UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras - FALE
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Curso de Especialização em Ensino de Inglês - CEI

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CRITICAL MEDIA LITERACY AND ENGLISH LANGUAGE LEARNING: A PEDAGOGIC PROPOSAL FOR TEACHING ELDERLY PEOPLE

Belo Horizonte
2023

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Monografia de especialização apresentada à Faculdade de Letras da Universidade Federal de Minas Gerais como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa.

Orientadora: Profª Dra. Junia de Carvalho Fidelis Braga

Belo Horizonte
2023

UNIVERSIDADE FEDERAL DE MINAS GERAIS
FACULDADE DE LETRAS DA UFMG
CURSO DE ESPECIALIZAÇÃO EM LÍNGUA INGLESA - CEI/ELI

ATADE DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Às 13:30 horas do dia 01 de dezembro de 2023, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa -CEI/ELI , para julgar, em exame final, o trabalho intitulado **CRITICAL MEDIA LITERACY AND ENGLISH LANGUAGE LEARNING: A PEDAGOGIC PROPOSAL FOR TEACHING ELDERLY PEOPLE**, apresentado por **Cristiane Maria Sales Pimentel**, como requisito final para obtenção do Grau de Especialista em Língua Inglesa . Abrindo a sessão, a banca examinadora, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra a(o) candidata(o) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Em seguida, a Comissão se reuniu, sem a presença da(o) candidata(o) e do público, para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Prof(a). Dr(a). Júnia de Carvalho Fidélis Braga, indicou (X) **aprovação/** ( )**reprovação** do(a) candidato(a);

Prof(a). Dr(a), Ronaldo Correa Gomes Júnior indicou a (X) **aprovação/** ( ) **reprovação** do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi considerado(a) (X) **aprovado(a)/** ( ) **reprovado(a)**.

Nota: 79

O resultado final foi comunicado publicamente ao(à) candidato(a) pelo Presidente da Comissão. Nada mais havendo a tratar, este encerrou a sessão, da qual foi lavrada a presente ATA assinada eletronicamente por todos os membros participantes da Comissão Examinadora.

Documento assinado eletronicamente por **Junia de Carvalho Fidelis Braga**, **Professora do Magistério Superior**, em 12/12/2023, às 07:44, conforme horário oficial de Brasília, com fundamento no art. 5º do Decreto nº 10.543, de 13 de novembro de 2020.

Documento assinado eletronicamente por **Ronaldo Correa Gomes Junior**, **Professor do Magistério Superior**, em 12/12/2023, às 08:26, conforme horário oficial de Brasília, com fundamento no art. 5º do Decreto nº 10.543, de 13 de novembro de 2020.

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To my beloved daughter Melissa

If you talk to a man in a language he
understands, that goes to his head. If you talk to
him in his own language, that goes to his heart.

(Nelson Mandela)

RESUMO

O objetivo deste trabalho é desenvolver duas unidades didáticas para o ensino de Língua Inglesa para idosos com foco no letramento crítico midiático. Para esse fim, as unidades tratam de dois tópicos: "Fake News", na Unidade 1, e "Technology in Everyday Life", na Unidade 2, em atividades que exploram as quatro habilidades de comunicação em Inglês (compreensão auditiva, compreensão leitora, produção oral e produção escrita). O trabalho também inclui uma seção de guia do professor e uma seção para a justificativa, na qual são apresentadas as considerações teóricas que fundamentam o projeto.

Palavras-chave: Aprendizagem de Inglês; letramento; idosos.

ABSTRACT

The aim of this work is to develop two didactic units for teaching English to older learners with a focus on critical media literacy. To this end, the units deal with two topics: "Fake News", in Unit 1, and "Technology in Everyday Life", in Unit 2, in activities that explore the four communication skills in English (listening, reading, writing and speaking). The work also includes a section for the teacher's guide and a section for a rationale, in which the theoretical considerations that underpin the project are presented.

Keywords: English learning; literacy; older learners.

SUMMARY

INTRODUCTION

The realization of this work is closely linked to two aspects of my life: the joy of learning and the impulse to do something good for people through my professional work. I've been a professional journalist for over 15 years and have always been fascinated by the communicative aspects of language. A few years ago, my interest in the possibilities of language has grown and I decided to pursue a career in languages, particularly English. I recently started a degree in this field in order to combine aspects of communication with language teaching.

