they were unable to justify the reason why they liked it or not. Rezaei et al. (2011) talk about the concept of CT in educational settings and reinforce that someone thinks critically when that person possesses skills to assess a topic or an argument. Through my action research, one of the main points that I wanted to focus on was the development of students' arguments, as well as the reasons behind certain opinions and positions they had.

Regarding the survey (Appendix A) implemented, I wanted to check what type of materials this class liked most so I could plan my lessons accordingly. To start, I wanted to know if they had ever heard of multimodal materials from other teachers, and the survey demonstrated that the awareness of the concept of multimodality is increasing among students (26.1%) even though it is still highly unknown by many (73.9%). Through the wide access that learners have to technology

and social media, they have come across this concept before and might connect multimodality with videos and movies.

Furthermore, I also wanted to understand what type of materials learners had predominantly worked with before. The results showed that some of the materials I was thinking about using students had worked with before, with the predominance being videos (91.7%) and online games such as Kahoot (83.3%) (see Figure 1).

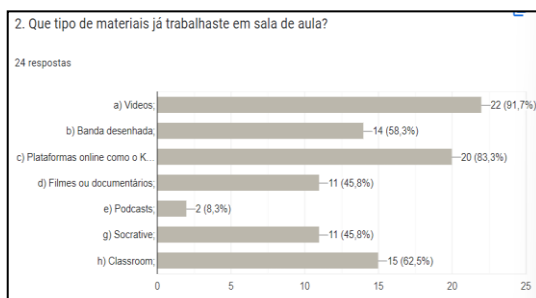


Figure 1. Question 2

This demonstrates that the use of multimodal materials has increased as teachers and schools adapt to the increasing need to teach visual literacy in the classroom. It was also interesting to notice that comics (58.3%), movies (45.8%), podcasts (8.3%), and other virtual learning environments (VLEs) (62.5%) were less worked on. Thus, in the classes I planned on teaching, I aimed to explore more comics, videos, podcasts, and even VLEs. My choice went in line with Zsuzsanna's (2017) research on the advantages of using multimodal materials, such as comics in the EFL classroom, where the author also states that multimodal materials help learners with creativity and connect them to reality. It also emphasizes how there are multimodal materials teachers do not work with because they are still unsure about how certain multimodal texts may be explored in academic contexts. In keeping with this, students answered that the materials they would like to work with were interactive games (91.7%), comics (37.5%), and videos (29.2%) (see Figure 2).



Figure 2. Question 3

This goes in line with some of the previous answers in which videos and comics were some of the materials that were less worked on, and students wanted to use them more in the classroom. Finally, the last two survey questions provided evidence and support for the research question and study on multimodality in the classroom. They also informed the planning for the upcoming classes, which focused on the implementation of multimodal materials that fostered motivation and led to the development of learners' CT. When asked about the development of their proficiency in English with multimodal materials, most learners answered that materials such as videos and movies helped them (95.8%), with only one student answering that it hindered their learning process (4.2%).

Similarly, a large group of students replied that they felt confident when using multimodal materials (70.8%) versus the ones that preferred to use the coursebook (29.2%) (see Figure 3).

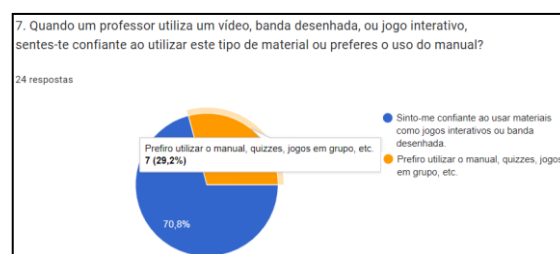


Figure 3. Question 7

Consequently, for the planning of classes, the observation phase and the surveys were crucial to developing and selecting the multimodal materials.

3.3.2. 10th- grade class

During the observation phase of this 10th-grade class, I used two ways to collect data: grids and a reflection journal I wrote in since the end of November. For this specific group of learners who were very supportive and motivated since the beginning, I started to observe: 1- the focus of the class, either on the students or on the teacher; 2- the learners' motivation on the topics taught; as well as 3- classroom interaction patterns between the students. Regarding the predominance of the teacher in the classroom, it varied, with the teacher dominating, especially when the topics were language-focused (e.g., grammar). When other language skills were worked on, like writing or oral comprehension, students' interaction was at the center.

Likewise, I observed that motivation varied according to the context. Normally, when the topic introduced was grammar-focused, the class became less interactive, and there was no exchange of ideas, contributing to learners' lower motivation. I reflected on this aspect, thinking of how crucial pre-activities are to the topic being taught, especially when they are linguistic features. I noticed that when the coursebook was used to introduce a grammatical item, learners' interest diminished and, consequently, their motivation. Thus, I aimed to introduce pre-activities that made students pose questions right from the start so they could be involved from the beginning. In addition, I noticed that students were much more interested when they did not use the coursebook. With authentic materials, they would actively exchange ideas with their peers. Consequently, with materials that make students pose questions and infer answers, their critical skills are developed, making them more aware of other interpretations of the topic.

Moreover, for the teaching phase, I wanted to promote a rich and comfortable environment where learners exchanged ideas and opinions on topics, consequently developing their language skills more meaningfully. Likewise, as I aimed at developing their CT skills, my goal for the teaching phase was to verify how the use of multimodal materials (e.g., videos and pictures) helped them question things, learn about the world, and develop their language skills.

3.4. Planning and teaching the classes

After the observation phase and after selecting the two groups of students I would be teaching, I started to plan several lessons for the 9th and 10th grades according to the curriculums available for both. Throughout the lesson preparation process, several decisions were made that

took into consideration the reflections from the observation phase. Burns (2009) refers to the connection between action and research, stating that several reflections are made, which then transform the results of the research undertaken (p.290). Consequently, these observations were vital to understand better the groups of learners, as well as define goals and select the multimodal materials used. To define the topics and the materials, it was crucial to consider the Portuguese educational curriculum and the school curriculum. The guidelines for the 9th and 10th-grade classes in the *Aprendizagens Essenciais* refer to the importance of developing skills such as the assessment of information and interaction through different activities. What is more, both grades emphasize cognitive skills related to CT and logical thinking and the development of language skills through topics connected to students' lives and the local community.

In addition, the school curriculum for both grades addresses certain strategic areas, particularly the need to develop learners' argumentation and critical skills. Both also stress the importance of helping learners improve their ability to formulate ideas and understand other perspectives on the same topic. Piedade et al. (2020) highlight CT and argumentation skills, stating that classroom discussions can be an effective approach to improve these skills as students exchange opinions and different interpretations on the issues raised in class. Similarly, the *Students' Profile by the End of Compulsory Schooling* (Martins et al., 2016) refers to the skills that learners should develop by the end of secondary school. It also stresses the importance of using varied approaches, tasks, and tools that foster skills such as "observation, questioning reality and embeddedness of knowledges" (p.27). With these guidelines in mind, I structured my lesson plans and materials accordingly to align them with these objectives.

3.4.1. 9th-grade class

For the development of the lessons with this group of learners, I started with the reflections from the observation phase and the first survey conducted. Bearing in mind the data collected, I aimed to see how learners could discuss ideas among themselves and interpret different pictures about emotions in a PowerPoint presentation, as well as a short animation film, *Snack Attack* (2012), directed by Andrew Cadelago, which I used to focus on the visual mode of the characters' interaction to develop CT and analytical skills (see Appendix M for the lesson plan and materials). Through the pre-selection of the multimodal materials and final writing activity (see Annex 1 for

students' work), I aimed to explore students' different interpretations from one picture and one short clip and, consequently, created a rich environment of discussion. Bezemer and Kress (2016) refer to the shift in the classroom when the teacher selects materials that allow space for students' engagement. The authors stress that this space is created when teachers remove their role as one of transmission to one of transformation and agency, which allows learners to make various interpretations and consequently generates a space for the discussion of ideas (p.135).

What is more, I aimed to explore in this class how learners dealt with and interpreted different emotions, as well as how they responded to pre-conceived questions about the photograph in the PowerPoint presentation. The photograph, which focused on various emotions, allowed learners to assess how some emotions can be interpreted by different people. Moreover, the picture of the short film and the question provided, "What do you think is going on between the old lady and the boy?" allowed for the development of discussion and various interpretations as the picture showed different facial expressions and emotions between the two characters. Consequently, I wanted to explore how learners dealt with different interpretations of the same faces and how displaying them on a PowerPoint presentation turned the classroom into a dynamic space with active agents. Bezemer and Kress (2016) refer to the advantages of using multimodality to learn in school, stating that screens are transformative as pictures shown can be transformed and re-created by readers, leaving behind the initial idea of the author who created it (p.71). The authors refer to one example, in particular, using a post from Facebook in which a multimodal analysis can be made, and several conclusions can be taken about design, intention, and interpretation according to each person.

The lesson that followed focused on reported speech, and "Garfield" comic strips were used to provide examples of this grammatical item (see Appendix N for the lesson plan and the materials) to try and engage with learners' interests, as this was a material they wanted to further explore in the classroom. The comics were applied in the classroom first by exploring what learners saw and could interpret and then to learn reported speech. I aimed at using fun comic strips that learners could relate to easily, making this grammatically-centered class easier for those with lower proficiency. Ranker (2007) discusses the use of comics in the classroom and states that because younger learners tend to like comics, they can boost motivation and interest in the topic being addressed. The author states that comics can also help with reading skills and complement other teaching approaches teachers may implement (p.296), as was the case in this lesson.

In the subsequent lesson (see Appendix O for the lesson plan and materials), my goal was to assess how learners perceived other multimodal materials. Through the selection of a short clip from the movie *Up* (2009), directed by Pete Docter, and tasks designed to promote critical questioning about the topic of volunteering, learners had a rich discussion about the intentions of the character in the movie, as well as the emotions being portrayed by both characters (see chapter 4 for the results which could be seen in the survey applied at the end of the lesson, Appendix D). In this lesson, I took into account the visual mode connected to the gestures and facial expressions that were being represented by the two characters to promote the discussion and analysis of the interaction, hence developing learners' CT skills. Mohammed et al. (2019) connect multimodal materials in the classroom to CT, stating that foreign language teachers should teach CT because learners need to be able to assess ideas and, at the same time, formulate their stance on the topic.

In a subsequent lesson about the topic of volunteering (see Appendix P for the lesson plan and the materials), I selected a poster about the message of volunteering as a pre-activity and analyzed it with learners in a whole class discussion by focusing on the use of color. This class aimed to check what learners knew about other modes besides the written word and image, encouraging them to explore modes that are often overlooked and their symbolism. Kress et al. (2001) discuss unknown signs, stating that discolorations and even scratches in old movies can be interpreted and are thus important to analyze (p.103). Similarly, I aimed to assess how students collaborated to prepare questions for an upcoming visit from a volunteering organization. Their task was to develop questions on how volunteering could be a meaningful experience (see Annex 2 for the students' work). The questions were later uploaded in class to their portfolio (see Appendix J).

3.4.2. 10th-grade class

To develop the lesson plans for the 10th-grade group, I also used the information previously collected. I started by teaching them a small unit plan on the topic of mental health and anxiety, and I carefully selected the multimodal materials I would use, as the goal of these lessons was to assess how together as a class as well as in smaller groups learners were able to develop critical skills and exchange different opinions. In the first class (see Appendix Q for the lesson plans and the materials), there was a word cloud about the topic of anxiety, the title of an online article about

anxiety and teens, and the short animation film, *Brilhante* (2021) directed by Bruno Stdrezk. Learners worked with Mentimeter and, in pairs, built a word cloud on the topic of anxiety, which was discussed at the end of this task among the whole class, so that they could interpret the subject at hand and ask for clarifications from other peers about some of the words chosen. Furthermore, through the pre-reading activity of the online article, learners inferred from the title of the text shown in a PowerPoint presentation, making different assumptions and exchanging different opinions about what the written text would be about. Rezaei et al. (2011) refer to the traits that a critical thinker must possess, stating that they need to assess true from false inferences, as well as to recognize that there are different interpretations and that our own opinion is limited, an issue that was developed with these learners.

Regarding the last activity associated with the short film, I used it in two different ways: through stills and then by watching it. Learners started by examining stills, guided by three questions designed to explore what they saw. This activity promoted a rich environment for discussion and exchange of ideas on mental health as learners read between the lines and, more importantly, justified their interpretations of the different stills on mental health. After analyzing the stills, I asked them to reflect on the different modes used in the short animation film and think about how they contributed to the overall message. With this activity, learners recognized that different modes were at play in the movie and that each contributed to shaping the final product.

Finally, in the last class of this small unit (see Appendix R for the lesson plan and the material), as learners continued to work on the same topic previously introduced, in this class, they applied the knowledge and the interpretations they had discussed beforehand. Through a PowerPoint presentation, I asked them in groups to upload a summary of the short film they had watched before, keeping in mind the aspects discussed of the different modes and the final message being conveyed (see Annex 3 for the students' work). The summaries left on the portfolio (see Appendix K) reflect the previous analyses of the different modes and how they contributed to the ending of the short film.

In the classes that followed this unit plan, I aimed to further develop learners' critical and analytical skills through the creation of tasks that focused on discussion and interpretation of paintings and photographs. I took into consideration the results of the first survey for the first class of the third term, keeping in mind what students had stated previously about wanting to work with different multimodal materials, such as photographs (see Appendix S for the class plan and the

materials). The topic of the class was artificial intelligence (AI), and I selected several multimodal materials, designing several tasks that aimed at developing students' observation and reflection skills. These tasks included analyzing headings of online articles, participating in an interactive quiz, and working in groups to distinguish real photographs from those artificially altered (see annex 4 for the students' work). Hadjiconstantinou (2021), in a study on multimodal materials and critical thinking skills, found that enhancing learners' understanding of how different modes function and are interpreted can help to 1) improve their interpretations of reality and 2) develop their ability to work with and represent multimodal materials in various settings, which was the aim of this class.

Lastly, the final class taught to this group of learners focused on the topic of technology and space exploration (see Appendix T for the class plan and the materials), and the aim was to assess how other multimodal materials worked to develop learners' CT and argumentation skills. Consequently, for this class, I chose two photographs, a famous astronaut's quote, an interactive game about space history, and some space exploration facts. Through the tasks developed with these materials in which learners had to research additional information, interpret and analyze photographs, facts, and a quote about space exploration, they became engaged with the multimodal materials as they discussed the quote about space exploration and connected it to other topics about space exploration, such as climate change, the extinction of planet Earth, as well as if it was ethical to explore space with the issues that we have at the moment. Furthermore, through the interpretation of the previous materials, as well as the exchange of opinions and assumptions about space exploration, learners enhanced their critical and analytical skills, linking space exploration with other topics that might not have been connected directly if there was not an analysis and creation of opportunities for students to discuss this topic in the lesson.

3.5. Extracurricular activities

In the first term of the school year, I started to plan with the head of the school library a book club in Portuguese available for all the students. We started by pre-selecting some books both in English and Portuguese; however, since I wanted to work more with comic books and graphic novels and there were a limited number of these, we were able to acquire some more graphic novels, such as *Anne Frank's Diary: The Graphic Adaptation* (Folman et al., 2017). After

selecting some books, a poster was designed (see annex 5), and a space in the library was selected. For the weekly schedule, I went around the classes that I observed, as well as the ones that I taught, and I promoted it to students. Throughout the year, the book club had six recurrent participants who shared and discussed their readings with each other, meeting on Wednesdays after the lunch break. Learners were encouraged to share their opinions about the readings they were doing, as well as justify their arguments and choices of readings. The *Students Profile by the end of Compulsory Schooling (2017)* indicates that schools should develop opportunities for learners to develop “self-awareness, awareness of others and the environment, as well as the development of projects inside and outside school” (p.23). Consequently, that was what I tried to encourage in the discussions among participants.

Furthermore, I was also responsible for the development of an end-of-the-term activity, which I developed with my 9th-grade class, as well as the two other 9th-grade classes. Thus, I developed, organized, and monitored a pancake race between these groups of learners (see annex 6 for the poster). I also collaborated with other teachers to help organize the space and the activity.

In addition to this, I also collaborated with other activities. I was part of a Spelling Bee contest in which I collaborated with other English teachers and was part of the jury that assessed and decided the winner. I was also part of the end-of-the-year school party in which I participated in selling food and beverages to the school community. Finally, I was part of the *Gabinete de ajuda e inclusão ao aluno estrangeiro* – GAIAE department – which focused on the inclusion of foreign students in the school and the community. I helped with an exhibition at the school of students’ artistic work (see annex 7 for a photograph of the exhibition).

In this chapter, I focused on the description of the lessons, strategies, tasks, and multimodal materials used during the practicum to research how critical thinking and visual literacy can be developed in the language classroom. What is more, the additional tasks developed at AERBP were discussed and detailed as they contributed to the work developed during the 23/24 school year. In the following chapter, a detailed analysis of the results obtained during this teaching phase is presented regarding the development of multimodal pedagogies for the enhancement of learners’ critical skills.

4. Discussion

In this chapter, the results from the data collected from learners and teachers are analyzed and discussed to understand to what extent the use of multimodal pedagogies in the EFL classroom developed learners' CT skills.

4.1. Analysis of results

The following analysis of the results collected during the STP aims to assess the development of CT skills in learners, as well as cognitive skills related to visual literacy and comprehension. What is more, through the plan of action devised in the STP, the following reflection aims at critically evaluating both the positive and negative effects of what was implemented and assessing how multimodal resources can help to develop CT in learners.

4.1.1. Teachers' survey

The survey aimed at teachers from the 2nd and 3rd cycles as well as secondary education of the AERBP received a total of 64 responses (Appendix U) and showed several interesting results. The answers to the first question, *Do you use several multimodal materials in the classroom?*, demonstrate some of the trends Pithers and Soden (2000) stated about using alternative approaches in the classroom, as teachers have increased the use of multimodality in the classroom. The results reinforce the importance of developing learners' literacy skills and CT as this proves that the great majority of teachers have been trying to use multimodal materials in the classroom (94.1%), while only a few mentioned they do not use multimodal resources (5.9%). Regarding those who do not use multimodal resources, the reason behind this may be connected to teachers' workload or their distrust of multimodality, as stated in Piedade (2020). Julinar (2018) also mentions that although most teachers see multimodality positively, others associate it with feelings of "confusion, tiredness, and excessive involvement" (p.2). Thus, even if the majority find multimodality as a positive approach, others might see it as unnecessary and going beyond the curriculum teachers need to focus on.

What is more, looking at teachers' replies about the multimodal materials used, it was interesting to see which ones are more common and which are used less (see Figure 4. Multimodal

materials used) Goldstein (2016) states that EFL teachers are paying closer attention to how multimodal materials may be used to present language to learners, as there is a growing appreciation for developing their visual literacy besides focusing simply on grammar and vocabulary (p.2). The results prove this, as videos and photographs have two of the highest scores, with 98.4% and 75%, respectively. Thus, this changes the classroom setting, allowing teachers to develop more interactive tasks. Goldstein states that by using visual materials such as videos and photographs, teachers are creating the opportunity for a multitude of interpretations.

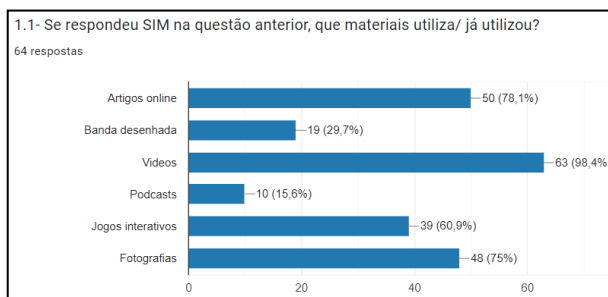


Figure 4. Multimodal materials used

Furthermore, it was also curious to notice that comics (29.7%) and podcasts (15.6%) are still not used as much as they should, especially comics with their rich visual and writing aspects. Regarding comics, Maldonado (2016) states that the use of comics in the classroom is still being disregarded by some teachers and not seen as the appropriate material. These answers and the observation made me want to, in the future, explore comics more in the EFL classroom.

What is more, when questioned on whether multimodal resources promote learners' CT skills, the majority of the teachers agreed (97.15%), while only 2.9% did not. Taking into consideration the overall results, teachers seem to be comfortable in adapting their strategies to learners' needs.

4.1.2. 9th- grade class

Regarding the data collected through the observation grids (Appendix L) and bearing in mind the observation phase in which the first survey was applied (Appendix A), initially, the majority of learners did not know what multimodal resources were (73.9%); however, they had been in contact with these types of resources in other lessons. At the end of each lesson, I reflected

on the class collected information through an online survey (Appendix B), which students accessed in the portfolio. The main aims of these surveys were to understand how learners perceived multimodal pedagogies and their development of CT.

Taking into consideration one of the initial lessons taught by using different pictures at the beginning of class (see Appendix M for the lesson plan and materials) as well as the short, animated film *Snack Attack* (Cadelago, 2012), learners were engaged with the topic of emotions. As they interpreted the film and the emotions it conveyed, it sparked meaningful discussions and reflections on the subject. Finally, as learners worked in pairs, they referred to the initial prejudice between the characters they had watched. After the class, learners submitted their views on the short film through an online survey used in class to discuss the topic of emotions. The question proposed in the survey (Did you like the short animation *Snack Attack*? What did you think of it?) aimed at assessing how they had received the short film and checking if they had developed their interpretation of the story and cognitive skills. Some answers revealed that CT skills were developed (“Yes, because we shouldn’t judge someone only by looks”, “Yes, it helped to understand reality”, “Yes, made me think about how the world is competitive”) about the real message conveyed in the film, the prejudice that we carry towards other people.

Mohammed et al. (2019) indicate that implementing critical thinking in foreign language classrooms can be successful, especially when English teachers use multimodal resources learners deal with daily. Although film was explored in this lesson, only some of the replies demonstrated CT skills being developed. This may be because some learners were not used to interpreting pictures and movies. Moreover, the short film allowed learners to explore different semiotic modes, from the characters’ expressions to their actions, making visual literacy a central topic in the classroom. This, in turn, facilitated language learning as students engaged with the short film through an activity in which they put into writing their own interpretation of what the character felt (see Annex 1 for student’s work).

In addition to film, I aimed to explore other multimodal materials in classes. Accordingly, in a lesson plan focused on teaching grammar (see Appendix N for the lesson plan and materials), I used several “Garfield” comic strips to teach reported speech in a PowerPoint presentation. Afterwards, learners submitted their answers on the use of comic strips to learn the reported speech, and the results were mainly positive. Firstly, from the eleven students who replied to the survey, seven of them (63.7%) answered that it had helped them, and they appreciated this

approach to teaching a linguistic aspect. Secondly, four learners (36.4%) replied they did not like to learn grammar content through comic strips. After receiving these results, I asked some of them why they had not liked it, and they replied it had to do with not being fond of reading and, consequently, not finding comics appealing. This surprised me, as I thought that even though they might not have been avid readers, they would feel that with comics, learning grammar would become easier.

After reflecting on the learners who did not find this multimodal material positive for their learning experience, I concluded that because all learners have their preferred way of learning, using a visual approach might not be motivating for them as they might not be accustomed to learning with comic strips. However, the positive results demonstrate that comic strips should be further implemented in the classroom to enhance visual literacy, exposing them to new and alternative approaches. Ranker (2007) concludes that comics can be a successful approach to enhancing comprehension skills, as well as help learners who are less proficient at learning the language through the exploration of the image and the gestures, for example.