This pedagogic proposal 'Let's learn English today!' has been developed with the aim of integrating critical media and technological literacy into English language learning. In the last few years, we have seen in our country how deficiencies in media and technological literacy have affected our public sphere, with the spread of fake news and images, the distortion of scientific information, and the widespread dissemination of extremist and hate speech. This complex scenario, combined with existing educational deficiencies, has led to a worrying threat to democracy and Brazilian institutions.

In order to contribute to a positive transformation of this scenario, we have chosen the target audience for this proposal: older people with access to technology in their daily lives. Considered by communication and technology experts to be one of the most vulnerable groups to fake news, and often having difficulty using electronic devices because they are digital immigrants, older people require attention in terms of critical literacy in reading and interpreting the information available on the internet.

Older people were also chosen, not only in terms of communication, but also in terms of teaching English, as this group is sometimes marginalized when it comes to learning a second language. Although it has been scientifically demystified, our society, which is so exclusionary towards the elderly, still believes that language learning should take place at an early age, according to the maxim "the earlier, the better". As a result, there are few language courses available exclusively for the elderly, covering topics that concern this age group.

"Let's learn English today!" consists of two units to be used as a proposal for an English course for the elderly at the House of British Culture at the Federal University of Ceará. For this reason, visual elements alluding to England were selected throughout the project. The language level chosen for the students who will use the material is B (Independent Speaker / Intermediate), which includes B1 and B2 according to the Common European Framework. As the proposed didactic units for media and technological literacy

make use of discursive genres such as news, debates and opinion pieces, the idea is that intermediate speakers will be able to both read and develop critical thinking about them.

The project works on the four English language skills - listening, writing, reading and speaking - with a focus on the speeches available on the internet and the use of applications and platforms such as QR code readers, Padlet and Mentimeter.

Unit 1, on 'A new approach to reading news', covers 'Critical reading of news', 'Reading strategies' and 'The imperative mood'. In Unit 2, which is about "Technology in our everyday lives", the topics are "Technology and longevity", "Netiquette rules" and "Modal verbs". Throughout the two units we have tried to focus on the use of mobile phones in the classroom, considering them as an allied tool in the process of critical media and technological literacy for older people.

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LET'S LEARN

English Today!

By Cristiane Pimentel

Critical media literacy and English language learning: a pedagogic proposal for teaching elderly people

Target: elderly B1 students

Goals: Promote media and technology literacy, develop reading and writing skills, teach the form and use of the imperative and modal verbs in students' everyday life.

Unit 1 - A new approach in reading news

Unit 2 - Technology in our everyday lives

UNIT 1

A new approach in reading news

Think about it!

Source: cantonrep.com

Read the cartoon and think about these questions:

1. What do you know about fake news?
2. Have you ever read or shared fake news?
3. What do you think is the impact of fake news in society?

What is fake news?

The Internet is an incredible resource for news and information, but unfortunately not everything online is trustworthy. Fake news is any article or video containing untrue information disguised as a credible news source. While fake news is not unique to the Internet, it has recently become a big problem in today's digital world.

Fake news typically comes from sites that specialize in bogus or sensationalized stories. It tends to use provocative headlines, like "Celebrity endorses not brushing teeth" or "Politician selling toxic waste on the black market". These headlines can seem suspicious or even unbelievable to the point of being silly, making it tempting to think of fake news as harmless.

In recent years, however, fake news has been responsible for a great deal of misinformation because more and more people have begun consuming and believing these articles without bothering to fact check or even read beyond the headlines. This acceptance of incorrect information has led to confusion, panic, and an inability to discuss the actual facts surrounding current events.

How did fake news become such a problem?

A fake news article is designed to outrage and shock, causing some readers to share it on Facebook, Twitter, or another type of social media platform without questioning it. Sharing the article exposes it to more people who may be outraged by it, who also share it without question, and so on. This cycle continues until a sizeable number of people believe this fake story is the truth.