Likewise, through the selection and exploration of multimodal resources, it can be seen that implementing multimodal pedagogies in the classroom through TBLT can help learners develop their critical skills (see Appendix D). Thus, as a warm-up to the lesson on volunteering (see Appendix O for the lesson plan), a short clip from the movie *Up* (Docter, 2009) was used. The clip helped learners start the discussion about volunteering, namely the intentions behind doing it. When analyzing the results of the survey question targeted at understanding whether students liked the use of the film clip to introduce the topic and if it was motivating, the majority of the replies were positive, with learners describing it as motivating and fun (see Figure 5).

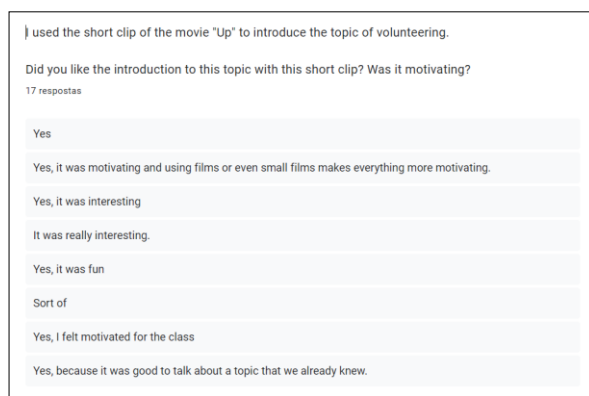


Figure 5. Students' responses to the short clip

Similarly, Karatza (2022) indicates that materials, such as film, can enhance learners' peer interaction and collaboration and also help them learn about mediating different opinions. In the lessons taught, I tried to always raise questions and foment discussions on students' opinions to foster different interpretations among learners. Furthermore, regarding the development of CT skills, when students were asked if they had learned to think beyond their prior knowledge, the results indicated that CT could be taught in the classroom, and learners can develop it in a foreign language classroom (see Figure 6).

With the short clip, we talked about the intentions of the boy

Did I help you to learn and think beyond what you knew about the topic?
16 responses

Yes

Of course!

Yes, I learned a bit more and thought about it

No

More or less

No, I already had an idea about it

Yes.

Yes, I never thought about it before

Yes, it helped us to have a better idea about the movie and to make a complete analysis of it

Figure 6. Students' interpretation and critical skills

Consequently, some of the answers to the survey indicate that exploring the short clip with its different modes can help learners think beyond their knowledge on certain topics and explore new perspectives. Stein (2008) states that multimodal resources create a comfortable space for the discussion of perspectives and that students can develop their language skills and learn new ideas. Subsequently, through these types of discussions, their CT skills are developed. Also, Lenz et al. (2021) highlight this issue, stating that promoting these discussions helps learners in their daily lives by being able to interpret beyond what is shown and deconstruct messages and other perspectives on issues of the world. A brief example of this involving the short animation film was possible as a discussion around the behavior and intentions of each character were analyzed and discussed, bearing in mind the different generations and ages of each one of the characters.

Finally, in the last survey implemented at the end of the school year (Appendix E), all learners answered positively about learning through the exploration of videos and pictures, demonstrating that learners enjoyed the use of images and videos to introduce new topics.

What is more, critical skills were also developed as the majority of learners (80%) stated that they thought beyond their previous knowledge. Only 20% of them believed they did not develop their CT skills, which might be connected to being used to more traditional learning approaches or preferring other approaches. These results go in line with a study by Rezaei et al. (2011) in which there was also an increase in CT skills within a group of learners who engaged with mass media materials and participated in discussions about them.

In addition to the surveys, an online class portfolio, available on Padlet, was used to complement some of the tasks developed during the lessons, and learners could access it at home and school. The class portfolio (Appendix J) played a role in supporting tasks that focused on multimodality and fostering peer work and discussions in the classroom. In one of the classes on the topic of volunteering, learners worked in pairs using the portfolio (Appendix P for the lesson plan and materials). This activity fostered communication between learners, as well as CT, as they exchanged ideas and reflected on the meaning of volunteering from their perspectives.

Consequently, it helped them develop their cognitive skills, moving beyond superficial knowledge about the topic of volunteering and learning about a real organization while using the language (see Annex 2). Using this portfolio for learners to upload their questions while they researched online allowed them to connect with reality and develop critical and language skills as later on, they had to use their research and the uploaded questions in the meeting with the local volunteer organization (Figure 7). Taking on a TBLT approach was therefore useful since, as stated by Nunan (2004), it is based on active learning and reflecting on what is taught.

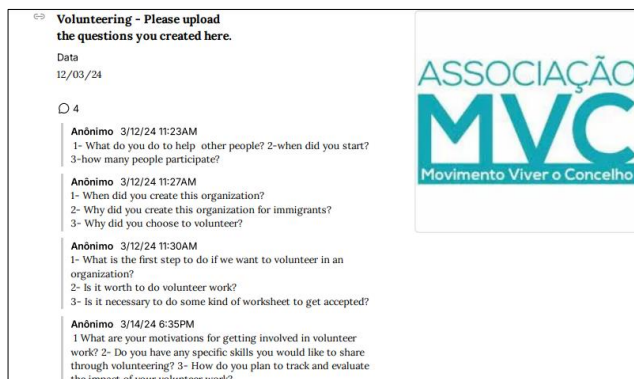


Figure 7. Students' submissions to portfolio

Furthermore, the use of the portfolio was a way to further expand on the tasks developed through

the multimodal materials. Widyaningrum et al. (2024) state that the use of online portfolios can help students with difficult topics and optimize their learning experience as they have a platform outside of the classroom. Nevertheless, it should also be noted that this portfolio was not used as much as expected in classes, as learners had to use their mobile data to research information and upload things to the portfolio.

Finally, as for the data collected at the end of the school year, the focus group conducted (Appendix I) with three students helped me establish that multimodal materials can help learners develop their language and critical thinking skills. The questions prepared beforehand aimed at understanding the development of CT and their assessment of multimodal pedagogies in the classroom:

1. Acharam que as atividades de grupo e as discussões de tópicos como o voluntariado ajudaram-vos a pensar além do que já sabiam?
2. Os materiais utilizados em aula (fotografias, imagens, vídeos) ajudou-vos a pensar criticamente?
3. Tendo em conta também outros materiais como o Kahoot, qual é que foi o material que vocês gostaram mais e que acham que vos ajudou a ir além do que já sabiam?
4. O que acharam do uso de materiais online como o artigo online, vídeo do TikTok, excertos de filme e o portfolio online, ajudaram-vos?
5. Quão frequentemente é que encontraram discussões que vos faziam analisar, avaliar e criar novas ideias?
6. Tendo em conta a literacia visual, olhar para imagens e discuti-las. Acham que vos ajudou?

Regarding some of the answers given by learners to these questions:

Question 1.

Aluna 2- Eu já sabia, mas acho que foi bom falarmos disto na aula para além do manual e da matéria e utilizámos o Inglês e aprendemos vocabulário.

Aluno 3- Concordo.

Professora- Concordas em que aspeto é que te ajudou a pensar criticamente?

Aluno 3- Aprendi para além do que já sabia e ajudou-me a ser melhor.

Aluna 2- Sim, quando aquelas senhoras vieram cá falar sobre voluntariado.

Question 2.

Aluna 1- Sim, acho que ajudou em vez de estarmos sempre a olhar para o manual.

Aluno 3- Sim, ajudou e chamou mais a atenção também.

Professora- Ok, e ajudou-vos a pensar e a discutir os temas abordados?

Aluna 2- Sim, como era sem o livro obrigava-nos a ter que pensar, não era só olhar para o manual.

Question 3.

Aluno 3- O Kahoot sobre trabalho voluntário e de trabalhos estranhos sim.

Aluna 1- Ah sim, também acho.

Professora- Ok, e as fotografias usadas?

Aluna 2- Acho que sim, fotografias são importantes para trabalharmos a parte visual e é aplicado na vida real.

Question 4.

Aluna 2- Sim, vimos as coisas num contexto da vida real e não fictício.

Professora- Acham importante utilizar estes materiais e outras plataformas online?

Aluna 2- Sim, dá jeito ter o material num sítio.

Aluna 1- Sim, porque o manual torna-se aborrecido.

Aluno 3- Claro, assim ficamos com os materiais guardados.

Question 5.

Aluna 2- Então em todas as aulas que usámos esse material de imagens fazíamos isso, discutíamos e pensávamos em novas ideias. Portanto, quase sempre.

Question 6.

Aluna 2- Sim, acho que sim. Aquele vídeo que nós vimos do comboio ajudou-nos a pensar sobre a adolescência.

The results are mostly positive as the three learners developed and justified their answers to an extent, not only replying positively or negatively to the questions proposed. In addition, learners remembered the multimodal materials used in class, and their answers demonstrated the development of CT skills, especially when they referred to the use of photographs and videos instead of the coursebook. Additionally, when referring to using videos and photographs to promote discussions and exchange of opinions in the classroom connected to visual literacy, learners found that multimodal pedagogy helped them think about the world and expand their knowledge.

Consequently, using a multimodal pedagogy in the classroom can help learners develop cognitive skills beyond language learning. Kress and Van Leeuwen (2001) indicate that multimodality needs to include observation, analysis, and interpretation of ideas. The learners interviewed exhibited that when they referred to observational and interpretative skills. What is more, communication is at the core of foreign language teaching and should be focused on more than traditional approaches. Kress (2010) highlights the importance of communication and

interpretational skills, as they enable us to connect with and access different ideas. Subsequently, these skills need to be further developed in the classroom, as indicated by the focus group responses, which suggest that students developed their critical and observational skills on some global topics, such as volunteering, through the exploration of multimodality.

What is more, as a teacher-trainee, these results made me more aware that teachers need to constantly adapt the materials, strategies, and pedagogies used in the classroom to try and reach students. Furthermore, one thing that surprised me was how easily they could remember the short animation films and pictures selected in the lessons and how they could create connections between the different discussions promoted during the STP.

4.1.3. 10th-grade class

Regarding the 10th-grade class, the first survey (Appendix F) was implemented after the first lesson was taught. From the seventeen responses received, almost all learners (94.1%), except for one (5.9%), did not know what multimodal materials were. This demonstrates that further research was needed so that learners could identify different multimodal resources.

I also aimed to understand what type of multimodal materials or platforms learners worked with frequently in the classroom, and the results demonstrated that movies or documentaries were somewhat explored (50%) and that comic strips were seldom used (5.6%) (see Figure 8). This evidenced that comics might not be very popular among higher-level classes, possibly because teachers still distrust using comic strips in such settings. Maldonado (2016) emphasizes the lack of research on the exploration of comics in the classroom and finds that some teachers and learners are unsure about teaching and learning through comics.

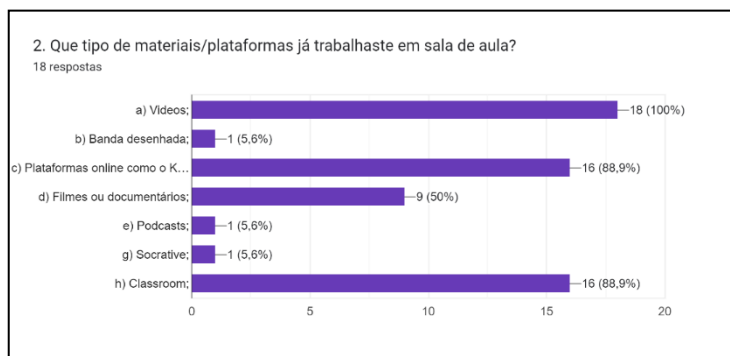


Figure 8. Multimodal materials used in the classroom

When asked about the materials learners would like to explore in the classroom, results reveal that they would like to explore comics (50%), videos (66.7%), and interactive games (83.3%) (see Figure 9).

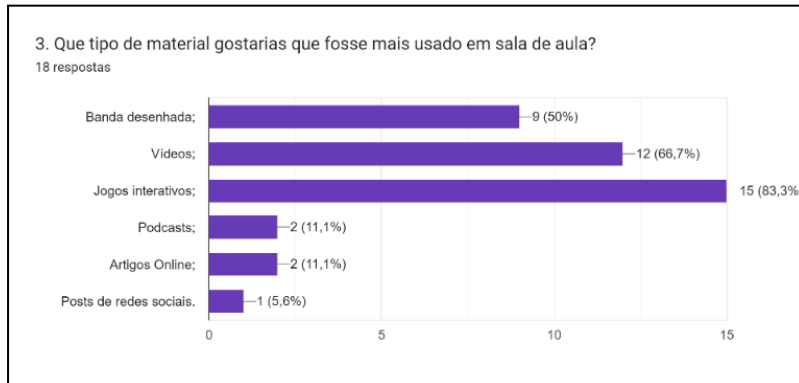


Figure 9. Multimodal materials preferred to use in the classroom

In the lessons taught, I aimed to explore these types of materials in a meaningful way. Thus, throughout the first unit plan (see Appendices Q and R), learners worked with the short animation film *Brilhante* (Stdrezk, 2021), along with several stills from it. In the group work task developed in the portfolio (see Annex 3 for students' work), after they had analyzed each still and how different modes worked together, the students' answers demonstrated the development of critical skills through the exploration of multimodal materials, as can be seen in the example of one of the groups (Figure 10).

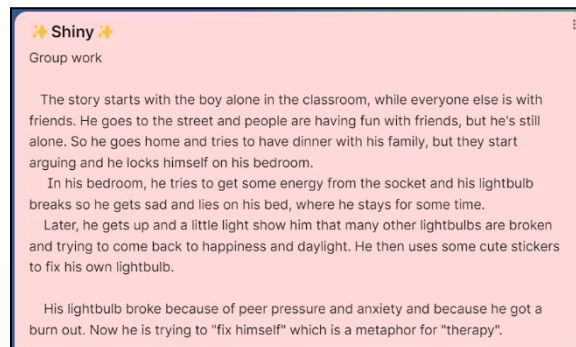


Figure 10. Students' replies in the portfolio

Regarding this example, as learners analyzed and interpreted the message conveyed in the short film, their answers demonstrated how they engaged with the story and how the different tasks developed in the class helped develop their CT skills as they were able to interpret it as a metaphor for seeking help so the character could feel better. Consequently, through the individual analysis of different functions, learners saw how interwoven functions, such as color, music, and pace, created the final message. Halliday (1978) states how in multimodal resources, such as videos, metafunctions are interconnected, and each one can be observed individually and/or combined to create several interpretations. Also, Jewitt and Kress (2010) state that using images can be the perfect opportunity to promote a discussion of other meaningful topics and the development of language learning in the classroom. Subsequently, visual literacy and critical skills can be developed while learning about the world and the foreign language.

I aimed to continue to further develop learners' CT, so in the lesson on the topic of AI (see Appendix S for lesson plan and materials), the tasks developed sparked a discussion about the relevance of AI and its impact, guiding students toward the issue of authorship. At the end of the lesson, learners submitted their findings after discussing the different paintings and pictures in groups, developing their CT skills through observation and reasoning, as well as their language skills by using vocabulary taught in class about AI (see Annex 4 for the students' work). Looking at an example from one of the groups (see Figure 11), it demonstrates how some groups could use their observation skills and justify their arguments.

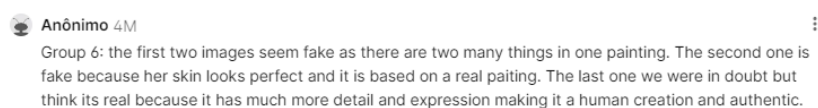


Figure 11. Group of learners' submission

Hadjiconstantinou (2021) states that CT can only be implemented when developed with learners and that multimodality offers an approach for learners to assess different interpretations and recognize the different modes at play. In addition, when analyzing students' submissions to the portfolio, some struggled to distinguish between a fake and real picture, demonstrating the need to further develop tasks that make learners aware of fake pictures and convey the skills to assess them. Kress (2010) states that providing learners with tools to develop their visual, affective, and

ethical opinions is needed so they can reflect and create arguments based on real assumptions of the world, not fake news and AI manipulations.

Also, through the survey applied at the end of this class (Appendix G), it is clear that some learners were unaware of the implications of AI in the world, and others were able to develop their CT and expand their observational competencies (Figure 12).

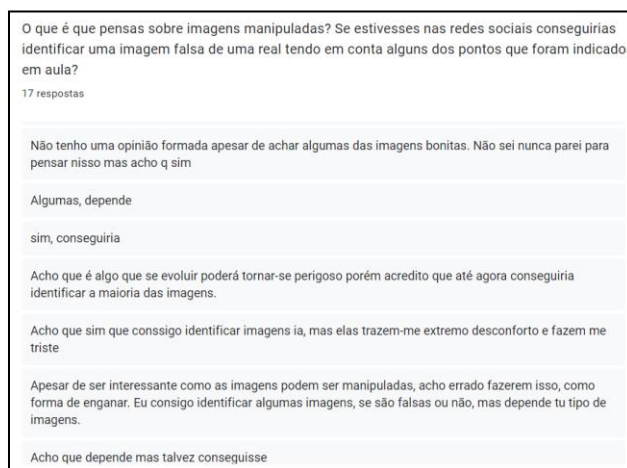


Figure 12. Students’ replies about manipulated pictures

Thus, learners justified their arguments, and some were able to build a clear opinion about the impact of AI, while others were in the process of observing and learning more about the topic, developing their CT skills, and creating new arguments. As a result, more lessons and tasks need to be taught for the enhancement of CT and other competencies, such as argument building, so that learners can become more critical. As the Council of Europe (2018) states, CT and analytical thinking are core skills to develop with learners.

Likewise, the answers given in the survey (Appendix H) about the development of CT after a class on space exploration (Appendix T for the lesson plan and materials), suggest that learners were able to develop CT skills to a certain degree, with most learners providing positive feedback, while some answered negatively (Figure. 13).

Fiz-te pensar um pouco para além daquilo que já sabias relativamente a IA e à exploração do espaço? Justifica.

15 respostas

Sim porque não sabia muito sobre a exploração do espaço

Sim, em relação a ai sim pois foi bom ver um ponto de vista adulto e devidamente informado, em vez de rumores na internet, e em relação ao espaço não

Sim mas nao muito

Sim, o espaço é um tópico que me interessa bastante mas é raro pesquisar sobre o assunto e falar dele na aula fez com q eu aprendesse coisas novas

Visto que já era um tema em que tinha interesse eu gostei de poder aprender mais sobre o mesmo .

Sim, fiquei mais curiosa para saber mais sobre e fiquei a pensar.

Não já sabia maioria das capacidades do IA

Figure 13. Critical and analytical skills of AI

Regarding the positive answers about the development of CT and knowledge about the topics discussed in class, learners gained new perspectives on topics they were already familiar with. O’Halloran et al. (2015) refer to multimodal tools for developing CT in what the authors call MACT. Their analysis shows that multimodality can enhance several core CT skills, such as interpretation, analysis, inference, and assessment of ideas. Thus, learners demonstrated different CT skills by assessing their learning process and providing several reasons for their growth in CT skills and overall knowledge.

Reflecting on the limited development of CT skills among some students, they might not identify with multimodal pedagogies and may prefer other learning approaches. Additionally, some had difficulty following because of the language level and might not have expanded their CT skills as this development might take more time. Marissa and Hamid (2022) researched the implementation of multimodality and the development of learner agency and language from multimodal resources and state that some learners take a longer period to acquire previously introduced language. Subsequently, some learners might only develop the knowledge they were taught once they can use it.

Lastly, the portfolio worked on (Appendix K) throughout the school year allowed learners to have a platform in which they could access some of the tasks developed in the lessons, as well as extra content about the topics taught. Furthermore, the portfolio allowed them to feel more engaged with the tasks, as many activities required the use of their cell phones and working in

pairs or groups. Similarly, it contributed to the development of their digital literacy, as students used an online platform responsibly to complete the tasks.

4.2. Future research: Multimodal pedagogy and critical thinking

Considering the present research, the collection of data tools used throughout the school year allowed me to understand and assess to an extent how multimodality can help learners develop their CT skills, as well as other core competencies, such as visual literacy and comprehension skills. Nonetheless, many of the higher-thinking skills connected to CT were not so easily observed and assessed through the data collection tools employed in the foreign language classroom. Even though the several data collection tools implemented allowed me to evaluate the growth of learners' CT, argumentation skills, and visual literacy, when assessing higher-order thinking like the justification of arguments, the methods used do not show accurate results that CT skills were greatly developed. Consequently, further research over an extended period is needed to thoroughly evaluate higher-order thinking skills, fostering a more supportive relationship between teachers and students. Mohammed et al. (2019) refer to the challenges of teaching CT in the classroom, stating that students' negative attitudes toward CT can lead to a loss of interest in developing their skills and emphasize the "right learning environment" is needed to promote it. Hence, further time is needed in the classroom to create an environment in which learners can fully expand on their critical and cognitive skills.

Moreover, as it was possible to observe, multimodal pedagogies can be one of the approaches used in the classroom to promote CT, but more research is also needed so that other multimodal materials can be implemented. As seen in the teachers' survey, as well as in the surveys implemented in the two grade levels, comics are seen as material that can be used to enhance CT skills and engage learners. An example of the implementation of comics for the development of learners' CT skills can be through the creation of a task based on a graphic novel or even a series of comic strips so that learners can develop analysis skills and interpretation skills of reality.

Taking into consideration what has been observed, teachers should adopt alternative classroom approaches that incorporate new resources, creating a more comfortable environment where learners engage with authentic materials, such as short animation films, photographs, and comics. Hadjiconstantinou (2021) emphasizes that teachers play a key role in promoting

discussions about world issues. Hence, future educational research should focus on the development of new methods that promote the growth of CT and visual literacy, helping today's learners become responsible and informed adults.

Conclusion

To understand how multimodality can help develop learners' CT competencies, this report aimed to demonstrate how multimodal pedagogies and CT skills could be implemented in the EFL classroom by taking into consideration my STP experience. Thus, it was crucial to begin this report by referring to various authors who focused on multimodality and CT skills. Accordingly, in the first chapter, multimodality was described and characterized using Halliday's model (1978), as well as Kress and Van Leuwen's (2001) description and implementation of multimodal resources in the educational field. Similarly, the development of CT skills in the classroom was expanded on, exploring how it can be developed through TBLT, as well as its advantages for learners and teachers. In the following chapter, the action research methodology and data collection tools implemented during the STP were described, which were afterwards followed by the third chapter dedicated to the STP. This chapter began with a presentation of the school and the groups of learners that I worked with throughout the school year. Furthermore, various details about the data tools, information collected through them, and the lesson plans implemented were explained in light of the research questions put forth. Finally, in the last chapter, the results were analyzed, and it was possible to verify that they go in line with the literature identified on the topic of multimodality and CT skills in the EFL classroom, namely that CT can be developed through the implementation of multimodal strategies and tasks. However, regarding the positive results obtained throughout the STP, these seem to indicate that the use of multimodal materials can indeed lead to the enhancement of students' critical skills in the EFL classroom.

Lastly, reflecting on my experience regarding the Master's program in English language teaching and the STP both greatly contributed to how I see my role as a teacher and as an active member of the teaching community. By the end of the school year, after observing my cooperating teachers, I gained a broader understanding of the teacher's role and responsibilities within the Portuguese school system, going beyond the space of the classroom. While many of my learning experiences occurred at the university and in the classroom, I also learned a great deal by participating in projects and clubs. These opportunities allowed me to engage with younger generations and learn a great deal from them, contributing significantly to my growth as a teacher.

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Appendices

Appendix A – 9th-grade Survey 1

1º Questionário 9º

Olá, peço que respondas às questões abaixo o mais honestamente possível, tendo em conta que o objetivo é reunir informação de forma a melhorar o material utilizado em sala de aula.

Não serão pedidos quaisquer dados pessoais nem ficará registada qualquer informação que poderá identificar quem responde a este formulário.

- i. 1. Sabes o que são textos multimodais?

Marcar apenas uma oval.

Sim

Não

- ii. 2. Que tipo de materiais já trabalhaste em sala de aula?

Marcar tudo o que for aplicável.

- a) Vídeos;
 b) Banda desenhada;
 c) Plataformas online como o Kahoot;
 d) Filmes ou documentários;
 e) Podcasts;
 g) Socrative;
 h) Classroom;

- iii. 3. Que tipo de material gostarias que fosse mais usado em sala de aula?

Marcar tudo o que for aplicável.

- Banda desenhada;
 Vídeos;
 Jogos interativos;
 Podcasts;
 Artigos Online;

4. 4. Com que frequência os teus professores utilizam os seguintes materiais: banda desenhada, podcasts, jogos interativos.

Marcar apenas uma oval.

1 2 3 4 5

Rar: Muito frequentemente.

5. 5. Com que frequência os teus professores utilizam os seguintes materiais: vídeos, filmes, artigos online.

Marcar apenas uma oval.

1 2 3 4 5

Rar: Muito frequentemente.

6. 6. Achas que ao usares tecnologia, ajuda-te a melhorar o teu nível de Inglês?

Marcar apenas uma oval.

- Sim
 Não

7. 7. Quando um professor utiliza um vídeo, banda desenhada, ou jogo interativo, sentes-te confiante ao utilizar este tipo de material ou preferes o uso do manual?

Marcar apenas uma oval.

- Sinto-me confiante ao usar materiais como jogos interativos ou banda desenhada.
 Prefiro utilizar o manual, quizzes, jogos em grupo, etc.

Appendix B – 9th-grade Survey 2

Video "Snack Attack" - did you like it?



1. Did you like the short-animation "Snack Attack"? What did you think of it?

Thank you!

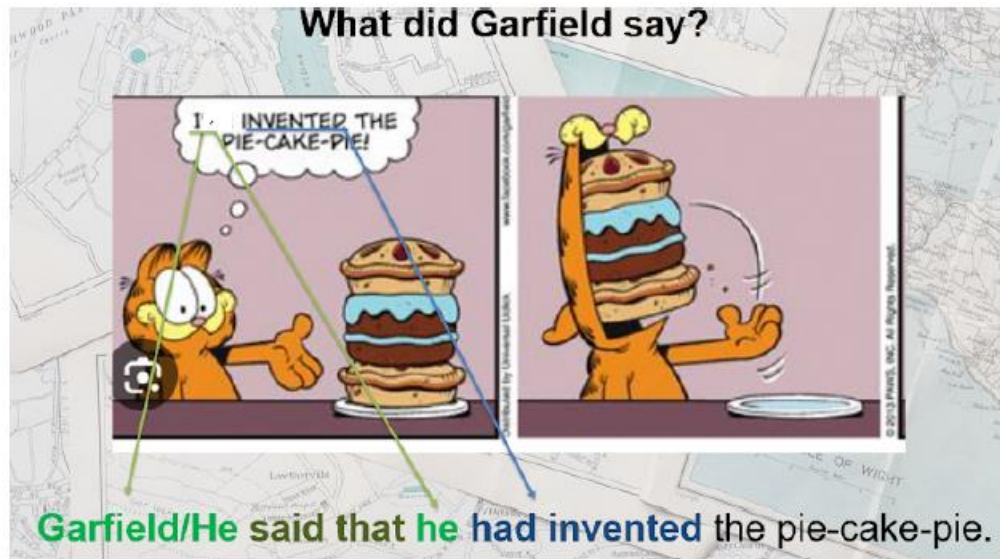
Este conteúdo não foi criado nem aprovado pela Google.

Google Formulários

Appendix C – 9th-grade Survey 3

Reported Speech - Comic Strip

1. Did you like to learn grammar with the comic strip of Garfield that I used to teach you the reported speech?



Este conteúdo não foi criado nem aprovado pela Google.

Google Formulários

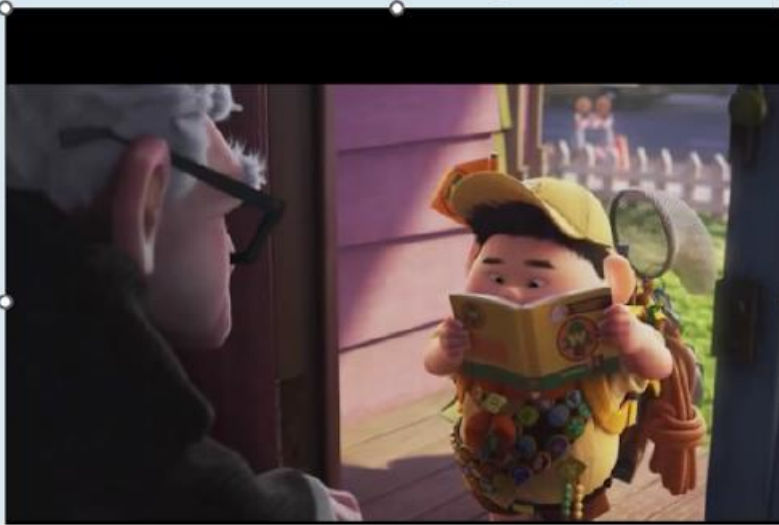
Appendix D – 9th-grade Survey 4

Short clip of the movie "Up" - did you like it?

1. I used the short clip of the movie "Up" to introduce the topic of volunteering.

Did you like the introduction to this topic with this short clip? Was it motivating?

What is the kid trying to do?



-
2. With the short clip, we talked about the intentions of the boy.

Did I help you to learn and think beyond what you knew about the topic?

Appendix E – 9th-grade Survey 5

Último questionário 9º

1. Gostaste do uso de imagens e videos para introduzir novos tópicos na aula?

Marcar apenas uma oval.

- Sim
 Não

2. Fiz-te pensar um pouco para além daquilo que já sabias relativamente a tópicos como o voluntariado e diferentes tipos de trabalho?

Marcar apenas uma oval.

- Sim
 Não

3. Gostarias de explorar mais imagens, videos, jogos interativos no futuro?

Marcar apenas uma oval.

- Sim
 Não

4. Gostaste das aulas lecionadas? (1- muito pouco; 2- pouco; 3- mais ou menos; 4- gostei; 5- adorei)

Marcar apenas uma oval.

1 2 3 4 5

Mui Adorei!

Appendix F – 10th-grade Survey 1

1º Questionário 10ºAV1

Olá, peço que respondas às questões abaixo o mais honestamente possível, tendo em conta que o objetivo é reunir informação de forma a melhorar o material utilizado em sala de aula.

4. 4. Com que frequência os teus professores utilizam os seguintes materiais: banda desenhada, podcasts, jogos interativos.

Marcar apenas uma oval.

1 2 3 4 5

Rare Muito frequentemente.

5. 5. Com que frequência os teus professores utilizam os seguintes materiais: videos, filmes, artigos online.

Marcar apenas uma oval.

1 2 3 4 5

Rare Muito frequentemente

6. 6. Achas que ao usares tecnologia, ajuda-te a melhorar o teu nível de Inglês?

7. 7. Quando um professor utiliza um vídeo, banda desenhada, ou jogo interativo, sentes-te confiante ao utilizar este tipo de material ou preferes o uso do manual?

Marcar apenas uma oval.

- Sinto-me confiante ao usar materiais como jogos interativos ou banda desenhada.
- Prefiro utilizar o manual, quizzes, jogos em grupo, etc.

8. O que é que achaste do uso do vídeo na aula sobre ansiedade e as lâmpadas partidas da curta metragem?



Este conteúdo não foi criado nem aprovado pela Google.

Google Formulários

Appendix G – 10th-grade Survey 2

2º Survey: 10º - AI

** Indica uma pergunta obrigatória*



1. Esta aula fez-te pensar para além da questão standard de se usar o ChatGPT ou AI para a escola? *

2. O que é que aprendeste sobre IA nesta aula que não sabias antes?

3. Gostaste da maneira como as imagens foram usadas para trabalhar o tópico sobre IA?

Marcar apenas uma oval.

- Sim
 Não

4. Gostaste da atividade de identificar as imagens verdadeiras das falsas?

Marcar apenas uma oval por linha.

	Coluna 1
sim	<input type="radio"/>
não	<input type="radio"/>

5. O que é que pensas sobre imagens manipuladas? Se estivesses nas redes sociais conseguirias identificar uma imagem falsa de uma real tendo em conta alguns dos pontos que foram indicados em aula?

Este conteúdo não foi criado nem aprovado pela Google.

Google Formulários

Appendix H – 10th-grade Survey 3

Último questionário 10º

* Indica uma pergunta obrigatória

1. O que é que pensaste do uso de imagens e videos para introduzir novos tópicos na aula?

2. Fiz-te pensar um pouco para além daquilo que já sabias relativamente a IA e à exploração do espaço? Justifica.

3. Gostarias de explorar mais imagens, videos, jogos interativos no futuro?

4. Se eu te dissesse que multimodalidade é a exploração de imagens, videos, banda desenhada em sala de aula, gostarias de ter mais materiais deste tipo em sala de aula?

5. Se me pudesses dar algum feedback sobre a tua experiência comigo enquanto tua professora, o que dirias?

6. Gostaste das aulas lecionadas? *

Marcar apenas uma oval.

1 2 3 4 5

Mui Adorei!

7. Ajudei-te a desenvolver o teu pensamento crítico?

Marcar apenas uma oval.

- Sim, pensei para além do que já sabia.
 Não.

Este conteúdo não foi criado nem aprovado pela Google.

Google Formulários

Appendix I – 9th-grade

Focus Group Interview

Pergunta 1. Professora – Acharam que as atividades de grupo e as discussões de tópicos como o voluntariado ajudaram-vos a pensar além do que já sabiam?

Aluna 1- Acho que sim

Aluna 2- Eu já sabia, mas acho que foi bom falarmos disto na aula para além do manual e da matéria e utilizámos o Inglês e aprendemos vocabulário.

Aluno 3- Concordo.

Professora- Concordas em que aspeto é que te ajudou a pensar criticamente?

Aluno 3- Aprendi para além do que já sabia e ajudou-me a ser melhor.

Aluna 2- Sim, quando aquelas senhoras vieram cá falar sobre voluntariado.

Aluna 1- Ah, pois foi.

Pergunta 2. Professora– **Os materiais utilizados em aula (fotografias, imagens, vídeos) ajudou-vos a pensar criticamente?**

Aluna 2- Acho que ajudou.

Aluna 1- Sim, acho que ajudou em vez de estarmos sempre a olhar para o manual.

Aluno 3- Sim, ajudou e chamou mais a atenção também.

Professora- **Ok, e ajudou-vos a pensar e a discutir os temas abordados?**

Aluna 2- Sim, como era sem o livro obrigava-nos a ter que pensar, não era só olhar para o manual.

Pergunta 3. Professora- **Tendo em conta também outros materiais como o Kahoot, qual é que foi o material que vocês gostaram mais e que acham que vos ajudou a ir além do que já sabiam?**

Aluno 3- O Kahoot sobre trabalho voluntário e de trabalhos estranhos sim.

Aluna 2- Também sim e aqueles cartões que usámos para fazer textos pois tivemos de usar a nossa criatividade porque era mais difícil.

Aluna 1- Ah sim, também acho.

Professora- **Ok, e as fotografias usadas?**

Aluna 2- Acho que sim, fotografias são importantes para trabalharmos a parte visual e é aplicado na vida real.

Pergunta 4. Professora- **O que acharam do uso de materiais online como o artigo online, vídeo do Tik-Tok, excertos de filme e o portfolio online, ajudaram-vos?**

Aluna 2- Sim, vimos as coisas num contexto da vida real e não fictício.

Professora- Acham importante utilizar estes materiais e outras plataformas online?

Aluna 2- Sim, dá jeito ter o material num sítio.

Aluna 1- Sim, porque o manual torna-se aborrecido.

Aluno 3- Claro, assim ficamos com os materiais guardados porque mesmo que perca o livro estão lá os materiais.

Pergunta 5. Professora- **Quão frequentemente é que encontraram discussões que vos faziam analisar, avaliar e criar novas ideias?**

Aluna 2- Então em todas as aulas que usámos esse material de imagens fazíamos isso, discutíamos e pensávamos em novas ideias. Portanto, quase sempre.

Aluno 3- Também acho.

Pergunta 6. Professora- Obrigada, última pergunta. **Tendo em conta a literacia visual, olhar para imagens e discuti-las. Acham que vos ajudou?**

Aluna 1- Sim, é giro.

Aluna 2- Sim, acho que sim. Aquele vídeo que nós vimos do comboio ajudou-nos a pensar sobre a adolescência.

Appendix J – 9th-grade Padlet Portfolio



Ana Beatriz da Piedade Simao 2/21/2024

Online Portfolio 9°C

Hello class! Here you will have access to some of the things we have been working on, as well as your own comments and group-work activities.

0



What did you think of the video "Snack Attack" used in class?

Access the Google Form and leave your feedback:
https://docs.google.com/forms/d/e/1FAIpQLSFOM-0TyOroulQDVtuYuXkyn4nPsyzsPazPEUyviG8R4mNZ4w/viewform?usp=sf_link

Thank you!

Data
23/01/24

0



Reported speech - activities

Data
21-02-24

0



Reported speech - 2

Data
21-02-24

0



⇒ **Reported speech - comic strip**

Learn with Garfield!

Did you like to learn the reported speech with a comic strip?

Leave your comments in the following Google Forms:
https://docs.google.com/forms/d/e/1FAIpQLSdF-lpl70YYeXxTkhG2qFAAmzraUQdyqqgXANm4YxT4TWmoQA/viewform?usp=sf_link

Data
16-02-24

□ 0



⇒ **What did you think of using TikTok videos and comments from social media in class?**

Access the Google Forms and leave your comment:
https://docs.google.com/forms/d/e/1FAIpQLSd2bu6r97KG_DBinCDdzYip0kH3kYSwh4Y6ZQDL4VAmzYQCOA/viewform?usp=sf_link

Thank you!

Data
20-02-24

□ 0



⇒ **Short clip of the movie "Up"**

Did you like the short clip of the movie "Up" to introduce the topic of volunteering?

Leave your feedback in the following form:
https://docs.google.com/forms/d/e/1FAIpQLScPDixEiCa2o6P7kb5HSGM4LPLi7EBMZDbquq8FhP0GZmhUw/viewform?usp=sf_link

Data
27-02-24

□ 0



↻ What was your inspiration?
□ 0

↻ What kind of help do you provide?
□ 0

↻ What was the advise you would give us?
□ 0

↻ How did you start volunteering?
□ 0

↻ Who inspired you to start this organization?
□ 0

↻ Why did you join the cause?
□ 0

↻ Why did you started volunteering?
□ 0

↻ Questions
How do you feel when you know you are helping other people?
What do you do in Voluntering?
Why did you whant to do volunteer work?
□ 0

↻ How many times have you done volunteering?
□ 0

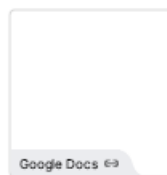
↻ For what causes/organizations are you volunteering with?
□ 0

↻ (Last class): Odd jobs - did you like the class and did it help you to think critically?
Hi, please leave your comments in the Google Form.

Thank you for your cooperation and feedback during this term!

Data
22-04

□ 0



viewform



Appendix K – 10th-grade Padlet Portfolio

:Padlet

Ana Beatriz da Piedade Simao 2/01/2024

Class Portfolio 10^o

Hello class! Here you will have access to the work we do in class, so you can keep track of it!

Group-work about anxiety (Unit 1)

- Think of the topic of the video, and write 60 words having in mind the following questions: Why did the lightbulb in the boy break? What is the meaning behind it?

0 3

Anônimo 3/13/24 2:55PM

The lamp had a burnout because he felt alone and excluded, and pressured by her parents. Because of these reasons, he got to the depression and anxiety in which he was literally broken. When he was at his worst moment, a little light appeared that showed him that he didn't have to feel alone because there were more people like him who showed him that he didn't feel lonely.

Anônimo 3/13/24 2:57PM

He was broken because he didn't have friends at school and problems at home with his parents that where asking about the future, so he went to his bedroom and his lightbulb broke because of the anxiety he was feeling and the pressure that he was keeping inside. But then he realised that he wasn't alone and that other people also deal with the same problems, but that didn't stop them, so he fixed himself, with love and dreams.

Anônimo 3/13/24 2:59PM

The video starts off with scenes where we find the boy alone and isolated from the rest of the people, who all have light whilst he doesn't. When he goes home we can see the pressure from his parents which leads to him getting really overwhelmed, he tries using a socket to have light again which leads to his bulb to shatter.



Shiny

Group work

The story starts with the boy alone in the classroom, while everyone else is with friends. He goes to the street and people are having fun with friends, but he's still alone. So he goes home and tries to have dinner with his family, but they start arguing and he locks himself on his bedroom.

In his bedroom, he tries to get some energy from the socket and his lightbulb breaks so he gets sad and lies on his bed, where he stays for some time.

Later, he gets up and a little light show him that many other lightbulbs are broken and trying to come back to happiness and daylight. He then uses some cute stickers to fix his own lightbulb.

His lightbulb broke because of peer pressure and anxiety and because he got a burn out. Now he is trying to "fix himself" which is a metaphor for "therapy".

1 0

Light Bulb

The light bulb boy broke due to the fact that he touched the power outlet. In this case the power outlet stands for the insane amount of stress and perhaps just exhaustion he was feeling at the time, and him touching it leading to the energy to release from it represents his breaking point. This whole moment wounds up to being a metaphor for a mental breakdown, due to mental health struggles such as anxiety and depression

♡ 4 ◻ 0



↻ **The Bulb Guy**

The lightbulb broke because he felt stressed and overwhelmed by the pressure of the present and unknown problems about the future. The meaning is that he was already keeping his emotions for himself, making him explode/break, but after realizing he is not alone in his struggles he started to feel connected to the world around him.

♡ 4 ◻ 0



↻ **Introduction to Unit of Technology: Artificial Intelligence**

Hello everybody, please post your findings below this post about the authenticity and manipulation of the images of AI.

♡ 0 ◻ 0



↻ **Are they fake or real? - AI**

♡ 0 ◻ 0



AI_Activity_.pdf

↻ **Check sources and the verify the authenticity of images**



You can access the following site, and upload the picture to check the source and if it was altered.

Ex - <https://contentatscale.ai/ai-image-detector/>

♡ 0 0 6

Anônimo 4/15/24 10:34AM

Group 1: We found that there were two images which we thought were created by AI because they seem distorted and manipulated. The first image we could see was from a TikTok video which had fake in the description. The only image we thought was real was the last one because it looks much more realistic than the other two.

Anônimo 4/15/24 10:36AM

Group 2: we think that the picture of the girl is fake because it kind of looks manipulated while the other two are real. The picture of the owl seems realistic and the one of Mark Zuckerberg is real as well.

Anônimo 4/15/24 10:38AM

Group 3: we think that the one of fire in Hawaii is fake even if there was a fire after. Also, the first one on the left is real because it looks realistic and human and the last one of the man is real as well because it is not distorted as other images.

Anônimo 4/15/24 10:40AM

Group 4: the picture of the Pope is fake because he never dresses like that with such a long white jacket, and the one in the middle is manipulated because his eyes look too big and weird compared to the rest of the face. The picture of the reporter is real because compared to the one in the middle she looks real and doesn't have her face manipulated.

Anônimo 4/15/24 10:43AM

Group 5: we think that the explosion at the Pentagon is real because it looks like a real accident. The pictures that are fake are the one of Zelensky and the one of Kate Middleton as her hands look weird and the face of Zelensky has another color compared to the rest of the body.

Anônimo 4/15/24 10:44AM

Group 6: the first two images seem fake as there are two many things in one painting. The second one is fake because her skin looks perfect and it is based on a real painting. The last one we were in doubt but think its real because it has much more detail and expression making it a human creation and authentic.

⇒ **Space exploration- living in the International Space Station. What is it like?**

♡ 0 0 0



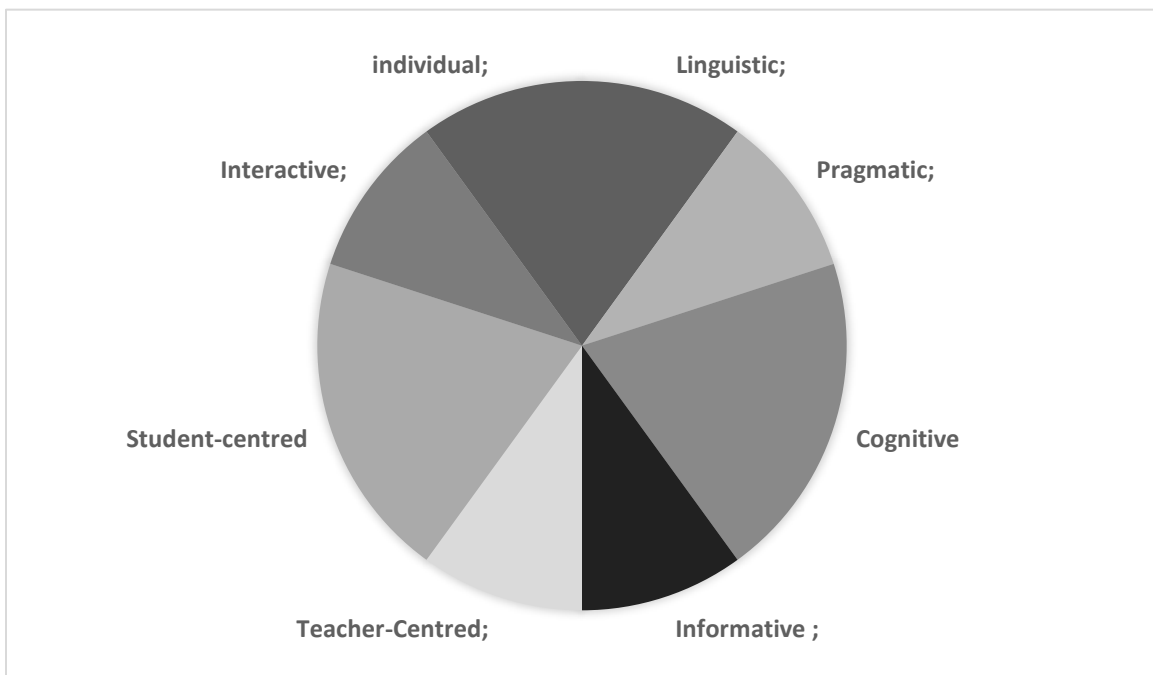
https://www.youtube.com/watch?v=-Y04Zic-r4&t=143s&ab_channel=TechVision



Appendix L – Class Observation Tasks

What Learners do	What this involves	Teacher's Purpose	Comment

Observation Web



Appendix M – 9th-grade Lesson Plan on Emotions

1. Lesson Plan Information			
Subject/Course: English		Name: Beatriz Simão	
Grade Level: 9	Number of Ss. - 24	Date: 23/01/24	Time: 9.30h
Topic: Emotions		Length of Period: 50m	
2. Personal Aims I Main Aims			
<p>Personal Aims: -To be clear and engage learners with the topic introduced in class; -To manage the time; -To manage well the classroom;</p> <p>Main Aims: -To recall previous knowledge about the topic feelings and teens; - To introduce vocabulary about feelings; - To analyse and interpret a video about feelings; - To produce a graphic about feelings; - To write a small summary of the story;</p> <p>Learning Skills: Speaking; comprehension and interpretation skills; writing skills.</p>			
3. Content			
<p>Today learners will: Use new vocabulary about the topic of feelings and interpret, as well as write about a short-animation film about emotions.</p>			
4. Anticipated Problems			
<ul style="list-style-type: none"> - Lack of time to do the writing activity; - Learners not understanding the message being conveyed in the short-movie. 			
5. Assessment (collect data) / Evaluation (interpret data)			
(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)			
<i>Based on the application, how will I know students have learned what I intended?</i>			
Through the writing activity about the short-animation movie and and the discussion about the message being conveyed. Also, while monitoring learners' work I will check their comprehension and interpretation skills about the emotions they were able to assess while watching it.			
6. Learning context			

A. The Learners

(i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience?