Source: excerpt extracted from https://edu.gcfglobal.org/en/thenow/what-is-fake-news/1/

UNDERSTANDING THE TEXT 🔍

Vocabulary - Read these words extracted from the text:

Trustworthy - Sensationalized - Provocative

Suspicious - Unbelievable - Misinformation

Headlines - Outrages - Sharing

1.Check the text and answer:

a. What do you understand from these words?

b. According to the text, what is fake news?

● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●

GOING DEEP

2. Complete the sentences with the words from the vocabulary above:

1. My uncle Tom got a message on his cell phone that the earth was flat. It's _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _!
2. My neighbor tells a lot of fake news about everyone. She is not _ _ _ _ _ _ _ _ _ _ _ _ _.
3. As I was in a hurry, I stopped by the newsstand and read only the _ _ _ _ _ _ _ _ _ _ _ _.
4. I don't like that TV program because the security news is always very _ _ _ _ _ _ _ _ _ _ _ _ and _ _ _ _ _ _ _ _ _ _.
5. I received _ _ _ _ _ _ _ _ _ _ _ news in my email with several _ _ _ _ _ _ _ _ _ _against the school principal.
6. Not _ _ _ _ _ _ _ _ _ _ _ is important in case of doubt if the news is fake or not.

● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●

3. Choose T for True or F for False for these sentences:

1. Fake news only happens on the internet. (   )
2. Fake news uses the design of real media websites to gain credibility from readers. (   )
3. Fake news is just silly written texts and do not pose risks to society. (   )
4. Reading beyond the headlines and checking the source of the news is a way to verify whether it is true or false a content.(   )
5. Fake news uses emotional elements to engage its readers to share. (   )
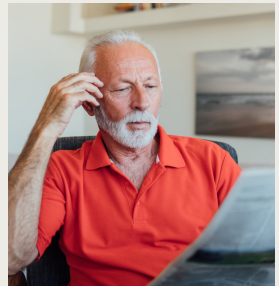
Source: freepik.com

HAVE FUN AND LEARN

Look at these pictures:

Photo captions

Photo 1: Bear chasing National Geographic photographer

Photo 2: Trees In Schonbrunn Park

Photo 3: The Ayam Cemani Chicken Breed

Photo 4: Funny dog and girls

Now, acess the app Mentimeter and vote which one do you think is fake. How can you identify the real and fake ones?

EXPANDIND THE BORDERS

One way to identify fake news is to read all the texts we see with attention in order to decode their messages. Reading strategies, for example, can be interesting tools in this process:

1. **Skimming - is a strategy used to identify keywords and phrases in a text. In skimming we read selectively, focusing on the main ideas of the text.**
2. **Scanning - involves reading a text quickly in order to identify relevant facts and information. In this type of reading we can search for cognate words to help the understanding.**

Another strategy can be the K.W.L Chart, a graphic organizer that helps you to track down your learning while reading:

K - What I know (before reading this text)
W - What I wonder (while reading this text)
L - What I learned (after reading this text)

Source: freepik.com

10 TYPES OF MIS- AND DISINFORMATION

FALSE CONNECTION
When headlines, visuals or captions don't support the content

FALSE CONTEXT
When genuine content is shared with false contextual information

MANIPULATED CONTENT
When genuine information or imagery is manipulated to deceive

SATIRE OR PARODY
No intention to cause harm but has potential to fool

MISLEADING CONTENT
Misleading use of information to frame an issue or individual

IMPOSTER CONTENT
When genuine sources are impersonated

FABRICATED CONTENT
Content that is 100% false, designed to deceive and do harm

PROPAGANDA
When content is used to manage attitudes, values and knowledge

SPONSORED CONTENT
Advertising or PR disguised as editorial content

ERROR
When established news organisations make mistakes while reporting

STOP THE SPREAD OF MISINFORMATION.
THINK BEFORE YOU SHARE, REACT OR RESPOND.

GROUNDVIEWS
journalism for citizens

Source: groundviews.org

After learning about skimming and scanning strategies, read the infographic and answer the questions:

1. What is the main idea of the infographic?

2. What is the goal of the text?

3. What are the cognates words?

4. Which graphic aspects calls your attention?

Access the infographic
<<<<<<<<<<<<

LISTENING 🎧

✓ What actions can be taken in order to combat fake news?