- some background knowledge about emotions in teens.

(ii) How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners? (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)

- Ask some ss. to translate the instructions;
- Monitor learners’ work throughout class when all learners are working;

Ask if there are difficult words in the vocabulary introduced.

B. Learning Environment

- Classroom.

C. Resources/Materials

- Board;
- Power-Point Presentation;
- Projector;
- Computer;
- Short-animation movie “Snack Attack” (2012): <https://edpuzzle.com/media/65ae61a24859d48acc77ba4c>

Learning Objectives	Procedures	Time
<ul style="list-style-type: none"> - To introduce the topic of class; - To interpret and analyze it photographs; - To identify the correct emotions with the photographs. 	<p>INTRODUCTION</p> <ul style="list-style-type: none"> • 1st- Lead-in: Teacher writes the summary with the topics for the class (slide 2); • 2nd- to begin the class, the teacher gives students several photographs about different emotions (slide 3) and asks them to give a description to each photograph; 3rd- Teacher corrects the emotions in each photograph with students (slide 3); 	5m
<ul style="list-style-type: none"> - To evaluate a picture; - To express orally using vocabulary about emotions; 	<ul style="list-style-type: none"> • 4th - Pre-watching activity: T. introduces a picture of a short animation movie, and ask ss. the question (slide 4): - What do you think is going on between the old lady and the boy? 	5m

	<ul style="list-style-type: none"> • 5th - Then, there is a whole-class discussion about it; 	
<ul style="list-style-type: none"> - To assess and appraise the short-movie; - To apply and interpret questions about the short-film and emotions; 	<p>MIDDLE</p> <ul style="list-style-type: none"> • 6th- Main-task: Watching activity: T. instructs ss. that they are going to watch a short-film starting at 0.28 and that they need to write down several emotions they think the characters are feeling (slide 5); • 7th- T. plays the short-animation and ss. watch it; • 8th – T. stops the movie and there is a whole-class discussion about what learners just watched and wrote down; • 9th - T. instructs ss. that they are now going to do a pair-work writing activity about the movie and will watch it a second time. Ss. need to use vocabulary connected to emotions, and try to answer the several questions when the video is stopped at: <ul style="list-style-type: none"> -1.51m, and ask the students: Describe the old lady and the young man. Where are they? What are they doing? How is the old lady feeling after getting the cookies?/What are the emotions you can identify in this part of the film? -Stop the video at 2.16m, and ask: Why is she feeling that way? -Stop the video at 2.38m: two different perspectives: why is the old lady mad at the young man? What do you think the young man is thinking about the old lady? -Stop the video at 3.53m: why is the old lady surprised? -Stop the video at 4.16m: what did the old lady realize? - Give students the final question: Did the old lady have the right to be mad at the boy? / Should she be mad at him? 	<p>30m</p>

<ul style="list-style-type: none"> - To write down their interpretations of the movie and employ some vocabulary; 	<ul style="list-style-type: none"> • 10th- T. stops the movie and monitors ss.' work while they finish writing about the movie; 	
<p>To express orally some of what learners' wrote in pairs.</p>	<p>CONCLUSION</p> <ul style="list-style-type: none"> • 11th- Post-task: T. asks each pair to share some of what they wrote down having in mind the questions posed during the short-animation; <p>12th- ss. share what they wrote down.</p>	10m
8. Interaction Patterns – how will students interact?		
<p>Whole-class interaction. Pair work. Individual work.</p>		
9. Possible Solutions		
<p>Try to further analyze the short-animation before learners do the writing activity.</p>		
10. References		
<p><i>Bloom's Taxonomy of Measurable Verbs.</i> (n.d.). Utica University. Retrieved April 3, 2024, from https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf</p> <p>Council of Europe. (2020). <i>Common European framework of reference for languages: learning, teaching, assessment.</i> Council of Europe. https://www.coe.int/en/web/common-european-framework-reference-languages</p> <p>Martins, G., Gomes, C., Brocardo, J., Pedroso, J., Carrillo, J., Silva, L., Encarnação, M., Horta, M., Calçada, M., Nery, R., & Rodrigues, S. (2016). <i>Perfil dos alunos à saída da escolaridade obrigatória.</i> Direção Geral da Educação. https://dge.mec.pt/sites/default/files/Curriculo/Projeto_Autonomia_e_Flexibilidade/perfil_dos_alunos.pdf</p> <p>Renove a mente. (2021, July 20). [Video]. Animação: Agir pelas Emoções. Youtube. Retrieved January 19, 2024, from https://www.youtube.com/watch?v=tA_0nL57YPI&t=110s</p> <p>República Portuguesa da Educação. (2018). <i>Aprendizagens essenciais de inglês 9º ano.</i> Direção Geral da Educação. https://www.dge.mec.pt/sites/default/files/Curriculo/Aprendizagens_Essenciais/3_ciclo/ingles_3c_9a_ff.pdf.</p>		

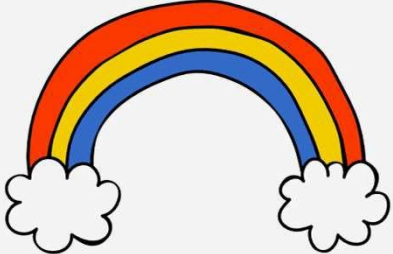


Talking about feelings

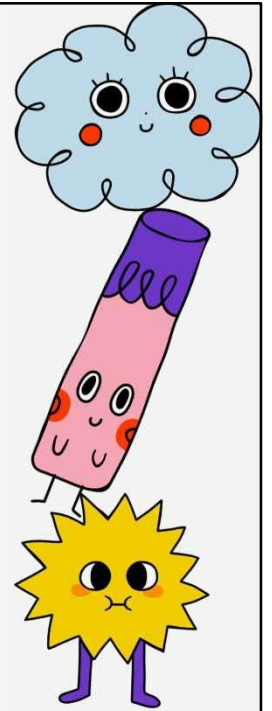
1

Lesson nº
Summary:

- Talking about feelings/emotions.
- Watching activity: "SnackAttack".
- Writing activity about the video.

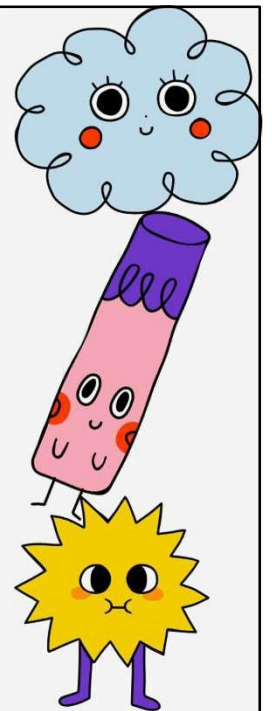


DESCRIBE THE FOLLOWING EMOTIONS



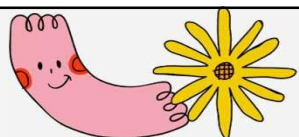
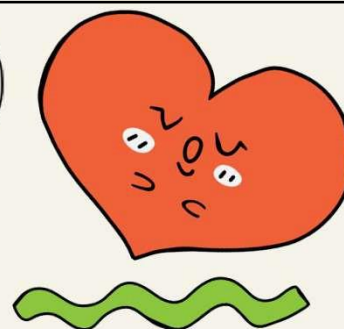
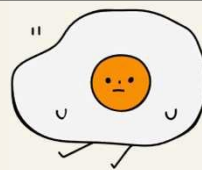
3

WHAT DO YOU THINK IS GOING ON BETWEEN THE OLD LADY AND THE BOY?



4

EMOTIONS- "SNACK ATTACK"



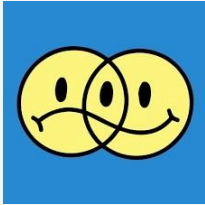
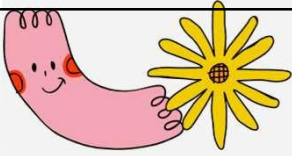
"SNACK ATTACK" (2012)

Having in mind the short film/video:

- Did the old lady have a right to be mad at the boy?



EMOTIONS



Mixed feelings



"No hard feelings"



"To be as tough as nails"



"To carry the torch for"

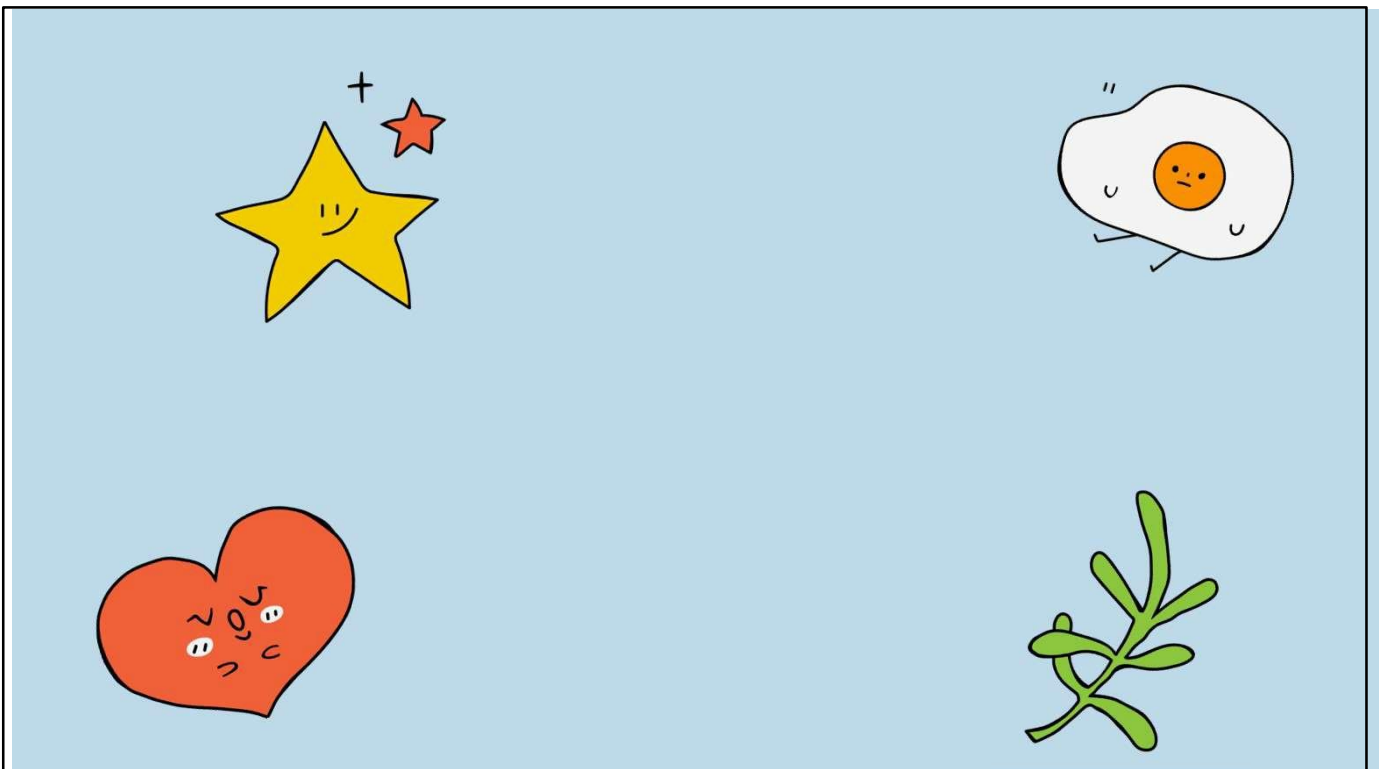


"On top of the world"



"Chip on your shoulder"

7



8

Appendix N – 9th Lesson Plan on Reported Speech

1. Lesson Plan Information			
Subject/Course: English		Name: Beatriz Simão	
Grade Level: 9	Number of Ss. - 24	Date: 06/02/24	Time: 9.30h
Topic: Reported speech		Length of Period: 50m	
2. Personal Aims I Main Aims			
<p>Personal Aims:</p> <ul style="list-style-type: none"> -To be clear and engage learners with the reported speech; -To manage the time; -To give clear instructions and teach well a grammatical content; <p>Main Aims:</p> <ul style="list-style-type: none"> -To decode and interpret sentences about the reported speech based on meaning; -To correct and understand mistakes made in the grammar worksheet. -To recall previous knowledge about the past perfect; <p>Learning Skills:</p> <p>Speaking; comprehension and interpretation skills;</p>			
3. Content			
<p>Today learners will:</p> <p>Learn about the reported speech, how it is constructed and how to transform sentences.</p>			
4. Anticipated Problems			
<ul style="list-style-type: none"> - Lack of time to do the writing activity; - Learners not understanding the message being conveyed in the short-movie. 			
5. Assessment (collect data) / Evaluation (interpret data)			
(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)			
<p><i>Based on the application, how will I know students have learned what I intended?</i></p> <p>Through the activities created during the Power-Point presentation of the reported speech in which learners will have to solve the activities, as well as, expressing orally each change in the sentences.</p>			

6. Learning context		
A. The Learners (i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience? - some background knowledge about simple changes in the reported speech. (ii) How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners? (Must include where applicable accommodations and/or modifications for learners identified as exceptional.) - Ask some ss. to translate the instructions; - Monitor learners' work throughout class when all learners are working; - Explain in other ways how to build the reported speech		
B. Learning Environment - Classroom.		
C. Resources/Materials - Board; - Power-Point Presentation; - Projector; - Computer; - Garfield comic strips; - Marker.		
Learning Objectives	Procedures	Time
<ul style="list-style-type: none"> - To introduce the topic of class; - To interpret and assess a comic strip; - To express orally and order the reported speech; 	INTRODUCTION <ul style="list-style-type: none"> • 1st- Lead-in: Teacher writes the summary with the topics for the class (slide 2); • 2nd- to begin the class, the teacher gives introduces a comic strip (slide 3) and ask learners first about what they see and then what is being said to Garfield; 3 rd - ss. try to answer the questions proposed. Then, teacher corrects the sentence showing it on the presentation (slide 3);	5m

<ul style="list-style-type: none"> - To recognize how to build the reported speech; - - To express orally and order the reported speech; - 	<ul style="list-style-type: none"> • 4th – Pre-task: T. introduces another three comic strips of Garfield and ask the class to interpret what they see, and then to report what is being said in each one (slides 4-6): • 5th - ss. report each one of the comic strips;; 	10m
<ul style="list-style-type: none"> - To understand the reported speech; - - To apply and practice the reported speech; - - To understand the reported speech; 	<p>MIDDLE</p> <ul style="list-style-type: none"> • 6th- Main-task: T. introduces the reported speech, explains it to learners and asks them to copy the information to their notebooks from each slide (slides 7-12); • 7th- T. moves to slide 13, and explains learners what they have to do in the activity; • 8th – Learners do the activity proposed on the presentation, and afterward asks ss. for the solution while showing them the corrections; • 9th - T. moves on and goes through each verb tense and how they change from direct speech to reported speech, and again asks learners to copy from the presentation (slides 14-19); • 10th- ss. copy the information to their notebooks; 	25m
<ul style="list-style-type: none"> - To practice and use new knowledge about the reported speech; 	<p>CONCLUSION</p> <ul style="list-style-type: none"> • 11th- Post-task: T. shows learners slides 20-21 and explains the activities they have to do individually; • 12th- ss. do the activities, while T. monitors their work: • 13th- T. starts the correction of the activities while asking learners for the solution. 	10m
8. Interaction Patterns – how will students interact?		
<p>Whole-class interaction. Individual work.</p>		

9. Possible Solutions

Explain the reported speech connecting it to learners' own lives;

10. References

Bloom's Taxonomy of Measurable Verbs. (n.d.). Utica University. Retrieved April 3, 2024, from <https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf>

Council of Europe. (2020). *Common European framework of reference for languages: learning, teaching, assessment.* Council of Europe. <https://www.coe.int/en/web/common-european-framework-reference-languages>

Martins, G., Gomes, C., Brocardo, J., Pedroso, J., Carrillo, J., Silva, L., Encarnação, M., Horta, M., Calçada, M., Nery, R., & Rodrigues, S. (2016). *Perfil dos alunos à saída da escolaridade obrigatória.* Direção Geral da Educação. https://dge.mec.pt/sites/default/files/Curriculo/Projeto_Autonomia_e_Flexibilidade/perfil_dos_alunos.pdf

República Portuguesa da Educação. (2018). *Aprendizagens essenciais de inglês 9º ano.* Direção Geral da Educação. https://www.dge.mec.pt/sites/default/files/Curriculo/Aprendizagens_Essenciais/3_ciclo/ingles_3c_9a_ff.pdf.



1

Lesson n° 48 (forty-eight) Tuesday, 6th of February, 2024.

Summary:

- Homework correction.
- Introducing the reported speech.

2

What did Jon say to Garfield?



Jon said that Liz and him had a date that night.

3

What did Jon say to his twin?



Jon/He said that that was weird.

4



5



6

Reported speech

- When do we use the reported speech?

Reported speech: when we want to report what someone said. Ex. - "I walk to school".

He said that he walked to school.



7

Reported speech

Ex. - Fran said that she walked to school.

And...

When we report something that another person said, we use reporting verbs: say, tell, ask, answer...

8

Reported speech

I walk to school ---> She/Fran said that she walked to school.

What do we need to change to make the reported speech? Verb tense (walk ~~→~~ walked), pronoun (I ~~→~~ she) and add a reporting verb (said).

9

Reported speech

I love your new car

She said that she loved my new car.

Previous
reporting verb
was said

To do the reported speech we need to backshift. We have to go back one tense.

Reported speech: we need to change the verb tense (walk ~~→~~ walked), pronoun (I ~~→~~ she) and add a reporting verb (said)

10

Reported speech

I forgot to feed my turtle. What tense is this sentence in?

He/she said that he/she forgot to feed his turtle.

Rule! → We have to go back one tense!

11

Reported speech

If the reporting verb is in the past simple, we change verb tenses, determiners/pronouns and time/place expressions.

Direct speech	Reported speech
Present I <u>watch</u> a film.	Past simple She <u>said</u> that she <u>watched</u> a film.
I <u>am watching</u> a film.	She <u>said</u> that she <u>was watching</u> a film.
Present perfect I <u>have watched</u> a film.	Past perfect She <u>said</u> that she <u>had watched</u> a film.

Remember

All the verb tenses in the Present → → Past

12

Reported speech - activities

1. Change the sentences below into the reported speech.

a) Jack said "we need a new car."

Jack/He said that he needed a new car.

b)

They said "we haven't been to an art gallery in ages".

They said that they hadn't been to an art gallery in ages.

c) My

parents said "we are going on holiday tomorrow."

His parents said that they were going on holiday the next day.

d) My sister said, "I always eat lots of fresh fruit and salad."

She said that she always ate lots of fresh fruit and salad.

13

Reported speech

Direct speech

Past simple

I watched a film.

Past perfect

I had watched a film.

Reported speech

Past perfect

She said that she had watched a film.

Remember

All the verb
tenses in the past

----->> Past
Perfect

14

Reported speech - activities

1. Change the sentences below into the reported speech.

a) "I went to the cinema yesterday."

She said that she had gone to the cinema the day before. b) "I

didn't like the food in the restaurant."

He said that he hadn't liked the food of the restaurant.

c) "I had never studied in France."

He said that he had never studied in France.

d) "She forgot to bring the CDs."

He told me that she had forgotten to bring the CDs.

15

Reported speech

Direct speech	Reported speech
I/you I <u>watch</u> a film.	he/she
we We <u>watch</u> a film.	<u>they</u>
<u>my</u> /your My book is gone.	<u>his</u> /her

16

Direct speech	Reported speech
<u>our</u> Our school is closed.	<u>their</u>
mine That book is mine.	<u>his/hers</u>
<u>ours</u> /yours That car is ours.	<u>theirs</u>

17


Direct speech	Reported speech
I/you we	he/she
my/ <u>your</u>	<u>they</u>
our	<u>his/her</u>
mine	<u>their</u>
<u>ours</u> /yours	his/hers
	theirs

18

Direct speech	Reported speech
now	then/ at the moment
today/tonight	that day/that night
yesterday	the day before/ the previous day
tomorrow	the following day/ the day after
this/these	that/those
here	there

19

Reported speech




Julia: Hi Sarah. I am really happy with the exchange program I did in Portugal. I arrived in Austria 30m ago.
 She said that she was is happy with the exchange program she had done / did in Portugal.

Sarah: That's great Julia! I want to hear all about it.
 Sarah say / said she wants / wanted to hear all about it.

Julia: I am in love with Lisbon, and the Portuguese people!
 Julia said that she loves / loved Lisbon, and the Portuguese people.

20

Reported speech



Sarah: Good! I want to travel abroad too.
 Sarah said that she wants / wanted to travel abroad.

Julia: It was my first trip. I will show you some pictures tomorrow.
 Julia said that it was their / her first trip and that she will showed / would show her some pictures the following day / tomorrow.

Sarah: I am going shopping today, but I am free tomorrow.

Julia: Ok. I can go to your house tomorrow morning.

Sarah: See you then!

21

Appendix O – 9th-grade Lesson Plan on Volunteering

1. Lesson Plan Information			
Subject/Course: English		Name: Beatriz Simão	
Grade Level: 9	Number of Ss. - 24	Date: 27/02/24	Time: 9.30h
Topic: Volunteering		Length of Period: 50m	
2. Personal Aims I Main Aims			
<p>Personal Aims:</p> <ul style="list-style-type: none"> -To engage learners with the topic introduced in class; -To manage the time; -To manage well the classroom; - To motivate learners and guide them. <p>Main Aims:</p> <ul style="list-style-type: none"> - To think about what type of volunteering teens can do; -To connect previous knowledge of traveling with volunteering; -To interpret volunteering experiences; -To learn new vocabulary about volunteering. <p>Learning Skills: Speaking; comprehension and interpretation skills; writing skills.</p>			
3. Content			
<p>Today learners will: Use new vocabulary about the topic of volunteering, as well as be able to discuss different perspectives on the short-clip of the movie selected.</p>			
4. Anticipated Problems			
<ul style="list-style-type: none"> - Lack of time to engage with the short-clip; - Learners not understanding the message being conveyed. 			
5. Assessment (collect data) / Evaluation (interpret data)			
(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)			

Based on the application, how will I know students have learned what I intended?

Through the discussion promoted after watching the short-clip of the movie “Up”. Also, while monitoring learners’ oral exchanges checking their comprehension and interpretation skills.

6. Learning context

A. The Learners

(i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience?

- some background knowledge about volunteering in their community and in general.

(ii) How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners? (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)

- Ask some ss. to translate the instructions;
- Ask if there are difficult words in the vocabulary introduced.
- Explain in other ways to reach the same meaning.

B. Learning Environment

- Classroom.

C. Resources/Materials

- Power-Point Presentation;
- Projector;
- Computer;
- Short-clip of the movie “Up” (2009):https://www.youtube.com/watch?v=flyiGMNGQyA&ab_channel=oyabykn
- Video “Where and how can I volunteer?” (<https://www.youtube.com/watch?v=Htm5tgOrubg>)

Learning Objectives	Procedures	Time
<ul style="list-style-type: none"> - To introduce the topic of class; - To interpret and analyse a short-clip; 	<p>INTRODUCTION</p> <ul style="list-style-type: none"> • 1st- Lead-in: Teacher writes the summary with the topics for the class (slide 2); • 2nd- to begin the class, the teacher asks learners what was done in the previous class to recall previous knowledge; 	<p>5m</p>

<ul style="list-style-type: none"> - To express orally an opinion about the short-clip; 	<ul style="list-style-type: none"> ● 3rd - Pre-activity: The teacher shows ss. a presentation with the question: <ul style="list-style-type: none"> - “What is the kid trying to do?” Then, asks ss. to answer based on the clip they are going to watch (slide 3). ● 4th After, there is a whole-class discussion about it with the teacher having in mind the following questions: <ul style="list-style-type: none"> - What does the face of the boy convey? - What does the boy represent from what he is wearing? - How does the old man feel? 	10m
<ul style="list-style-type: none"> - To assess and appraise the intentions of the boy in the short-clip; - To recall previous knowledge about volunteering; - To interpret pictures about volunteering; 	<p>MIDDLE</p> <ul style="list-style-type: none"> ● 5th - Main-task: T. asks ss. what they think about the intentions of the boy scout regarding volunteering; ● 6th- ss. think about the question and discuss it in a whole-class. ● 7th – T. moves to the next slide (4) and before showing learning the definition of volunteering, T. elicits a definition from the ss; ● 8th – Ss. think about a definition of volunteering and try to define it; ● 9th- T. shows learners the definition of the presentation explaining it in more detail; ● 10th- T. moves on, and asks learners what type of volunteering they know based on the pictures provided in the presentation (slide 5); ● 11th- ss. try to answer based on the pictures provided and their own knowledge; 	20m

	<ul style="list-style-type: none"> • 12th- T. provides learners with some new vocabulary based on what they have described from the pictures showing it in context (slides 6-7); 	
- To interpret a text about volunteering and apply new vocabulary to it.	<p>CONCLUSION</p> <ul style="list-style-type: none"> • 13th- Post-task: T. tells ss. that they are going to do a reading activity based on slide 8 of the presentation. T. tells learners that they are going to listen to it twice. In the second time they have to try and fill in the gaps with the words they can listen to; • 14th- T. plays the video once, and ss. listen to it; • 15th- T. plays the video a second time and tells ss. to try and fill in the gaps with the words. • 16th- T. asks learners for the correction while showing it in the presentation. 	10m
8. Interaction Patterns – how will students interact?		
Whole-class interaction. Individual work.		
9. Possible Solutions		
Try to guide learners through the discussion reducing time.		
10. References		
<p><i>Bloom's Taxonomy of Measurable Verbs.</i> (n.d.). Utica University. Retrieved April 3, 2024, from https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf</p> <p>Career Central. (2021, September 02). [Video]. Where and how can I volunteer?. Youtube. Retrieved February 20, 2024, from https://www.youtube.com/watch?v=Htm5tgOrubg</p> <p>Council of Europe. (2020). <i>Common European framework of reference for languages: learning, teaching, assessment.</i> Council of Europe. https://www.coe.int/en/web/common-european-framework-reference-languages</p>		

Martins, G., Gomes, C., Brocardo, J., Pedroso, J., Carrillo, J., Silva, L., Encarnação, M., Horta, M., Calçada, M., Nery, R., & Rodrigues, S. (2016). *Perfil dos alunos à saída da escolaridade obrigatória*. Direção Geral da Educação. https://dge.mec.pt/sites/default/files/Curriculo/Projeto_Autonomia_e_Flexibilidade/perfil_dos_alunos.pdf

Oya Bykn. (2011, March 15). [Video]. Why is Volunteering Important?. Youtube. Retrieved February 20, 2024, from <https://www.youtube.com/watch?v=flyiGMNGQyA>

República Portuguesa da Educação. (2018). *Aprendizagens essenciais de inglês 9º ano*. Direção Geral da Educação. https://www.dge.mec.pt/sites/default/files/Curriculo/Aprendizagens_Essenciais/3_ciclo/ingles_3c_9a_ff.pdf



1

Lesson no. 53 (fifty-three)

Tuesday, the 27th of February, 2024.

Summary:

Vocabulary: what types of volunteer work are there?

Reading activity: Volunteering.



2

What is the kid trying to do?



3

What is volunteering?

It's the practice of giving your time and skills to benefit other people or causes instead of personal financial benefit.



4

- What types of volunteer work do you know?



Helping out at the animal shelter.



Taking part in environmental campaigns.



Helping out at the food bank.

5

- What type of volunteer work can you identify?



Volunteers are involved in several organizations.

Volunteers can also raise money in a fundraiser. help

the homeless.

6

- What type of volunteer work can you identify?



Helping the local community is important as students can become peer mentors.

Making a donation to a cause is a great way to help.

Campaigning for environmental organizations or humanitarian causes is also a great to volunteer.

7

Where and how can I volunteer?

Where and how can I volunteer? Firstly, you can choose where you want to volunteer. One of the good things about volunteering is that there are so many ways to get yourself 1- involved. The windows of opportunity are endless as there are several 2- actions going on locally and internationally. You could decide to help an organization with what they do such as 3- fundraising for a good cause, volunteering in a hospital or helping at a 4- homeless shelter.

You could decide to support people in a similar situation to you. Put yourself in someone else's shoes by becoming a 5- peer mentor. Supporting your student union is another idea or if you wish to start with your local 6- community instead you could organize or volunteer with a food bank, clear a river or beach in your local neighborhood 7- collecting cigarette butts, or arrange 8- donations to a particular cause.

Do you feel passionate about a certain social 9- cause? If so, you could help organize 10- petitions and get involved in 11- campaigning If you're interested in recreational activities, volunteer for your local or favorite sports club or you could host a painting workshop. But how do you get started? You can directly contact an organization you wish to volunteer for you to discuss what they need and how you could be involved. You could also organize something yourself or get together with others to do this. You can volunteer online or face to face.

Choose a way of volunteering that is right for you. Always keep in mind that volunteering should be a good experience for all, and second volunteering can be fun and sociable. Remember volunteering is about the choice you make, the difference you make, the world you make. Make a difference in 12- humanitarian causes.

8

Appendix P – 9th-grade Lesson Plan on Volunteer Programmes

1. Lesson Plan Information			
Subject/Course: English		Name: Beatriz Simão	
Grade Level: 9	Number of Ss. - 24	Date: 12/03/24	Time: 9.30h
Topic: Exchange experience / Volunteer programmes		Length of Period: 50m	
2. Personal Aims I Main Aims			
<p>Personal Aims: -To engage learners with the topic introduced in class; -To manage the time;</p> <p>Main Aims: - To judge and interpret a poster about volunteering; -To use previous knowledge of types of volunteering; -To identify volunteering work; -To work with another peer about the topic of volunteering.</p> <p>Learning Skills: Speaking; comprehension and interpretation skills; reading skills.</p>			
3. Content			
<p>Today learners will: Use vocabulary about the topic of volunteering, as well as create questions about a local volunteer organization uploading them to the class portfolio.</p>			
4. Anticipated Problems			
<p>- Lack of time to monitor ss.' work.</p>			
5. Assessment (collect data) / Evaluation (interpret data) (Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)			
<p><i>Based on the application, how will I know students have learned what I intended?</i></p>			

Through the pair-work in which learners will have to get together and create questions about the local organization and their goals for the community.		
6. Learning context		
A. The Learners		
(i) <i>What prior experiences, knowledge and skills do the learners bring with them to this learning experience?</i>		
- some background knowledge and vocabulary about volunteering.		
(ii) <i>How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners? (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)</i>		
- Ask some ss. to translate the instructions;		
- Ask if there are difficult words in the vocabulary introduced.		
- Explain in other ways to reach the same meaning.		
B. Learning Environment		
- Classroom.		
C. Resources/Materials		
- Power-Point Presentation;		
- Projector;		
- Computer;		
- Small cards.		
- Class portfolio.		
Learning Objectives	Procedures	Time
- To introduce the topic of class;	INTRODUCTION	5m
- To recall previous knowledge;	<ul style="list-style-type: none"> • 1st- Lead-in: Teacher writes the summary with the topics for the class (slide 1); • 2nd- to begin the class, the teacher gives each learner a card and tells them to keep it safe for now. Then, asks learners what was done in the previous class to recall previous knowledge; • 	
	MIDDLE	

- 13th- Ss. submit their question to the portfolio.

8. Interaction Patterns – how will students interact?

Whole-class interaction.
Individual work.

9. Possible Solutions

Try to guide learners through the discussion to reduce time.

10. References

Bloom's Taxonomy of Measurable Verbs. (n.d.). Utica University. Retrieved April 3, 2024, from <https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf>

Council of Europe. (2020). *Common European framework of reference for languages: learning, teaching, assessment.* Council of Europe. <https://www.coe.int/en/web/common-european-framework-reference-languages>

Martins, G., Gomes, C., Brocardo, J., Pedroso, J., Carrillo, J., Silva, L., Encarnação, M., Horta, M., Calçada, M., Nery, R., & Rodrigues, S. (2016). *Perfil dos alunos à saída da escolaridade obrigatória*. Direção Geral da Educação. https://dge.mec.pt/sites/default/files/Curriculo/Projeto_Autonomia_e_Flexibilidade/perfil_dos_alunos.pdf

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Lesson no. 56 (fifty-six)

Tuesday, the 12th of March 2024.

Summary:

Reading worksheet.

Pair work: volunteering questions.

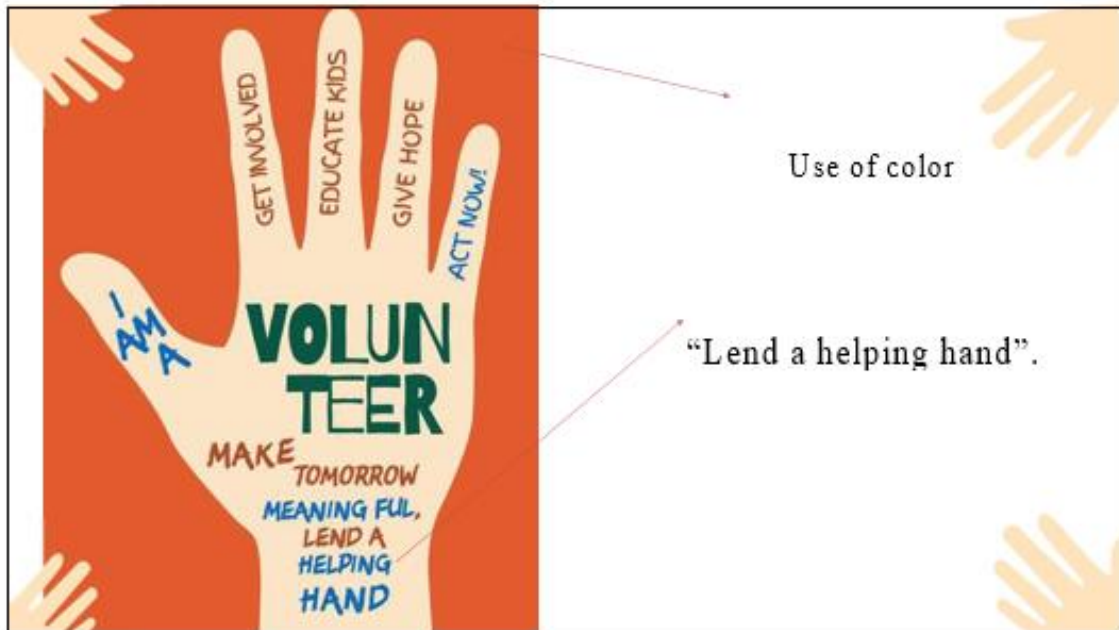


1

What can you see in the poster below?



2




3

In pairs, create questions about volunteering so that you can ask them next class.

After, upload the questions to the Padlet below.



4

 "MAKING..."	 "LENDING..."	 "GIVING BACK..."	 "BEING OF..."
 A DIFFERENCE."	 A HELPING HAND."	 TO THE COMMUNITY."	 SERVICE."
 "GETTING..."	 "VOLUNTEERING..."	 "MAKING THE WORLD..."	 "JOIN THE..."
 INVOLVED."	 FOR A GOOD CAUSE."	 A BETTER PLACE."	 CAUSE."
 "SERVING..."	 "DO YOUR..."	 "BEING AN AGENT..."	 "BEING A..."
 OTHERS."	 PART."	 OF CHANGE."	 PART OF THE SOLUTION."



Reading Worksheet A

INGLÊS

Unit 3

Professora Beatriz Simão

Name _____ nr. _____ class _____ date (0,3p) _____

Teacher _____ Mark _____ E.E. _____

1. Read the following text.

My Experience as a Foreign Exchange Student I 2019

The hardest decision I've ever made was to go to America for a whole school year. But I don't **regret my decision**. I learned so much about the culture and myself during my time here. It will always be an important part of my life. For me, America is great. Even though it is not perfect, waking up every morning in America is such an amazing feeling. Every day is different and a part of my experience here. I wanted to find as many friends as possible, see everything in America, and live a life like a high school student in the movies. I wanted the perfect exchange-student experience. But perfect doesn't exist, and every experience is different in many ways.

With my host family, I have had the opportunity to see so many things, for example, Hunt Club Farm and Busch Gardens. I have also gained so many great memories at Kempsville, by participating in the Bonfire, sports events, spirit weeks, Homecoming and Leadership Workshop.

That isn't to say that there isn't a difference between America and my home country, Germany. The people in Germany tend to be rude, so I like that Americans are more polite and friendly. High school was one of the biggest changes to get used to because the school system is totally different, as well as the way the schools operate.

I would recommend an exchange year to anyone who is interested in other cultures and has the opportunity to do it. **It is definitely worth it**, and an amazing experience! - **Antonia Emmerich**

- <https://khstreaty.com/1877/showcase/my-experience-as-a-foreign-exchange-student/>
(*The Treaty- the students' newspaper of Kempsville High School, 2019*)

2. Are the following sentences true (T) or false (F)? Correct the false ones. (7,5x4=30p)

a) Antonia wanted to stay in her host family's home, and not go out and make new friends.

b) Antonia's host family gave her the opportunity to get to know new places like Hunt Club Farm
and Busch Gardens.

c) There are no differences between the USA and Antonia's home country, Germany.

d) The biggest challenge that Antonia faced had to do with the school system.

3. In the text there are three highlighted words. Match them with the correct meanings below. (4x3=12p)

- a) "The hardest decision I've ever made." 1- It was beneficial.
- b) "I don't regret my decision." 2- A very difficult choice.
- c) "It is definitely worth it." 3- No worries.

4. Tick ✓ the only correct answer about the previous text. (10p)

- a) Antonia would not recommend the experience of going on an exchange programme to anybody else.
- b) Antonia thought that the experience was worth it and that it was amazing.
- c) Antonia's home country is the USA.
- d) Antonia thought that people from Germany were much nicer than people in the USA.

5. Answer the following questions about the text. Use your words as far as possible. (15x3=45p)

a) **How did Antonia feel about being in the USA?**

b) What type of memories did Antonia make?

c) What are the differences between Germany and the USA?



Reading Worksheet B

INGLÊS

Unit 3

Professora Beatriz Simão

Name _____ nr. _____ class _____ date (0,3p) _____

Teacher _____ Mark _____ E.E. _____

1. Read the following text.

My Experience as a Foreign Exchange Student I 2019

The hardest decision I've ever made was to go to America for a whole school year. But **I don't regret my decision**. I learned so much about the culture and myself during my time here. It will always be an important part of my life. For me, America is great. Even though it is not perfect, waking up every morning in America is such an amazing feeling. Every day is different and a part of my experience here. I wanted to find as many friends as possible, see everything in America, and live a life like a high school student in the movies. I wanted the perfect exchange-student experience. But perfection doesn't exist, and every experience is different in many ways.

With my host family, I have had the opportunity to see so many things, for example, Hunt Club Farm and Busch Gardens. I have also gained so many great memories at Kempsville, by participating in the Bonfire, sports events, spirit weeks, Homecoming and Leadership Workshop.

That isn't to say that there isn't a difference between America and my home country, Germany. The people in Germany tend to be rude, so I like that Americans are more polite and friendly. High school was one of the biggest changes to get used to because the school system is totally different, as well as the way the schools operate.

I would recommend an exchange year to anyone who is interested in other cultures and has the opportunity to do it. **It is definitely worth it**, and an amazing experience! - **Antonia Emmerich**

- <https://khstreaty.com/1877/showcase/my-experience-as-a-foreign-exchange-student/>
(*The Treaty- the students' newspaper of Kempsville High School, 2019*)

2. Complete the sentences about the text with the information from the box. (7,5x4=30p)

- an exchange year to anyone to anyone who is interested in other cultures and has the opportunity to do it
- as many friends as possible, see everything in America, and live a life like a high school student in the movies

- perfect exchange-student experience
- see new things, get to know new places like Hunt Club Farm and Busch Gardens

e) Antonia wanted to make

_____.

f) Antonia's host family gave her the opportunity to

_____.

g) She wanted the

_____.

h) Antonia recommends

_____.

3. In the text there are three highlighted expressions. Match them with the correct meanings below. (4x3=12p)

d) "The hardest decision I've ever made." 1- It was beneficial.

e) "I don't regret my decision." 2- A very difficult choice.

f) "It is definitely worth it." 3- No worries.

4. Tick ✓ the only correct answer about the previous text. (10p)

e) Antonia would not recommend the experience of going on an exchange programme to anybody else.

f) Antonia thought that the experience was worth it and that it was amazing.

g) Antonia's home country is the USA.

h) Antonia thought that people from Germany were much nicer than people in the USA.

5. Choose the correct option to complete the sentences below about the text. (15x3=45p)

5.1. How did Antonia feel about being in the USA?

- a) Antonia thought that it was amazing, even though it wasn't perfect.
- b) Antonia felt sad because the USA was very different from her home country, Germany.
- c) Antonia felt great as she woke up every morning thinking that the USA was perfect.

5.2. What type of memories did Antonia keep?

- a) Antonia didn't make a lot of new memories as she stayed in her host family's house.
- b) She made good memories with her new American friends as she participated in Bonfires, sports events, Homecoming and others.
- c) Antonia made great memories with her host family by participating in sports events, Homecoming, Leadership workshop and Bonfires.

5.3. What are the differences between Germany and the USA?

- a) People in the USA are rude compared to the people in Germany who are nice and polite, and the school system in the USA is very different to the one in Germany.
- b) The people in Germany can be rude while the people in the USA are normally polite and friendly, and both the school system and how they operate is very different to the one in Germany.
- c) The high school in Germany was very different to the one in the USA as Antonia got used to the new school pretty quickly.



Name _____ nr. _____ class _____ date (0,3p) _____

Teacher _____ Mark _____ E.E. _____

1. Read the following text.

My Experience as a Foreign Exchange Student I 2019

The hardest decision I've ever made was to go to America for a whole school year. But I don't **regret my decision**. I learned so much about the culture and myself during my time here. It will always be an important part of my life. For me, America is great. Even though it is not perfect, waking up every morning in America is such an amazing feeling. Every day is different and a part of my experience here. I wanted to find as many friends as possible, see everything in America, and live a life like a high school student in the movies. I wanted the perfect exchange-student experience. But perfect doesn't exist, and every experience is different in many ways.

With my host family, I have had the opportunity to see so many things, for example, Hunt Club Farm and Busch Gardens. I have also gained so many great memories at Kempsville, by participating in the Bonfire, sports events, spirit weeks, Homecoming and Leadership Workshop.

That isn't to say that there isn't a difference between America and my home country, Germany. The people in Germany tend to be rude, so I like that Americans are more polite and friendly. High school was one of the biggest changes to get used to because the school system is totally different, as well as the way the schools operate.

I would recommend an exchange year to anyone who is interested in other cultures and has the opportunity to do it. **It is definitely worth it**, and an amazing experience! - **Antonia Emmerich**

- <https://khstreaty.com/1877/showcase/my-experience-as-a-foreign-exchange-student/>
(*The Treaty- the students' newspaper of Kempsville High School, 2019*)

2. Are the following sentences true (T) or false (F)? Correct the false ones. (7,5x4=30p)

- i) Antonia wanted to stay in her host family's home, and not go out and make new friends. **F-**
Antonia wanted to find as many friends as possible and see everything in America.
- j) Antonia's host family gave her the opportunity to get to know new places like Hunt Club Farm and Busch Gardens. **T**

- k) There are no differences between the USA and Antonia's home country, Germany. **F- People in Germany tend to be rude and Americans are more polite and friendly. High school in the USA had a different school system as well as the way schools operate.**
- l) The biggest challenge that Antonia faced had to do with the school system. **T**

3. In the text there are three highlighted words. Match them with the correct meanings below. (4x3=12p)

- g) "The hardest decision I've ever made." 2 1- It was beneficial.
- h) "I don't regret my decision." 3 2- A very difficult choice.
- i) "It is definitely worth it." 1 3- No worries.

4. Tick the only correct answer about the previous text. (10p)

- i) Antonia would not recommend the experience of going on an exchange programme to anybody else.
- j) Antonia thought that the experience was worth it and that it was amazing.
- k) Antonia's home country is the USA.
- l) Antonia thought that people from Germany were much nicer than people in the USA.