✓ In the video, the author gives tips on how to combat fake news. Which verb mood do you think he will use?

Watch and listen to this video focusing on the narration:

FAKE NEWS
IS A REAL PROBLEM.
HERE'S HOW OUR
STUDENTS
CAN SOLVE IT.

Source: youtube.com

▶ Play

Which verbal mood did the narrator use to give some tips?

Answer the questions:

1. What is critical consuming?

2. What are the five C's of critical consuming?

3. According to the listening, what percentage of students are able to identify fake news?

4. What are the benefits of teaching critical news consuming for students?

What keywords have you identified?

ORAL PRODUCTION

Interview a classmate using questions about fake news. Here are some examples, but you can create your own questions. Let's share our ideas!

✓ What are the consequences of fake news for democracy ?

✓ What topics do you think are most targeted by fake news ?

✓ In your opinion, why do people believe in fake news? What strategies are used to engage different audiences?

✓ What is your personal strategy to combat fake news?

Useful vocabulary: Bias / Context/ Clickbait/ Disinformation/ Misinformation/ Opinion/ Parody/ Satire/ Reliability/ Source/ Verification

Source: freepik.com

GRAMMAR

IMPERATIVE MOOD

Imperative mood is used to make a request, to give orders, advice, warnings or instructions. It is one of the three grammatical moods in English.

e.g: Check the sources! / Don't spread fake news.

Attention: When using exclamation mark (!) it means a strong command and when using period (.) it is a mild command.

How to form imperative:

<u>Imperative afirmative</u> is formed using the bare infinitive (without the to) form of a verb + second person of singular or plural.

e.g: Read carefully the news.

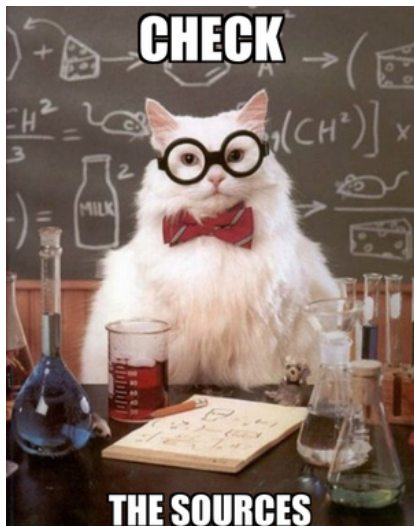The <u>imperative negative</u> requires the auxiliaries do + not (don't)

e.g: Don't confuse facts with opinions.

There are also <u>imperative sentences with modal verbs</u>, to give instructions or order:

e.g: You have to identify trustworthy sources.

Some imperative sentences can be make with just one word.

e.g: Listen! / Watch!

Source: makeameme.org

UNDERSTANDING THE GRAMMAR

Listen again to the video on page 7 and find three sentences in imperative mood:

1.

2.

3.

GOING DEEP

Fill in the blanks with the proper verb in the imperative:

(Apply, be aware, see, read, don't take, remember, keep, switch up, try)

Tips for avoiding fake news

Here are a few more things to think about when it comes to avoiding fake news:

- *----- biases in mind: -----news from a wide variety of sources to ensure that you are getting multiple perspectives. Do you favour one source over another because it's more reliable, or because it's confirming what you already believe to be true?*

- *----- search engines: Google's algorithm plays a big role in the types of results you see. ----- using a search engine such as DuckDuckGo for increased privacy and results that aren't influenced by Google's user data.*

- *Question content that provokes strong emotion: Fake news headlines are often constructed specifically to encourage a strong reaction. Be wary if a headline promotes something that seems too good to be true or evokes outrage regarding a particular topic or event. ------, provoking intense emotion is one way in which propagators of fake news incite its spread.*

- *------ breaking news as fact: News needs time to develop and reach those who report it. Events conveyed as they are happening are likely to be misreported, leading to the spread of untrue or unconfirmed details. ----- the Breaking News Consumer's Handbook for more tips for assessing the information coming out of breaking news stories*

- *----- that fake news can come in many forms: Fake news doesn't just spread online. Podcasts, television, print mediums, and academic channels can all harbour mis- and disinformation. ----- tools for spotting fake news in any situation where you aren't absolutely sure of the quality of information you're being provided.*

Source: https://libguides.uvic.ca/fakenews/tips-for-avoiding

WRITING

After learning about the imperative mood, you must go to our Padlet page and write about the following topic:

**How to explain what fake news is to a child?**

Prompts:

1. You also have to write, using imperative, some tips about how to identify fake news and how to combat fake news and disinformation.
2. Write, at minimum, 100 words.
3. It is necessary to comment, at least, on two classmates' posts.
4. Choose a pic for your post.

Source: freepik.com

HAVE FUN AND LEARN

Let's assess what you have learned in this lesson? Take this quiz and use what you have learned to identify real or fake news.
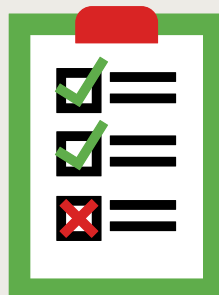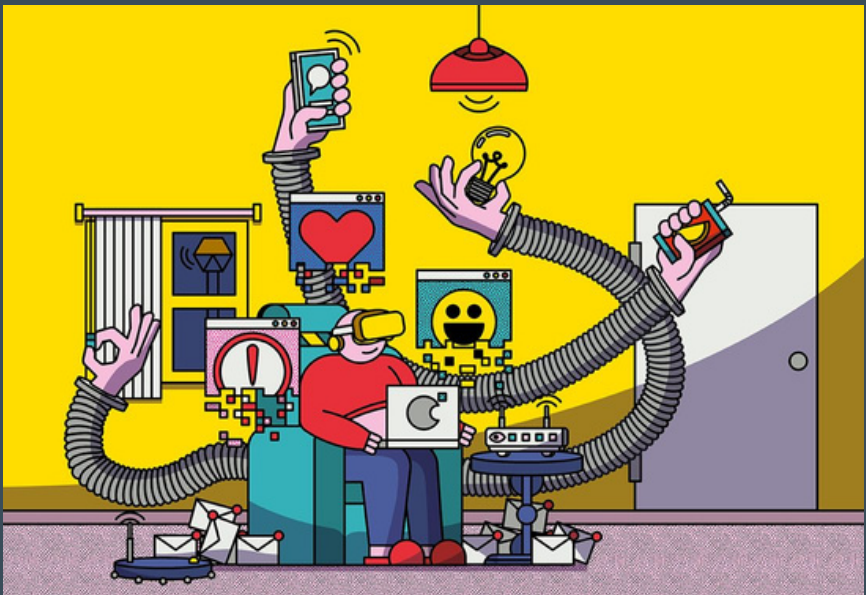
Education is the most powerful weapon which you can use to change the world

Nelson Mandela

UNIT 2

Technology in our everyday lives

Think about it!

Credit: Zhenqing Du/The Telepraph

Look at this picture and think about these questions:

1. How is techonology part of our lives today?
2. Which technological device do you use the most?
3. What are the pros and cons about technology?

READING

What is the biggest benefit technology will have on ageing and longevity?

Source: freepik.com

The global population is ageing. Life expectancy has increased to 70 years or more in many countries. In 2020, for the first time in history, individuals aged 60 or older outnumbered children under the age of five.

These remarkable gains are due to improved public health, better nutrition, better healthcare and, most recently, employing technological innovations, big data and artificial intelligence to improve healthy life expectancy and meet the demands of an ageing population.

The rise in new technologies will benefit healthy ageing and longevity by enabling people to live healthier, more fulfilling lives at all ages. For example, technological innovations have been deployed to keep people physically active, enable independent living such as by detecting falls, smart home technology, early detection of diseases and management of disease conditions, maintenance of social connections by reducing social isolation and continued engagement in the workforce, to name a few.