5. Answer the following questions about the text. Use your words as far as possible. (15x3=45p)

- a) How did Antonia feel about being in the USA? **Antonia felt great in the USA. Even though it wasn't perfect, waking up every morning in America was a great feeling.**
- b) What type of memories did Antonia make? **She made good memories at Kempsville, by participating in the Bonfire, sports events, spirit weeks, Homecoming and a Leadership Workshop.**
- c) What are the differences between Germany and the USA? **There are some differences between Germany and the USA as people in Germany tend to be rude while Americans are more polite and friendly. Also, high school in the USA had a different school system compared to how schools operate in Germany.**

Appendix Q – 10th-grade Lesson Plan on Anxiety

1. Lesson Plan Information	
Subject/Course: English	Name: Beatriz Simão
Grade Level: 10	Number of Ss. - 23
Date: 06/03/24	Time: 14.30h
Topic: Anxiety and mental health	Length of Period: 100m
2. Personal Aims I Main Aims	
<p>Personal Aims: -To engage learners with the topic introduced; -To manage the time;</p> <p>Main Aims: - To recall previous knowledge about the previous class and apply it; - To interpret and analyze information about a written text; - To discuss the topic of anxiety in the students’ lives; - To predict about a written text.</p> <p>Learning Skills: Speaking; comprehension and interpretation skills; reading skills.</p>	
3. Content	
<p>Today learners will: Use vocabulary and previous knowledge about the topic of mental health, as well as learn and interpret a short-animation film and data about anxiety in teens.</p>	
4. Anticipated Problems	
<ul style="list-style-type: none"> - Lack of time to monitor ss.’ work. - Lack of time to do all the tasks designed. 	
5. Assessment (collect data) / Evaluation (interpret data)	
(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)	

Based on the application, how will I know students have learned what I intended?

Through the analysis, students will do about the different functions used in the short-animation and the worksheet about anxiety in teens.

6. Learning context

A. The Learners

(i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience?

- some background knowledge and vocabulary about anxiety in teens.

(ii) How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners? (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)

- Ask some ss. to translate the instructions;
- Ask if there are difficult words in the vocabulary introduced.
- Explain in other ways to reach the same meaning.

B. Learning Environment

- Classroom.

C. Resources/Materials

- Power-Point Presentation;
- Projector;
- Computer;
- Reading worksheet;
- Mentimeter (<https://www.menti.com/almafrqhxaa>)
- Short-animation movie “Brilhante” (2021) – (https://www.youtube.com/watch?v=21mDekTZwsw&t=2s&ab_channel=HappyKappy)

Learning Objectives	Procedures	Time
<ul style="list-style-type: none"> - To introduce the topic of class; - To recall previous vocabulary; - To work collaboratively with other peers; 	<p>INTRODUCTION</p> <ul style="list-style-type: none"> • 1st- Teacher writes the summary with the topics for the class (slide 2); • 2nd- Pre-reading activity: to begin the class, the teacher shows students the presentation, and asks ss. to get in pairs, and search vocabulary connected to the topic of anxiety using their cell-phones; 	<p>15m</p>

<ul style="list-style-type: none"> - To express orally and judge the vocabulary chosen; - To deduce and infer about the topic of the text; 	<ul style="list-style-type: none"> • 3rd- After ss. get in pairs, T. asks ss. to build a word cloud using Mentimeter. T. checks ss. progress through the app (slide 3) • 4th- T. monitors students’ work; • 5th- When ss. finish, there will be a whole-class discussion about the vocabulary ss. found; • 6th- T. will highlight some of the vocabulary and words ss. might not know, and explore the choice of some of the words they found; • 7th- T. moves on and shows students the title of a text: “Increased internet use linked to higher anxiety in teens”, and asks ss. to predict what they are going to read (slide 4); • 	
<ul style="list-style-type: none"> - To assess students’ knowledge about vocabulary previously introduced; - To interpret and solve activities about mental health; 	<p>MIDDLE</p> <ul style="list-style-type: none"> • 8th- Main-task: T. gives each student a worksheet, and asks them to look through it, checking the pre-reading activity. T. explains why the ss. do only the pre-reading activity, before moving into the reading activity. • 9th- Ss. do the pre-reading activity, while the teacher monitors their work; • 10th- T. corrects the pre-reading activity in a whole-class discussion; • 11th- Then, the teacher asks students to read the text and to do the post-reading activities proposed in the worksheet until exercise 3 individually. T. highlights that they have to use their own words; • 12th- T. monitors the students’ work; • 13th- T. corrects the post-reading activities with the students in a whole-class discussion. The teacher writes the correction on the board; 	75m

<ul style="list-style-type: none"> - To interpret and infer about the short-animation - To assess and infer about different modes in the short-animation; 	<ul style="list-style-type: none"> • 14th- T. moves on and tells ss. that they are now going to watch a short-animation about the topic being discussed; • 15th- T. introduces two pictures from the presentation, and first asks students: <ul style="list-style-type: none"> - Where and who are these people? • 16th- T. then introduces other two questions: <ul style="list-style-type: none"> - Why do the students have different shapes of bulbs? - Why is the bulb on the first image broken? What does it stand for? • 17th- Whole-class discussion about the questions; • 18th- T. moves on and tells students that the short-animation is going to start and that they need to pay attention to color, the music, and the symbols in the lightbulb. T. advises ss. to write some notes in their notebooks; • 19th- ss. watch the short animation; 	
<ul style="list-style-type: none"> - To criticize and argue about the different modes in the short-animation; <p>To express orally opinions about the modes used in the short-animation;</p>	<p>CONCLUSION</p> <ul style="list-style-type: none"> • 20th- Post-task: After the video ends, T. asks students if they understood the topic of the short animation, and if they liked it or not; • 21st- T. asks students about what they thought of the use of color, music and symbols; • 22nd- Whole class discussion about color, music and the symbols in the lightbulb. 	10m
<p>8. Interaction Patterns – how will students interact?</p>		
<p>Whole-class interaction. Individual work. Pair-work.</p>		
<p>9. Possible Solutions</p>		
<p>Try to guide learners through the worksheet and show the correction to the worksheet.</p>		

10. References

- Bloom's Taxonomy of Measurable Verbs.* (n.d.). Utica University. Retrieved April 3, 2024, from <https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf>
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- Martins, G., Gomes, C., Brocardo, J., Pedroso, J., Carrillo, J., Silva, L., Encarnação, M., Horta, M., Calçada, M., Nery, R., & Rodrigues, S. (2016). *Perfil dos alunos à saída da escolaridade obrigatória.* Direção Geral da Educação. https://dge.mec.pt/sites/default/files/Curriculo/Projeto_Autonomia_e_Flexibilidade/perfil_dos_alunos.pdf
- República Portuguesa da Educação. (2018). *Aprendizagens essenciais de inglês 9º ano.* Direção Geral da Educação. https://www.dge.mec.pt/sites/default/files/Curriculo/Aprendizagens_Essenciais/3_ciclo/ingles_3c_9a_ff.pdf.



Anxiety

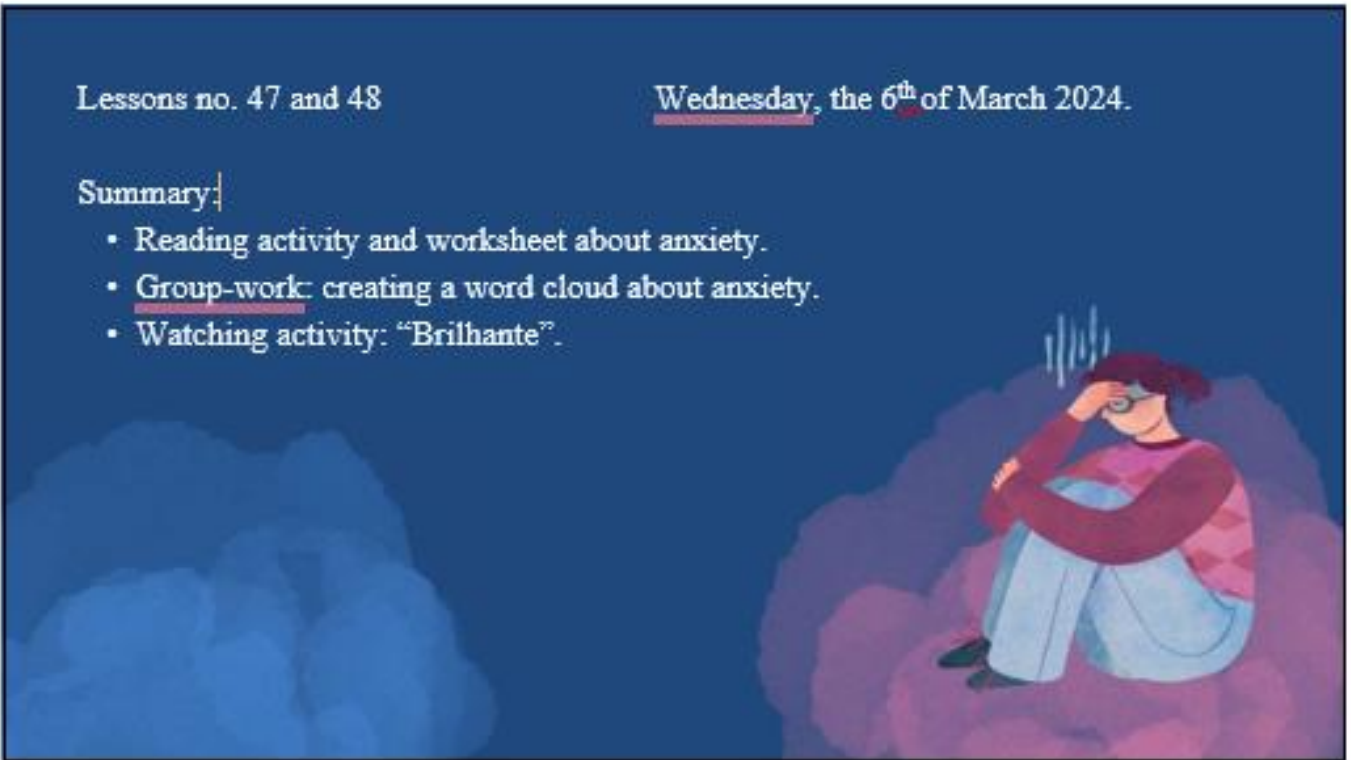
1.

Lessons no. 47 and 48

Wednesday, the 6th of March 2024.

Summary:

- Reading activity and worksheet about anxiety.
- Group-work: creating a word cloud about anxiety.
- Watching activity: “Brilhante”.



2.

Word-cloud about Anxiety

- In pairs, think of words about the topic of stress and anxiety.
- Use the following code: 6528 5491



3



What do you think of the following title?

“Increased internet use linked to higher anxiety in teens”

4

- Where and who are they?



5

- Why do the students have different shapes of bulbs?

- Why is the bulb on the first image broken? What does it stand for?



6



7



8



English class – 10th grade (2023/2024)

Unit 1 - Teens

1. Pre-Reading.

1.1. Replace the underlined expressions with a suitable phrase from the box.

school closures; lack of social connection; uncontrollable stress; settings.

- a) Stress in teens is **out of control**.
- b) There was a school **confinement** during the pandemic.
- c) During the pandemic, teens had an **absence of a social life**.
- d) Due to Covid-19, there were changes in family **environments**.

1.2. Match the synonyms to the words from the box below.

Deal with something successfully; tend to; ignore; evaluate; weakness; between; predominance;

- a) Prevalence--» _____
- b) Neglect --» _____
- c) Vulnerability--» _____
- d) Among--» _____
- e) Be prone to--» _____
- f) Cope with-» _____
- g) Assess--» _____

2. Read the following text about the topic of anxiety.

Increased internet use linked to higher anxiety in teens, research shows | 2023 | Tarun Lomte

In a recent study published in BMC Public Health, researchers examined the prevalence of anxiety and Internet addiction among adolescents during the coronavirus disease 2019 (COVID-19) pandemic in Vietnam.

Background

Adolescence is a transitional period characterized by significant emotional, physical, social, and cognitive changes.

The COVID-19 pandemic has been stressful for adolescents due to uncontrollable stress factors such as school closures, fear of disease, a lack of social connections, and changes in family and social settings.

The psychological impact of the pandemic might have been more significant for adolescents than adults, given their vulnerability. Anxiety disorder remains one of the most common mental health problems in adolescents.

Further, the Internet has a profound impact on this subpopulation, and its addiction often leads affected people to neglect responsibilities and lose interest in other activities.

Social isolation measures imposed during the pandemic have increased internet usage and addiction risk. Studies suggest that adolescents are prone to excessive internet use, which may have adverse effects.

About the study

In the present study, researchers estimated the prevalence of anxiety and Internet addiction among Vietnamese adolescents during the COVID-19 pandemic.

The Internet addiction diagnostic questionnaire was adapted to assess addiction. Participants were asked to indicate if they could not live without the Internet and smart devices, used them to cope with stress, or lied to their parents about time spent online.

They also indicated that they were angry when parents regulated the time spent online and preferred to spend time on the Internet rather than with family or friends.

Findings

Approximately 25% of participants had one of their parents unemployed due to COVID-19. Around 12% of respondents experienced domestic family violence.

Nearly 55% of students indicated they could not live without the Internet and smart devices, and 58% used the Internet and smart devices as coping mechanisms for stress and unwanted events.

Over 7% of participants had severe anxiety (GAD-7 score > 14), 22.8% had moderate levels (score 10–14), and the rest had minimum (score: 0–4) or some levels of anxiety (score: 5–9).

- Retracted from <https://www.news-medical.net/news/20231211/Increased-internet-use-linked-to-higher-anxiety-in-teens-research-shows.aspx>

3. Post-reading

3.1. After reading the text, answer the following questions. Use your own words as far as possible.

- a) What did the study published in BMC Public Health find out about anxiety in adolescence?



b) Was the COVID-19 pandemic stressful for adolescents? Justify your opinion.

c) What are the consequences of becoming addicted to technology?

3.2. Look at the following graphic about anxiety in adolescence, and complete the following sentences with *approximately, nearly, over*.

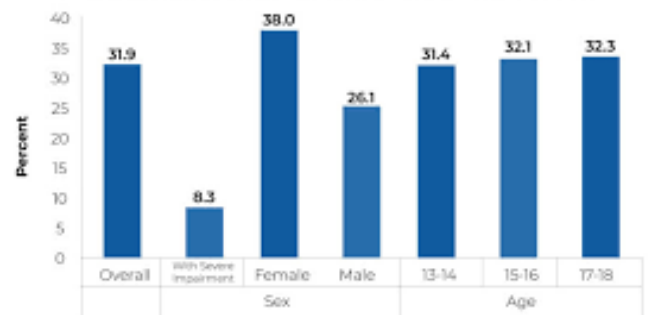
a) _____ 32% of teens feel some type of anxiety disorder.

b) _____ 26% of males have suffered from anxiety disorders.

c) _____ 8% of teens have a severe impairment.

Lifetime Prevalence of Any Anxiety Disorder Among Adolescents (2001-2004)

Data from National Comorbidity Survey Adolescent Supplement (NCS-A)



English class – 10th grade (2023/2024) - Correction

Unit 1 - Teens

1. Pre-Reading.

1.1. Replace the underlined expressions with a suitable phrase from the box.

school closures; lack of social connection; uncontrollable stress; settings.

- a) Stress in teens is out of control. **Uncontrollable stress**
- b) There was a school confinement during the pandemic. **School closure**
- c) During the pandemic, teens had an absence of a social life. **Lack of social connection**
- d) Due to Covid-19, there were changes in family environments. **settings**

1.2. Match the synonyms to the words from the box below.

Deal with something successfully; tend to; ignore; evaluate; weakness; between; predominance;

- a) Prevalence--» _____ **predominance**
- b) Neglect --» _____ **ignore**
- c) Vulnerability--» _____ **weakness**
- d) Among--» _____ **between**
- e) Be prone to--» _____ **tend to**
- f) Cope with--» _____ **deal with something**
- g) Assess--» _____ **evaluate**

2. Read the following text about the topic of anxiety.

Increased internet use linked to higher anxiety in teens, research shows | 2023 | Tarun Lomte

In a recent study published in BMC Public Health, researchers examined the prevalence of anxiety and Internet addiction among adolescents during the coronavirus disease 2019 (COVID-19) pandemic in Vietnam.



Background

Adolescence is a transitional period characterized by significant emotional, physical, social, and cognitive changes.

The COVID-19 pandemic has been stressful for adolescents due to uncontrollable stress factors such as school closures, fear of disease, a lack of social connections, and changes in family and social settings.

The psychological impact of the pandemic might have been more significant for adolescents than adults, given their vulnerability. Anxiety disorder remains one of the most common mental health problems in adolescents.

Further, the Internet has a profound impact on this subpopulation, and its addiction often leads affected people to neglect responsibilities and lose interest in other activities.

Social isolation measures imposed during the pandemic have increased internet usage and addiction risk. Studies suggest that adolescents are prone to excessive internet use, which may have adverse effects.

About the study

In the present study, researchers estimated the prevalence of anxiety and Internet addiction among Vietnamese adolescents during the COVID-19 pandemic.

The Internet addiction diagnostic questionnaire was adapted to assess addiction. Participants were asked to indicate if they could not live without the Internet and smart devices, used them to cope with stress, or lied to their parents about time spent online.

They also indicated that they were angry when parents regulated the time spent online and preferred to spend time on the Internet rather than with family or friends.

Findings

Approximately 25% of participants had one of their parents unemployed due to COVID-19. Around 12% of respondents experienced domestic family violence.

Nearly 55% of students indicated they could not live without the Internet and smart devices, and 58% used the Internet and smart devices as coping mechanisms for stress and unwanted events.

Over 7% of participants had severe anxiety (GAD-7 score > 14), 22.8% had moderate levels (score 10–14), and the rest had minimum (score: 0–4) or some levels of anxiety (score: 5–9).

- Retracted from <https://www.news-medical.net/news/20231211/Increased-internet-use-linked-to-higher-anxiety-in-teens-research-shows.aspx>

3. Post-reading

3.1. After reading the text, answer the following questions. Use your own words as far as possible.

- a) What did the study published in BMC Public Health find out about anxiety in adolescence?

The study found that 58% of teens used the Internet and smart devices as coping mechanisms for stress and unwanted events and that 7% of participants had severe anxiety (GAD-7 score > 14), 22.8% had moderate levels (score 10–14), and the rest had minimum (score: 0–4) or some levels of anxiety.

- b) Was the COVID-19 pandemic stressful for adolescents? Justify your opinion.

The COVID-19 pandemic has been stressful for adolescents due to uncontrollable stress factors such as school closures, fear of disease, a lack of social connections, and changes in family and social settings.

The psychological impact of the pandemic might have been more significant for adolescents than adults, given their vulnerability.

- c) What are the consequences of becoming addicted to technology?

Further, the Internet has a profound impact on this subpopulation, and its addiction often leads affected people to neglect responsibilities and lose interest in other activities.

Social isolation measures imposed during the pandemic have increased internet usage and addiction risk. Studies suggest that adolescents are prone to excessive internet use, which may have adverse effects. They also indicated that they were angry when parents regulated the time spent online and preferred to spend time on the Internet rather than with family or friends.

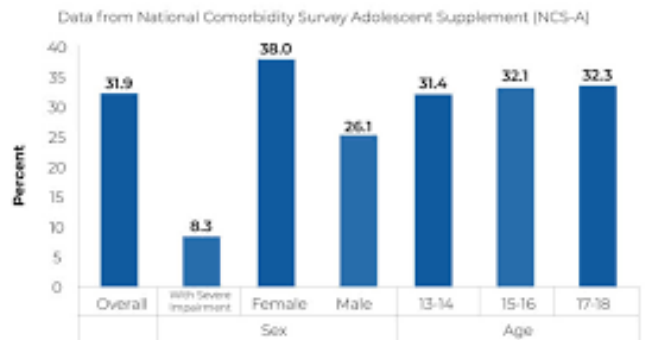
3.2. Look at the following graphic about anxiety in adolescence, and complete the following sentences with *approximately*, *nearly*, *over*.

- a) **Nearly** _____ 32% of teens feel some type of anxiety disorder.

- b) **Approximately** _____ 26% of males have suffered from anxiety disorders.

- c) **Over** _____ 8% of teens have a severe impairment.

Lifetime Prevalence of Any Anxiety Disorder Among Adolescents (2001-2004)



Appendix R – 10th-grade Lesson Plan on Anxiety and Mental Health

1. Lesson Plan Information	
Subject/Course: English	Name: Beatriz Simão
Grade Level: 10 Number of Ss. - 23	Date: 13/03/24 Time: 14.30h
Topic: Anxiety and mental health	Length of Period: 50m
2. Personal Aims I Main Aims	
<p>Personal Aims:</p> <ul style="list-style-type: none"> -To engage learners with the topic introduced; -To manage the time; -To manage well the classroom. <p>Main Aims:</p> <ul style="list-style-type: none"> -To recall previous knowledge about the previous class and the topic of anxiety; - To interpret and appraise the message conveyed in the short animation; - To restate some ideas that were earlier provided in the short animation about multimodal modes (color, symbols and music); - To critically apply the knowledge learned in a writing activity about the short animation. <p>Learning Skills:</p> <p>Speaking; comprehension and interpretation skills.</p>	
3. Content	
<p>Today learners will:</p> <p>Use previous knowledge about the topic of mental health, as well as interpret a short-animation film and the message being conveyed.</p>	
4. Anticipated Problems	
<ul style="list-style-type: none"> - Lack of time to monitor ss.’ work. - Lack of time to do all the tasks designed. 	
5. Assessment (collect data) / Evaluation (interpret data)	
<p>(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)</p>	

Based on the application, how will I know students have learned what I intended?

Through the writing activity submitted to the class portfolio in which learners are going to interpret the message seen in the short-animation.

6. Learning context

A. The Learners

(i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience?

- previous knowledge and vocabulary about anxiety in teens, as well, as the short-animation movie.

(ii) How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners? (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)

- Ask some ss. to translate the instructions;
- Ask if there are difficult words in the vocabulary introduced.
- Explain in other ways to reach the same meaning.

B. Learning Environment

- Classroom.

C. Resources/Materials

- Power-Point Presentation;
- Projector;
- Computer;
- Class portfolio;
- Short-animation movie “Brilhante” (2021) – (https://www.youtube.com/watch?v=21mDekTZwsw&t=2s&ab_channel=HappyKappy).

Learning Objectives	Procedures	Time
<ul style="list-style-type: none"> - To introduce the topic of class; - To recall previous knowledge; - To express orally and judge the short-animation; 	<p>INTRODUCTION</p> <ul style="list-style-type: none"> • 1st- Teacher writes the summary with the topics for the class (slide 1); • 2nd- Pre-writing activity: to begin the class, the teacher recaps what they had been talking about last class about the short animation, asking ss. some questions while showing them pictures (slide 2): - What do you remember about the story of the short animation? 	<p>10m</p>

	<ul style="list-style-type: none"> - How does the use of color, music and symbols connect with anxiety in the boy with the broken lightbulb? • 	
<ul style="list-style-type: none"> - To work collaboratively with other peers; - To interpret and infer about the short-animation; - To apply previous knowledge; 	<p>MIDDLE</p> <ul style="list-style-type: none"> • 3rd - Main-task: T. tells ss. to create groups of four ss. and before they get together, T. gives ss. the instructions: after ss. get together, they need to write a summary of the short animation they watched last class while answering the following questions: <ul style="list-style-type: none"> - Why did the lightbulb in the boy break? - What is the meaning behind it? • 4th - Then, T. tells students to write a minimum of 60 words and write their answers using their cell phones and upload them into Padlet to the link provided in the presentation. T. tells ss. they have 14m to do the task (slide 3); • 5th - T. monitors ss. work; • 6th- ss. upload their writing activities while the T. checks their posts; 	25m
To assess and infer about different interpretations.	<p>CONCLUSION</p> <ul style="list-style-type: none"> • 7th- Post-task: Then, T. projects each group's answers and asks everyone to look at what the others wrote and assess it, making a comment. 	15m
8. Interaction Patterns – how will students interact?		
Whole-class interaction.		
Group-work.		
9. Possible Solutions		
Try to monitor and reduce the time that learners have to do the task of uploading their submissions to the class portfolio.		
10. References		

Bloom's Taxonomy of Measurable Verbs. (n.d.). Utica University. Retrieved April 3, 2024, from <https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf>

Council of Europe. (2020). *Common European framework of reference for languages: learning, teaching, assessment.* Council of Europe. <https://www.coe.int/en/web/common-european-framework-reference-languages>

Happy Kappy. (2021, November 05). [Video]. *Brilhante - Curta Metragem de Animação (2021)*. Youtube. Retrieved February 28, 2024, from <https://www.youtube.com/watch?v=21mDekTZsw&t=2s>

Martins, G., Gomes, C., Brocardo, J., Pedroso, J., Carrillo, J., Silva, L., Encarnação, M., Horta, M., Calçada, M., Nery, R., & Rodrigues, S. (2016). *Perfil dos alunos à saída da escolaridade obrigatória.* Direção Geral da Educação. https://dge.mec.pt/sites/default/files/Curriculo/Projeto_Autonomia_e_Flexibilidade/perfil_dos_alunos.pdf

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13/03/24

English class



1

Lesson no. 49 Wednesday, the 13th of March 2024.