To ensure we reap the benefits of technology on ageing and longevity, we must design technologies that are inclusive and benefit all.
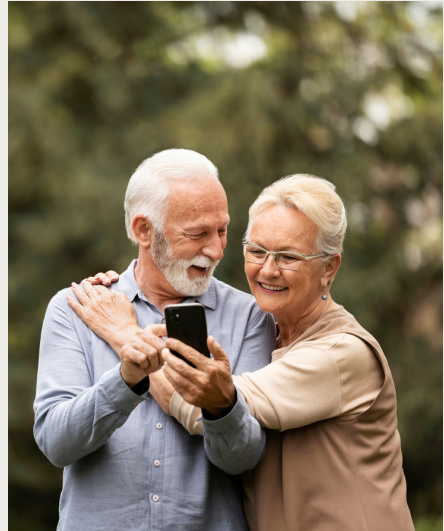
"Ageing in the digital era poses challenges. Many older people have not enjoyed a digital education nor feel at ease with new technologies as younger people do," says Dubravka Šuica, Vice President for Democracy and Demography at the European Commission.

"However, innovation and technological progress inevitably require all of us to acquaint ourselves with new tools throughout life – no matter our age. These innovative solutions, assistive technologies or digital services tailor-made to the needs and preferences of older people harbor great potential to improve the quality of life and support independent living, also later in life," Šuica continues.

"To reap those benefits, it is essential to ensure that everyone has the required digital skills – and stays curious."

Source: https://www.weforum.org/agenda/2021/03/what-is-the-biggest-benefit-technology-ageing-longevity-global-future-council-tech-for-good/

UNDERSTANDING THE TEXT

Vocabulary - Read these words extracted from the text

1.Conect the words to its synonyms:

1. Expectancy
2. Outnumbered
3. Remarkable
4. Fullfilling
5. Deployed
6. Reap
7. Acquaint
8. Tailor-made

( ) Set Up
( ) Custom-made
( ) Receive
( ) Belief
( ) Accomplishing
( ) Exceed
( ) Familiarize
( ) Outstanding

GOING DEEP

2. Rewrite these sentences using the correct information from the text:

1. In 2020, the number of elderly people was less than the number of children in the world.

2. The development of new technologies does not influence the increase in people's life expectancy.

3. Technologies aimed at quality of life only benefit people over 60.

4. According to Dubravka Šuica, Vice-President for Democracy and Demography at the European Commission, difficulties in using technology are restricted to older people.

5. New technologies customised for the elderly are only useful for detecting new diseases.
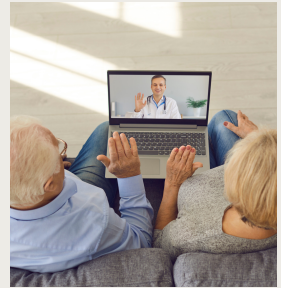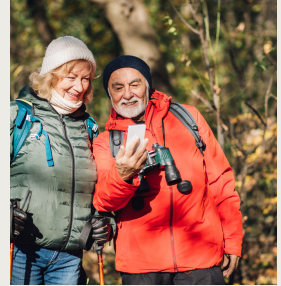
3. Identify these scrambled words from the text:

a) eahhrctale
b) siyaplhlcy
c) wrofecokr
d) raaliitifc
e) scrpfeeerne

Source: freepik.com

HAVE FUN AND LEARN

MIMIC GAME

Let's now play a mimic game!

Divided in two groups, the students must choose a representant each who will play mimic with the words given by the teacher. The two groups have to guess what is being said. The group with the most correct answers wins.

All the words are related to the topic of this lesson.

Source: freepik.com

**Write down in the word cloud the new vocabulary you have learned.**

EXPANDIND THE BORDERS

Do you know what netiquette is? According to the Cambridge Dictionary it is "the set of rules about behaviour that is acceptable on the internet". Derived from the words "internet" and "etiquette", netiquette is the proper way to communicate when interacting online. Here are some rules:
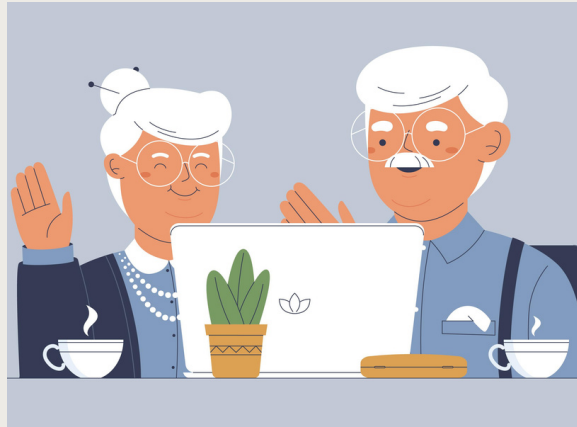
Source: freepik.com

1 Do not do or say online what you would not do or say offline

2 Don't type in All Caps. In internet language it means that you are screaming

3 Check before reposting

4 Respect people's privacy

SEVEN NETIQUETTE RULES

Net + Etiquette (n. code of polite behaviour in society or among a professional group)

TREAT OTHERS with the **RESPECT** you wish to be given

You are **communicating with peers** who deserve the same respect that you do.