Summary:

Group work: writing activity about the short animation
“Brilhante” (2021).



2

“Brilhante” (2021)



3

Group activity

- In groups, write a summary of the story (60 words), having in mind the following questions:
 - Why did the lightbulb in the boy break?
 - What is the meaning behind it?
- Upload your summary to Padlet (<https://padlet.com/a2019105341/class-portfolio-ut9jugdpajik02lm>)



4

Appendix S – 10th-grade Lesson Plan on Artificial Intelligence

1. Lesson Plan Information			
Subject/Course: English		Name: Beatriz Simão	
Grade Level: 10	Number of Ss. - 23	Date: 08/04/24	Time: 12.30h
Topic: Artificial intelligence manipulation		Length of Period: 50m	
2. Personal Aims I Main Aims			
<p>Personal Aims:</p> <ul style="list-style-type: none"> -To engage learners with the topic introduced; -To manage the time; -To manage well the classroom. <p>Main Aims:</p> <ul style="list-style-type: none"> - To predict about the current position of AI in the world; -To recall and name vocabulary associated with technology and artificial intelligence; -To appraise artificial intelligence images available online; -To recognize real images from deepfakes; -To express orally the differences between artificial intelligence pictures and real ones; -To learn new vocabulary to analyse deepfakes and real pictures. <p>Learning Skills:</p> <p>Speaking; comprehension and interpretation skills; writing skills.</p>			
3. Content			
<p>Today learners will:</p> <p>Use previous knowledge about the topic of artificial intelligence, as well as interpret several pictures and paintings manipulated by AI.</p>			
4. Anticipated Problems			
<ul style="list-style-type: none"> - Lack of time to monitor ss.' work. - Lack of time to do all the tasks designed. 			
5. Assessment (collect data) / Evaluation (interpret data)			
(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)			

Based on the application, how will I know students have learned what I intended?		
Through the writing activity submitted to the class portfolio in which learners are going to interpret and assess the several paintings and photographs manipulated by AI.		
6. Learning context		
A. The Learners		
(i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience?		
- previous knowledge about AI.		
(ii) How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners?		
- Ask some ss. to translate the instructions;		
- Ask if there are difficult words in the vocabulary introduced.		
- Explain in other ways to reach the same meaning.		
B. Learning Environment		
- Classroom.		
C. Resources/Materials		
- Power-Point Presentation;		
- Projector;		
- Computer;		
- Class portfolio;		
- Genially quiz (https://view.genial.ly/65fda184f1f9fa0015e9b722/interactive-content-ai-quiz-80424)		
- AI painting “Portrait of Edmond Belamy” (https://www.bbc.com/news/entertainment-arts-45951803);		
- AI game: real pictures and deepfakes.		
Learning Objectives	Procedures	Time
- To deduce the topic of the class;	INTRODUCTION • 1 st - Pre-writing activity: 1st- to begin the class, the teacher shows students a few headings of news about artificial intelligence and asks students the following (slide 1): -What is the topic for today’s class from the headings?	10m

<ul style="list-style-type: none"> - To express orally and judge the headings about the topic; 	<ul style="list-style-type: none"> -What can you take from the different headings about technology or artificial intelligence? -Does it seem like there are different perspectives? • 2nd-Ss. try to determine the topic and some ideas from the headings that the teacher showed; • 3rd -T. moves on, and because students talked a bit about the issue of AI, the teacher asks if they ever used it and how; • 4th -ss. answer the previous question; • 	
<ul style="list-style-type: none"> - To check previous knowledge about the topic of AI; - To learn new vocabulary about AI; - To interpret and assess a painting; 	<p>MIDDLE</p> <ul style="list-style-type: none"> • 5th - Main-task: T. tells ss. that they are going to do a quiz together which will be shown by the teacher, and students have to verify their knowledge about AI (slide 2); • 6th -ss. answer the quiz, while the teacher checks the answers. When students finish each question, T. goes over the vocabulary about AI: <ul style="list-style-type: none"> • Bias; • Prejudice; • Algorithm; • Deep learning; • Deep fake; • Autonomous; • Machine learning; • Neural networks. • 7th -T. moves on and shows students a painting created by AI and asks ss. the following questions (slide 3): <ul style="list-style-type: none"> -What can you see in the painting? -Is this painting a human creation or was it AI who created it? 	<p>25m</p>

<ul style="list-style-type: none"> - To learn new vocabulary about AI; 	<p>Then, T. introduces and explains the use of the new words/expressions connected to AI and asks if there are doubts regarding them and tells ss. to copy the vocabulary to their notebooks (slides 4-6):</p> <ul style="list-style-type: none"> -Tampering; - “Picking apart the visual discrepancies”; - “Image manipulation”; - authentic; - “using an algorithm”; - distorted; - edited; - “Deciphering the authenticity of images”. 	
<ul style="list-style-type: none"> - To assess and infer about different paintings and pictures; - To express orally and justify arguments; - To learn about how to assess pictures manipulated by AI. 	<p>CONCLUSION</p> <ul style="list-style-type: none"> • 8th- Post-task: T. moves on and tells ss. the groups for the upcoming task. When the groups of four students have been indicated and before ss. get together, T. gives the instructions: ss. have to access the QR code and check the number of the group that has been assigned to them (slide 7-8) <p>Then, they must go over the images and decide which are real and deepfakes. T. highlights that after this, ss. will have to share their findings with the rest of the class while justifying their choices. T. gives ss. 10m to do this and to upload their findings to the class portfolio.</p> <ul style="list-style-type: none"> • 9th -ss. start working on the pictures while the T. monitors; • 10th-After the 10m, T. tells ss. to share their findings with the rest of the class while projecting the images that each group had. T. will correct their findings if they didn’t find the correct image; 	<p>15m</p>

	<ul style="list-style-type: none"> • 11th -When every group share what they found, T. explains to students some of the tools to check if pictures and other news are real or not by giving them a few reliable sources in the presentation (slide 9); • 12th- the teacher writes the summary with the topics of the class at the end (slide 10). 	
8. Interaction Patterns – how will students interact?		
Whole-class interaction.		
Group-work.		
9. Possible Solutions		
Try to monitor and reduce the time that learners have to do the task of uploading their submissions to the class portfolio.		
10. References		
BBC. (2018, October 23). Ai painting to go under the Hammer. BBC News. https://www.bbc.com/news/entertainment-arts-45951803		
Martins, G., Gomes, C., Brocardo, J., Pedroso, J., Carrillo, J., Silva, L., Encarnação, M., Horta, M., Calçada, M., Nery, R., & Rodrigues, S. (2016). <i>Perfil dos alunos à saída da escolaridade obrigatória</i> . Direção Geral da Educação. https://dge.mec.pt/sites/default/files/Curriculo/Projeto_Autonomia_e_Flexibilidade/perfil_dos_alunos.pdf		
<i>Bloom's Taxonomy of Measurable Verbs</i> . (n.d.). Utica University. Retrieved April 3, 2024, from https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf		
Council of Europe. (2020). <i>Common European framework of reference for languages: learning, teaching, assessment</i> . Council of Europe. https://www.coe.int/en/web/common-european-framework-reference-languages		
República Portuguesa da Educação. (2018). <i>Aprendizagens essenciais de inglês 9º ano</i> . Direção Geral da Educação. https://www.dge.mec.pt/sites/default/files/Curriculo/Aprendizagens_Essenciais/3_ciclo/ingles_3c_9a_ff.pdf .		

What will be the topic discussed?

AI could predict patients' future health conditions, study finds

The technology could be used to help doctors when it comes to monitoring patients or making decisions around diagnosis, researchers said.

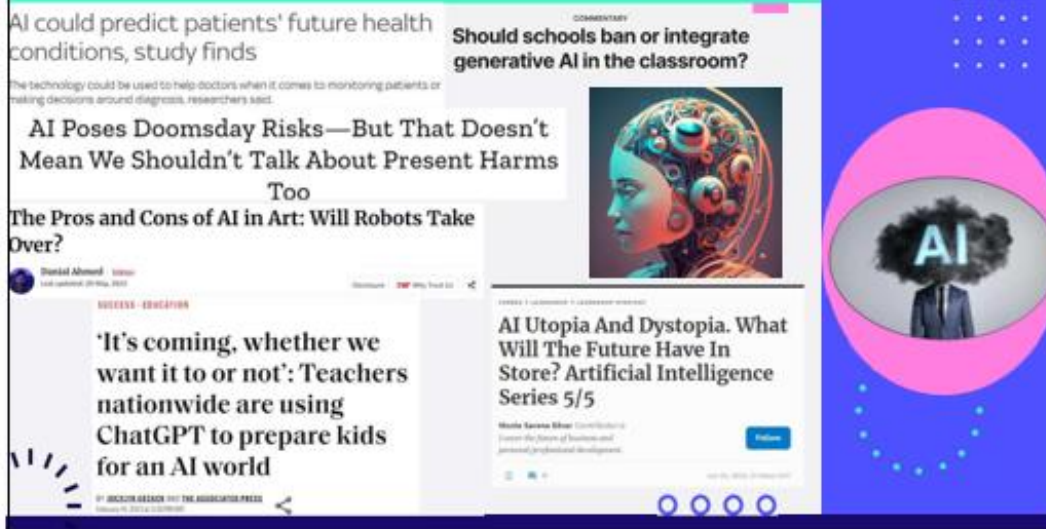
Should schools ban or integrate generative AI in the classroom?

AI Poses Doomsday Risks—But That Doesn't Mean We Shouldn't Talk About Present Harms Too

The Pros and Cons of AI in Art: Will Robots Take Over?





'It's coming, whether we want it to or not': Teachers nationwide are using ChatGPT to prepare kids for an AI world

AI Utopia And Dystopia. What Will The Future Have In Store? Artificial Intelligence Series 5/5



1

What do you know about AI?



2

Is this painting real or a creation of AI?



Portrait of Edmond Belamy



3

- Vocabulary we can use to describe pictures:

Edited / Distorted

E.g.- The painting we saw was edited and distorted from the real picture.

Using an algorithm

E.g.- John used an algorithm online to transform the picture of his boyfriend.



4

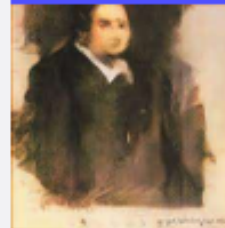
- Vocabulary we can use to describe pictures:

Authentic

E.g.- The portrait of St. John is not a fake, it's authentic.

Image manipulation

E.g.- The painting was manipulated by AI to create a new picture.



5

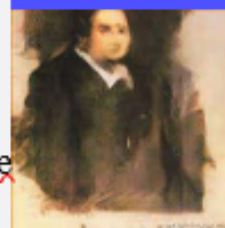
- Vocabulary we can use to describe pictures:

Tampering

E.g.- The portrait of Anne was tampered with.

“Picking apart the visual discrepancies” – to analyse a picture and check its inconsistencies and details.

“Deciphering the authenticity of images”- to check if an image is real or fake;



6

AI Challenge



Access the following QR code, and decide if the following pictures are real or deepfakes.

After you decide if the pictures are real or not, you will have to share your findings with the rest of the class and justify your choices.



7

AI Challenge



Please leave your findings in the class portfolio below using the QR code.




8

.....

How can you check if pictures are deepfakes?

You can access the following site and upload the picture to check the source and if it was altered.

Ex. - <https://contentatscale.ai/ai-image-detector/>




9

Lesson no. 46. Monday, the 8th of April 2024

Summary:

Introduction to a new unit:
Technology. Interactive quiz about AI.

Group-work: real pictures or deep fakes?



10 ○ ○ ○ ○

QUIZ

Artificial intelligence



START



QUESTION 1/10 - ARTIFICIAL INTELLIGENCE

Select three terms often heard in relation to Artificial Intelligence:

Word pool contains 6 words, 3 are correct



Machine learning



Neural networks



iRobot



Deep learning



Enter



• Vocabulary connected to AI

"machine learning" - computers that have the ability to learn without being programmed.

deep learning - it's a field of AI which imitates the human brain.

neural networks- computers that process data in a way that is inspired by the human brain.



QUESTION 2/10 - ARTIFICIAL INTELLIGENCE

```
re: function(){return p.fireWith(this,argument
ending",r={state:function(){return n},always:
romise)?e.promise().done(n.resolve).fail(n.re
```

Apple's personal assistant Siri is an example of Artificial Narrow Intelligence.

True False

Enviar

genially

- Vocabulary connected to AI

"Artificial Narrow intelligence" - It's a simpler version of AI designed to better perform a **single task** such as tracking weather updates.

QUESTION 3/10- ARTIFICIAL INTELLIGENCE

```
re: function(){return p.fireWith(this,argument
ending",r={state:function(){return n},always:
romise)?e.promise().done(n.resolve).fail(n.re
```

Is AI autonomous?

True False

Enviar

genially

QUESTION 4/10 - ARTIFICIAL INTELLIGENCE

Which type of Artificial Intelligence is possibly more intelligent than humans?

AGI (General A. I.)
 ASI (Artificial S. I.)

Enter

genially

- Vocabulary connected to AI

Artificial Super-Intelligence (ASI) - type of AI which is smarter than the human mind and can perform any task better.

AGI (General Artificial Intelligence) - type of AI which is like human intelligence and can do many things at once.

QUESTION 5/11 - ARTIFICIAL INTELLIGENCE

Which of the following can AI create? Select the two correct answers.

Más de una respuesta está de una respuesta

Fake news
 Animals
 Fake images
 Trees

Enter

genially

QUESTION 6/10 - ARTIFICIAL INTELLIGENCE

What is deep learning?



An option that AI has to learn as much about the word and humans, program that is designed to communicate with people through text or voice commands in a way that mimics human-to-human conversation.



A function of artificial intelligence that imitates the human brain by learning from the way data is structured, rather than from an algorithm that's programmed to do one specific thing.

genially

- **Vocabulary connected to AI**

Deep learning - A part of artificial intelligence that imitates the human brain by learning from the way data is structured.

QUESTION 7/10 - ARTIFICIAL INTELLIGENCE

What should you do with any information provided by ChatGPT?
There are 2 correct answers.

✓ Check the information from credible sources.

✗ Copy and paste the information into your assignment.

✓ Keep a record of the information you took from ChatGPT with a date if you are going to put it into an assignment.

genially

QUESTION 8/10 - ARTIFICIAL INTELLIGENCE

What is an algorithm of AI?

- The code behind the apps.
- A set of rules that a machine can follow to learn how to do a task.

Next

genially

QUESTION 9/10 - ARTIFICIAL INTELLIGENCE

What is bias in AI?

- Assumptions made by a model that simplify the process of learning to do its assigned task.
- Prejudice that AI has based on human knowledge about the world.

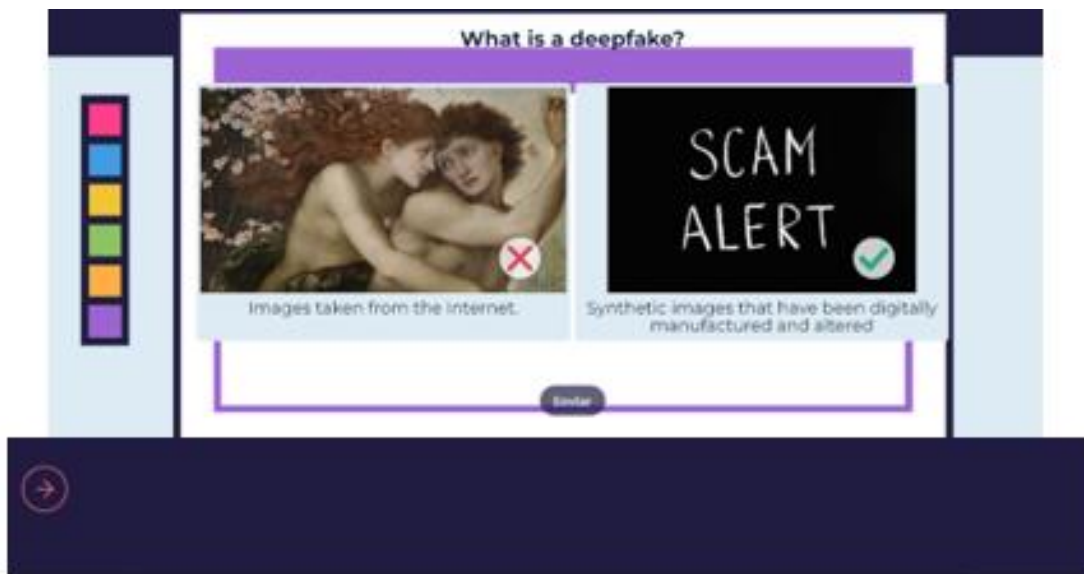
Next

genially

- **Vocabulary connected to AI**

bias/prejudice - prejudice or bias against a group of people or someone.

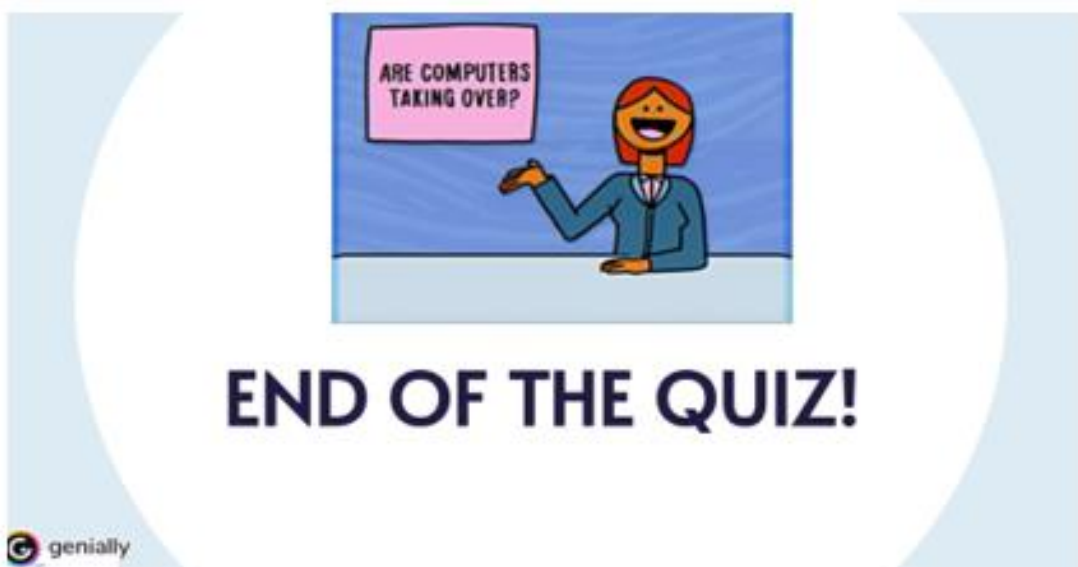
E.g. - There was evidence of **bias/prejudice** against foreign people.



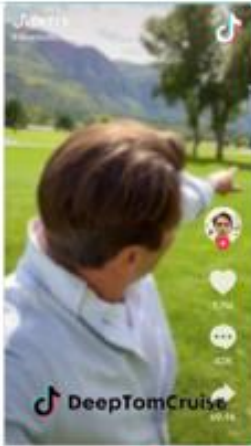
- Vocabulary connected to AI

Deepfake- Synthetic images that have been digitally **manufactured** and **altered**.

E.g. - Clothes are **manufactured** and can be **altered** to fit a person.



Group 1



● TikTok Watch [Watch now](#)
@deeptomcruise
I'm taking lessons.
🔊 original sound - Metaphysic.ai



Group 2



Group 3



Fire in Hawaii



Group 4



Korean TV newsreaders

Group 5



Explosion at the Pentagon



Group 6



Appendix T – 10th-grade Lesson Plan on Space Exploration

1. Lesson Plan Information	
Subject/Course: English	Name: Beatriz Simão
Grade Level: 10	Number of Ss. - 23
Topic: Artificial intelligence manipulation	Date: 24/04/24
	Time: 12.30h
	Length of Period: 50m
2. Personal Aims I Main Aims	
<p>Personal Aims: -To engage learners with the topic introduced; -To manage well the classroom.</p> <p>Main Aims:</p> <ul style="list-style-type: none"> - To learn about life in space; - To analyze pictures about space exploration; - To discuss different perspectives about living in space; - To learn knowledge about space exploration and its history; - To appraise a quote about space exploration; <p>Learning Skills: Speaking; comprehension and interpretation skills.</p>	
3. Content	
<p>Today learners will: Learn about space exploration.</p>	
4. Anticipated Problems	
<p>- Lack of time to do all the tasks designed.</p>	
5. Assessment (collect data) / Evaluation (interpret data)	
<p>(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)</p>	
<p>Based on the application, how will I know students have learned what I intended? Through the worksheet in which I will check what learners understood about space exploration and vocabulary connected to it.</p>	
6. Learning context	

<p>A. The Learners</p> <p>(i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience?</p> <ul style="list-style-type: none"> - previous knowledge about space exploration. <p>(ii) How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners? (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)</p> <p>Ask some ss. to translate the instructions; Ask if there are difficult words in the vocabulary introduced.</p> <ul style="list-style-type: none"> - Explain in other ways to reach the same meaning. 		
<p>B. Learning Environment</p> <ul style="list-style-type: none"> - Classroom. 		
<p>C. Resources/Materials</p> <ul style="list-style-type: none"> - Power-Point Presentation; - Projector; - Computer; - Quiz (https://www.mentimeter.com/app/presentation/al2f62g59cx8rk1g1vydrqjhz5icgzq5/4vfh2h2de3js/edit); - Quote by Sally Ride. 		
Learning Objectives	Procedures	Time
<ul style="list-style-type: none"> - To learn about space exploration and think about different perspectives on the topic; 	<p>INTRODUCTION</p> <ul style="list-style-type: none"> • 1st- Pre-activity: 1st - the teacher writes the summary with the topics for the class (slide 2); • 2nd - to begin the class, the T. shows ss. the first photograph (slide 3) taken of Planet Earth – The Blue Marble Shot (1972). T. explains that this is one of the most important pictures taken of our planet, and starts by asking ss.: <ul style="list-style-type: none"> - Do you know this photograph? - When was it taken? - Why does Man want to explore space? - Are you in favor of space exploration? - What do you know about space exploration? 	<p>20m</p>

<ul style="list-style-type: none"> - To express orally and judge the photograph; - To analyze and assess a quote; 	<ul style="list-style-type: none"> - Do you know how much money we have spent to go to space? - What do you think these astronauts felt when they first saw planet Earth from space? <p>T. asks ss. to research about the photograph to find out the year and who took it.</p> <ul style="list-style-type: none"> • 3rd -Ss. describe what they see in the photograph; • 4th - T. shows ss. a quote about space exploration followed by two photographs of astronauts living in space, and asks them (slide 4): <ul style="list-style-type: none"> - Who is Sally Ride? - What do you think of the quote? - What impact did seeing Planet Earth from space have on her? - What does she mean when she talks about the fragility of our planet? <p>T. asks ss. to research online about her to find out who she was.</p> <ul style="list-style-type: none"> • 5th -ss. try to answer the previous question; • 	
<ul style="list-style-type: none"> - To check previous knowledge; - To learn new knowledge and vocabulary about space exploration; - To express new knowledge about life in space; 	<p>MIDDLE</p> <ul style="list-style-type: none"> •6th - Main-task: 6th -T. moves on, and as a way to introduce the main activity, T asks ss. if they know any other famous astronauts like Sally Ride. <p>Then, T. tells ss. that they will be doing a quiz (slide 5) to assess their knowledge about space exploration history and living in space. T. tells ss. to grab their cellphones and to access the QR code on the presentation. T. gives ss. 13m to do the quiz, and monitors their work;</p> <ul style="list-style-type: none"> •7th- ss. access the QR-code and start the quiz. •8th- Once the ss. finish the quiz, T. sees who won as the Master of space and asks ss. about what they learned from the quiz and asks ss. to put their cell-phones away; •9th- ss. answer; 	10m

<p>- To apply new knowledge about space exploration.</p>	<p>CONCLUSION</p> <ul style="list-style-type: none"> • 10th- Post-task: After T. gives each student a worksheet and explains. T. indicates that ss. can use the online dictionary for activity three. This task will be done individually; • 11th- ss. do the first three activities while the T. monitors; • 12th- T. corrects the worksheet in a whole class discussion with the ss. while highlighting some of the vocabulary which will be important for the next lesson. 	<p>20m</p>
<p>8. Interaction Patterns – how will students interact?</p>		
<p>Whole-class interaction. Individual work.</p>		
<p>9. Possible Solutions</p>		
<p>Try to monitor and reduce the time that learners have to discuss the initial questions prompted.</p>		
<p>10. References</p>		
<p>Martins, G., Gomes, C., Brocardo, J., Pedroso, J., Carrillo, J., Silva, L., Encarnação, M., Horta, M., Calçada, M., Nery, R., & Rodrigues, S. (2016). <i>Perfil dos alunos à saída da escolaridade obrigatória</i>. Direção Geral da Educação. https://dge.mec.pt/sites/default/files/Curriculo/Projeto_Autonomia_e_Flexibilidade/perfil_dos_alunos.pdf</p>		
<p><i>Bloom's Taxonomy of Measurable Verbs</i>. (n.d.). Utica University. Retrieved April 3, 2024, from https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf</p>		
<p>Council of Europe. (2020). <i>Common European framework of reference for languages: learning, teaching, assessment</i>. Council of Europe. https://www.coe.int/en/web/common-european-framework-reference-languages</p>		
<p>República Portuguesa da Educação. (2018). <i>Aprendizagens essenciais de inglês 9º ano</i>. Direção Geral da Educação. https://www.dge.mec.pt/sites/default/files/Curriculo/Aprendizagens_Essenciais/3_ciclo/ingles_3c_9a_ff.pdf.</p>		



1

Lesson no. 62
Wednesday, the 24th of April 2024

Summary:
Introduction to the topic of space exploration;
Quiz: "What do you know about space exploration?";
Vocabulary about life in space.

An illustration of an astronaut in a white suit with a purple stripe, floating in space. To the right is a large, light purple moon with several dark purple spots representing craters. The background is a dark blue space with small white stars.

2

Do you know this famous photograph?



3

Living in space

"The view of earth is absolutely spectacular, and the feeling of looking back and seeing your planet as a planet is just an amazing feeling. It's a totally different perspective, and it makes you appreciate, actually, how fragile our existence is." – Sally Ride, the first American woman to go to space.



4

What do you know about space exploration?

- Grab your cell-phones and access the QR-code below or access the following site:



Access [menti.com](https://www.menti.com) and enter the following code: 8568 8914 to access the quiz.

5

When you're getting ready to launch into space, you're sitting on a big explosion waiting to happen." - Sally Ride

Who was the first living creature in space?

17

4

0

Lika, a dog on board the Sputnik 2

A monkey

A goldfish




In what year was the first telescopic observation of the night sky and the Galilean moons?

1790

1610

1790

In what year was the first picture of planet Earth taken?

1968

1970

1720

1750

1853

1910

1946

1953


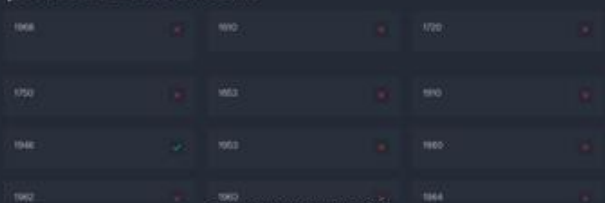
1960

1962

1960

1964

The correct answer is: 1946

What was the first spacecraft to orbit the moon and return to Earth?

4

11

6

Sputnik 3

The Soviet spacecraft: Zond 5

Apollo 8

What was the nationality of the first men who orbited the Moon?




Who were the first two astronauts to land on the Moon in 1969?

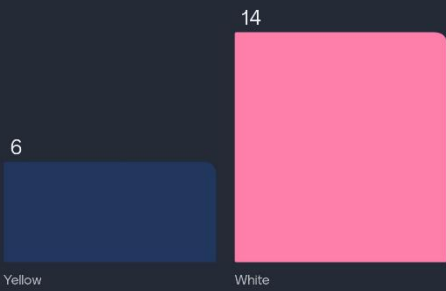
- Neil Armstrong
- Neil armstrong and some other guy
- Neil
- Will hamster
- Neil Armstrong and ...
- lewis armstrong
- Niel Armstrong

The correct answer is: Neil Armstrong and "Buzz" Aldrin.

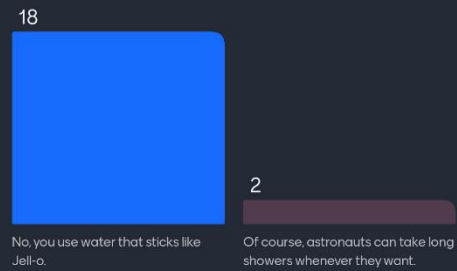
Weird facts about life in space and the space itself- can you become the Master of Space?



What color is the sun?



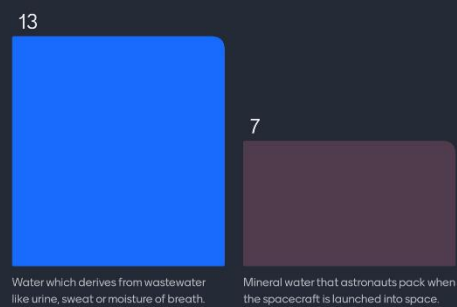
Can you take a shower in space?



Do astronauts see the sunrise every 90 minutes in space?



What is recycled water?



English class (2023/24) - Listening activity

Pre-listening

1. **Are you familiar with the gadgets that astronauts use in space?** Tick all the pictures you associate with devices that you think they use.



Special rinseless
shampoo



Fan driven vacuum
hose



Personal urinal
funnel



Flowbee



A walkmen



A television



A smartphone

2. Match the following words/expressions from the table below with their definition on the right.

Overnight mission, Floating, space station, Astronaut, "Zero gravity environment", Cosmonaut; re-entry.

- a) A person whose profession is to travel beyond the earth's atmosphere; _____.
- b) A large artificial satellite created to be occupied for long periods of time, and works as a base for scientific observation; _____.
- c) Tasks which astronauts are given, and have to work all night; _____.
- d) The state or condition in which there is no apparent force of gravity acting on a body; _____.
- e) When an object or person is moving in the air without touching the ground; _____.
- f) The moment when a spacecraft comes back into the Earth's atmosphere after being in space. _____.

g) A cosmonaut was an astronaut from the former Soviet Union. _____.

3. Match the following words with their synonym from the table below.

moral strength; materials; rising; energetically; bag; blocked
--

- a) Bobbing: _____
- b) Vigorously: _____
- c) Morale: _____
- d) Supplies: _____
- e) Pouch: _____
- f) Clogging: _____

English class (2023/24) - Listening activity - Solutions

Pre-listening

1. Are you familiar with the gadgets that astronauts use in space? Tick all the pictures you associate with devices that you think they use.



Special rinseless shampoo



Fan driven vacuum hose



Personal urinal funnel



Flowbee



A walkman



A television



A smartphone



2. Match the following words/expressions from the table below with their definition on the right.

Overnight mission, Floating, space station, Astronaut, "Zero gravity environment", Cosmonaut; re-entry.

- a) A person whose profession is to travel beyond the earth's atmosphere; **astronaut**
- b) A large artificial satellite created to be occupied for long periods of time, and works as a base for scientific observation; **space station**
- c) Tasks which astronauts are given, and have to work all night; **overnight mission**
- d) The state or condition in which there is no apparent force of gravity acting on a body; **zero gravity environment**
- e) When an object or person is moving in the air without touching the ground; **floating**
- f) The moment when a spacecraft comes back into the Earth's atmosphere after being in space. **reentry**
- g) A cosmonaut was an astronaut from the former Soviet Union. **Cosmonaut**

3. Match the following words with their synonym from the table below.

rising; energetically; moral strength; materials; bag; blocked

- a) Bobbing: **rising** _____
- b) Vigorously: **energetically** _____
- c) Morale: **moral strength** _____
- d) Supplies: **materials** _____
- e) Pouch: **bag** _____
- f) Clogging: **blocked** _____

Appendix U- Teachers' Survey

Utilização de materiais multimodais em sala de aula

Olá, agradeço desde já a sua colaboração. Este questionário é completamente anónimo.

** Indica uma pergunta obrigatória*

1. Idade *

2. 1- Utiliza vários materiais multimodais em sala de aula? *

(Se respondeu NÃO, por favor passar à frente as duas questões que se seguem)

Marcar apenas uma oval.

Sim

Não

3. 1.1- Se respondeu SIM na questão anterior, que materiais utiliza/ já utilizou?

Marcar tudo o que for aplicável.

Artigos online

Banda desenhada

Videos

Podcasts

Jogos interativos

Fotografias

4. 1.2. Com que frequência utiliza/utilizou os seguintes materiais: banda desenhada, vídeos e fotografias?

(1- muito raramente, 2- raramente, 3- às vezes, 4- com alguma regularidade, 5- muito regularmente).

Marcar apenas uma oval.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. 2. Acha que a utilização de banda desenhada, vídeos como excertos de filmes ajuda na aprendizagem dos alunos/as? *

Marcar apenas uma oval.

- Sim
 Não

6. 3. Acha que a utilização de banda desenhada, vídeos como excertos de filmes, promove o pensamento crítico? *

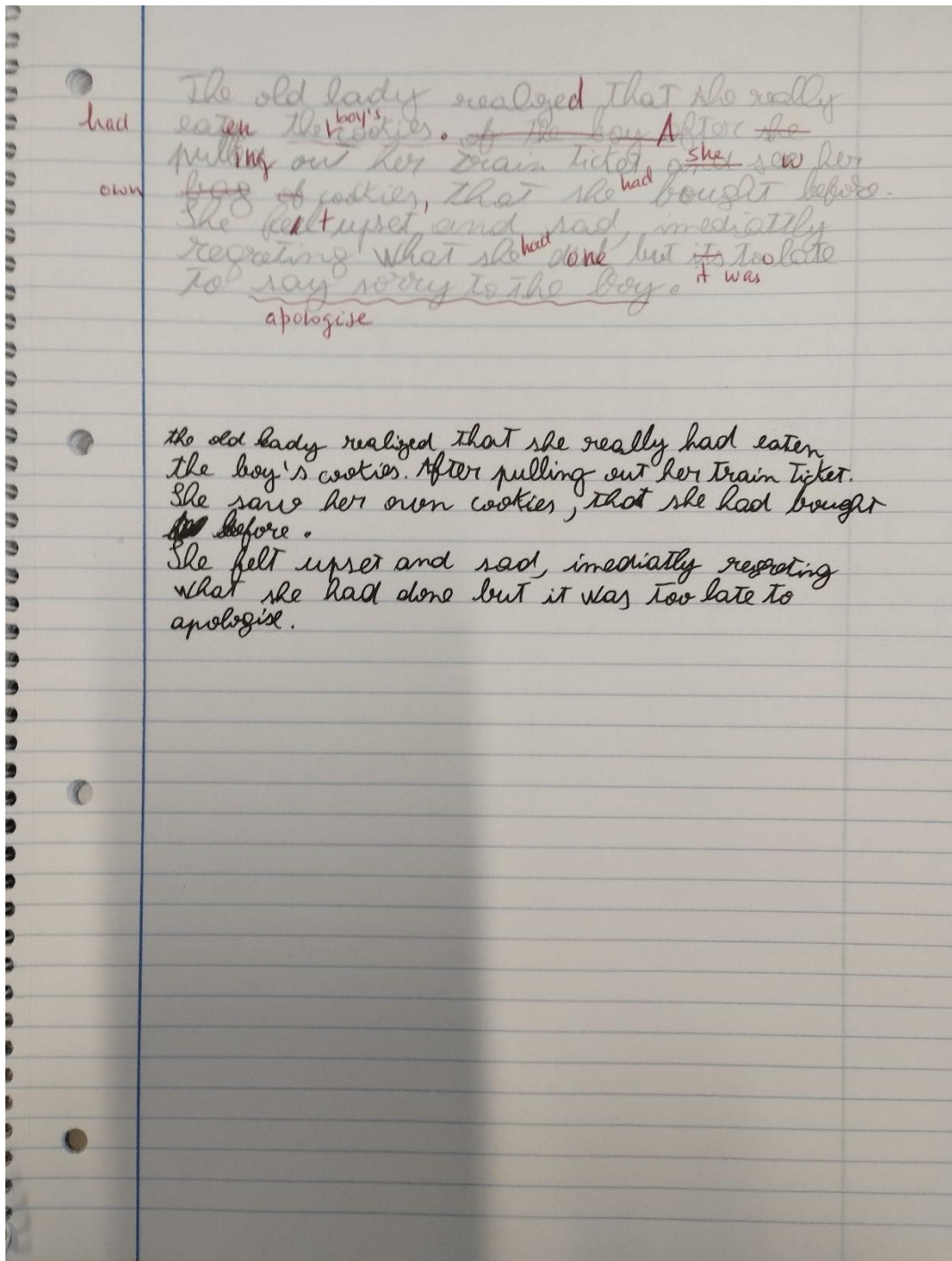
Marcar apenas uma oval.

- Sim
 Não

7. 4. Que tipo de tecnologia utiliza em sala de aula para promover a literacia visual? *

Annexes

Annex 1 – Example of a Student's Work



Annex 2 – Example of Students’ work

Volunteering - Please upload the questions you created here.

Data
12/03/24

0 4

Anônimo 3/12/24 11 23AM

1- What do you do to help other people? 2- when did you start? 3-how many people participate?

Anônimo 3/12/24 11 27AM

1- When did you create this organization?
2- Why did you create this organization for immigrants?
3- Why did you choose to volunteer?

Anônimo 3/12/24 11 30AM

1- What is the first step to do if we want to volunteer in an organization?
2- Is it worth to do volunteer work?
3- Is it necessary to do some kind of worksheet to get accepted?

Anônimo 3/14/24 6 35PM

1 What are your motivations for getting involved in volunteer work? 2- Do you have any specific skills you would like to share through volunteering? 3- How do you plan to track and evaluate the impact of your volunteer work?



What are your main objectives?

0 0

Pergunta MVC

Data

How does your organisation helps with inclusion? How many volunteers does MVC have? How can we help? How many people does MVC help?

0 0

What was your inspiration?

□ 0

.....

.....

What kind of help do you provide?

□ 0

.....

.....

What was the advise you would give us?

□ 0

.....

.....

How did you start volunteering?

□ 0

.....

.....

Who inspired you to start this organization?

□ 0

.....

.....

Why did you join the cause?

□ 0

.....

.....

Why did you started volunteering?

□ 0

.....

.....

Questions

How do you feel when you know you are helping other people?
What do you do in Voluntering?
Why did you whant to do volunteer work?

□ 0

.....

.....

.....

.....

.....

Annex 3 – Example of a Student’s Work

💡 Shiny 💡

Group work

The story starts with the boy alone in the classroom, while everyone else is with friends. He goes to the street and people are having fun with friends, but he's still alone. So he goes home and tries to have dinner with his family, but they start arguing and he locks himself on his bedroom.

In his bedroom, he tries to get some energy from the socket and his lightbulb breaks so he gets sad and lies on his bed, where he stays for some time.

Later, he gets up and a little light show him that many other lightbulbs are broken and trying to come back to happiness and daylight. He then uses some cute stickers to fix his own lightbulb.

His lightbulb broke because of peer pressure and anxiety and because he got a burn out. Now he is trying to "fix himself" which is a metaphor for "therapy".

Annex 4 – Example of Students’ Work

Check sources and the verify the authenticity of images

You can access the following site, and upload the picture to check the source and if it was altered.

Ex. - <https://contentatscale.ai/ai-image-detector/>

6

 Anônimo 4M

Group 1: We found that there were two images which we thought were created by AI because they seem distorted and manipulated. The first image we could see was from a TikTok video which had fake in the description. The only image we thought was real was the last one because it looks much more realistic than the other two.

 Anônimo 4M

Group 2: we think that the picture of the girl is fake because it kind of looks manipulated while the other two are real. The picture of the owl seems realistic and the one of Mark Zuckerberg is real as well.

 Anônimo 4M

Group 3: we think that the one of fire in Hawaii is fake even if there was a fire after. Also, the first one on the left is real because it looks realistic and human and the last one of the man is real as well because it is not distorted as other images.

 Anônimo 4M

Group 4: the picture of the Pope is fake because he never dresses like that with such a long white jacket, and the one in the middle is manipulated because his eyes look too big and weird compared to the rest of the face. The picture of the reporter is real because compared to the one in the middle she looks real and doesn't have her face manipulated.

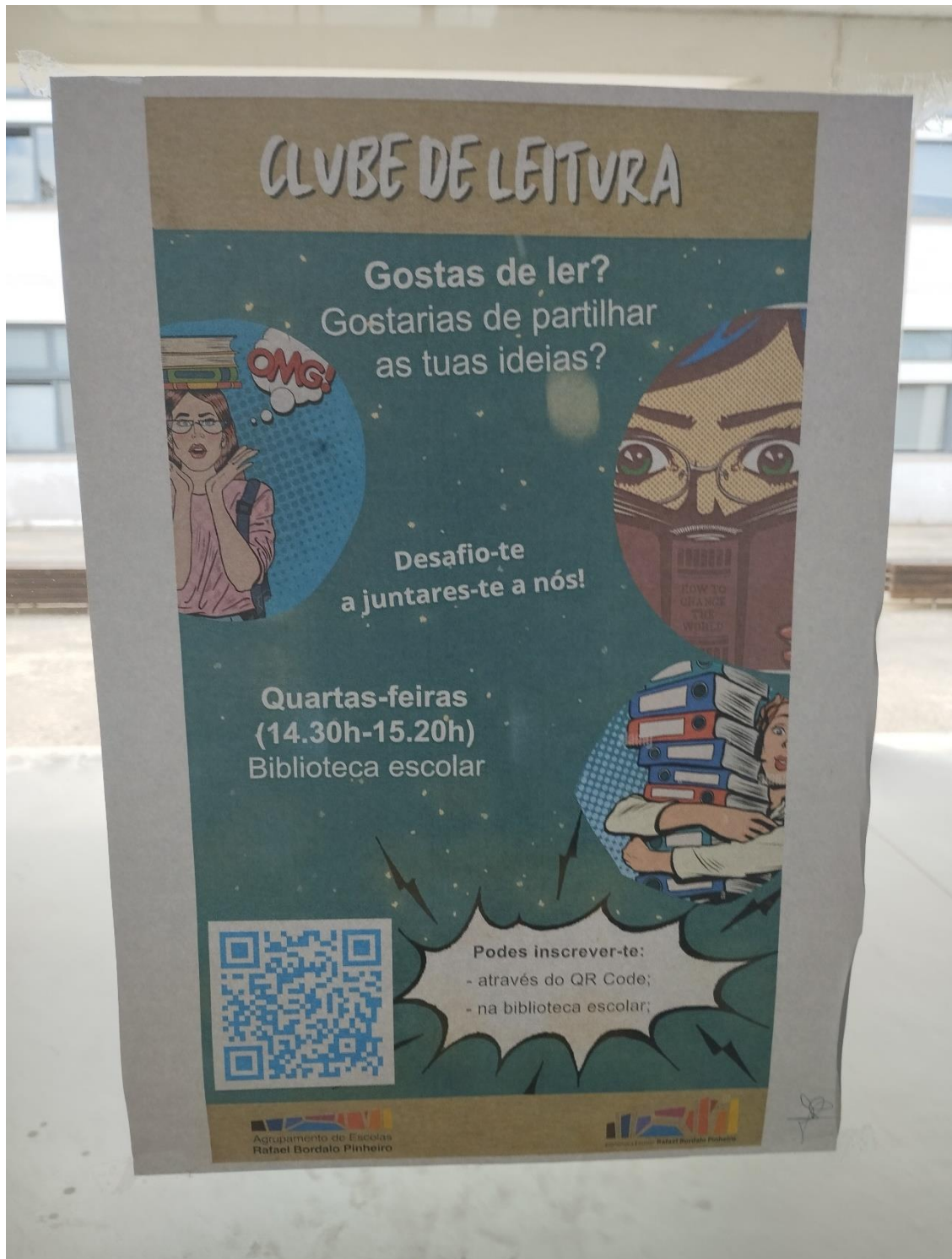
 Anônimo 4M

Group 5: we think that the explosion at the Pentagon is real because it looks like a real accident. The pictures that are fake are the one of Zelensky and the one of Kate Middleton as her hands look weird and the face of Zelensky has another color compared to the rest of the body.

 Anônimo 4M

Group 6: the first two images seem fake as there are two many things in one painting. The second one is fake because her skin looks perfect and it is based on a real painting. The last one we were in doubt but think it's real because it has much more detail and expression making it a human creation and authentic.

Annex 5 – Book Club Poster



Annex 6 – Pancake Run Poster



Agrupamento de Escolas Rafael Bordalo Pinheiro

PANCAKE RACE

Flip it!



*Friday, 22nd of March
9.20h*

*Outdoor gym near the school's
entrance*

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Annex 7 – Photo of the GAIAE Exhibition