FOCUS on the **TOPIC,** not the **PERSON**

If you disagree with someone, acknowledge the valid points they are making, then focus on why you disagree, respectfully offering a counter argument or offer suggestions for how they can improve their work. Don't make the discussion personal.

SEARCH BEFORE YOU WRITE

To avoid repetition, ask these questions first:
- Has someone already made the same comment you are about to make?
- Has someone posed the same question?
- Has the conversation thread shifted focus?
- Is the information you need readily available elsewhere?

WRITE CLEARLY & CONCISELY

Communicate your ideas as effectively as possible. Take a few moments to review what you have written before you post.

YOUR AUDIENCE CAN'T HEAR YOUR TONE

Avoid emotionally charged language. When you are writing not speaking, sometimes emoticons just don't do the job of conveying it. For the same reason, avoid all caps, so you don't come across as though you're yelling.

STAY ON POINT

Post content that is **relevant** to the discussion. Don't share random content that you think is entertaining. Instead, respect your peers by **engaging with the topic** under discussion.

Don't write anything you would not want **PUBLICLY SHARED**

Designed by Deanna MacDonald

After learning about netiquette, read the infographic and answer the questions:

1. What is the main purpose of netiquette?

2. Which practices do you consider more important?

3. For which online environments do you think netiquette is more appropriate ?

Access the infographic
<<<<<<<<<<<<

LISTENING 🎧

✓ Do you think that technology has changed the way we relate to each other? How?

✓ Have you ever made friends or found a love on the internet? What were these experiences like?

Listen to this song and pay attention to the lyrics and the musical aspects:
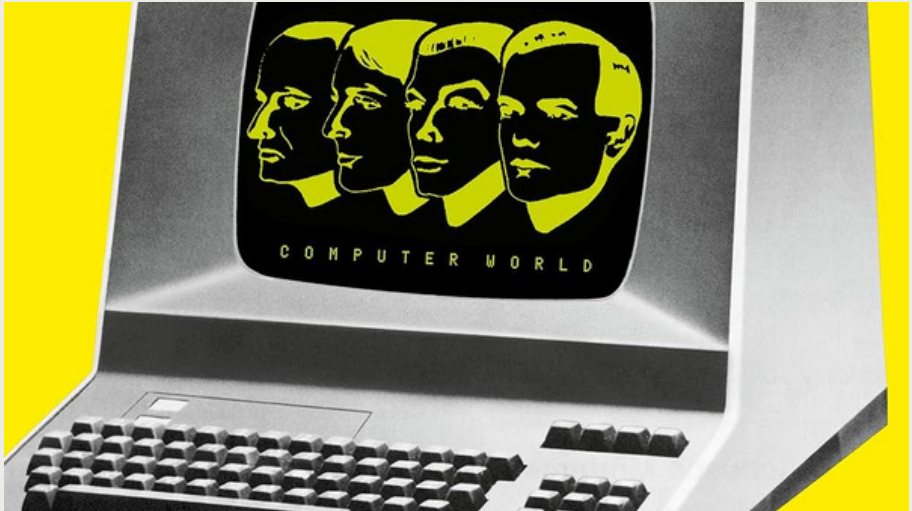
Source: youtube.com

Lyrics

Computer Love - Kraftwerk (1981)

Computer love
Computer love

Another lonely night
Stare at the tv screen
I don't know what to do
I need a rendezvous
Computer love
Computer love

I call this number
For a data date
I don't know what to do
I need a rendezvous

Computer love
Computer love

▶ Play

What is the message of this song?

What kind of musical instruments do you think were played in this song?

How the singer expressed the theme of the song?

ORAL PRODUCTION

Artificial Intelligence (AI), according to Encyclopædia Britannica, is the ability of a digital computer or computer-controlled robot to perform tasks commonly associated with intelligent beings. The term was coined, in 1995, by Stanford emeritus professor John McCarthy. Examples of applications of AI are autonomous cars, cibersecurity, smartphones and healthcare. Here are some advantages and disadvantages of AI:

- **Efficiency and accuracy**
- **Reducing human risks**
- **Availability**
- **Eliminate human error**
- **Improving human decision making**

- **High costs**
- **Lacking creativity and out-of-the-box thinking**
- **Ethical considerations**
- **A reduced number of jobs for humans**
- **AI machines fon't have emotions**

Divided into two groups, as in a mock trial, the students are asked to debate about the pros and cons of AI.

Source: freepik.com

GRAMMAR

MODAL VERBS

Modal verbs are auxiliary verbs that give information about the main verb in a sentence. They can complement or change the meaning of the main verb and also give an idea of possibility, certainty, obligation, ability, necessity and permission.

> The main modal verbs are can, could, may, might, will, shall, should, would and must.

Will - express future actions
e.g: I will travel to Paris next year.

Can - express ability, possibility or permission.
e.g: She can drive a car very well.

Could - express permission, ability or possibility
e.g: Could I make you some questions?

May - express request, possibility or permission
e.g: May I go with you?

Might - express present or future possibility
e.g: John might sell his old car an buy a new one.

Source: freepik.com

Shall - express a invitation
e.g: Shall we go to the beach?

Should - express recomendation
e.g: Peter should go to the doctor.

Would - express request, invitation or making arrangements
e.g: Would you like to have a pizza for lunch?

Must - express necessity or obligation
e.g: You must wash you hand before cooking

● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●

UNDERSTANDING THE GRAMMAR

Read this comic strip and answer the questions:

Source: http://www.fundayoffice.com/blog/nancyandsluggo

1. Which modal verbs are used in this comic strip?

2. Explain the meaning of these modal verbs in the comic strip?

GOING DEEP

Photomontage: The Beatles / Heinz Edelmann/ Canva. Song source: youtube.com

When I'm sixty four

is a song released in 1967 by the British band The Beatles. Listen to the song and answer the question.

Listen to the song

When I'm sixty-four
(Lennon/McCartney)

When I get older losing my hair
Many years from now
Will you still be sending me a Valentine
Birthday greetings bottle of wine

If I'd been out till quarter to three
Would you lock the door
Will you still need me, will you still feed me
When I'm sixty-four

You'll be older too
And if you say the word
I could stay with you

I could be handy, mending a fuse
When your lights have gone
You can knit a sweater by the fireside
Sunday mornings go for a ride
Doing the garden, digging the weeds
Who could ask for more

Will you still need me, will you still feed me
When I'm sixty-four

Every summer we can rent a cottage
In the Isle of Wight, if it's not too dear
We shall scrimp and save
Grandchildren on your knee
Vera, Chuck and Dave

Send me a postcard, drop me a line
Stating point of view
Indicate precisely what you mean to say
Yours sincerely, wasting away

Give me your answer, fill in a form
Mine for evermore
Will you still need me, will you still feed me
When I'm sixty-four

What modal verbs did you find in the song?

WRITING

After learning about the modal verbs, you must go to our Padlet page and write about the following topic:

If you could create a new type of technological device, what would it be?

Prompts:

1. It can be a real device or not. Use your imagination!
2. Write, at minimum, 100 words.
3. It is necessary to comment, at least, on two classmates' posts.
4. Choose a pic for your post.

Source: freepik.com

HAVE FUN AND LEARN

Let's assess what you have learned in this lesson? Take this quiz and use what you have learned about modal verbs.

Learning is a treasure that follows its owner everywhere.

Chinese Proverb

TEACHER'S GUIDE

Let's learn English Today! is a didactic proposal with the objective of promoting critical literacy in English language learning. The material suggests that teachers implement classroom activities focused on reflection, student idea-sharing, and technology utilization.

Unit 1 - A new approach in reading news: In this unit, students will work on critical literacy of news and images, so that they can recognise false information on the internet and be able to look for reliable sources to check the facts. To this end, activities will be proposed using mobile phones and internet access.

Page 2: On this page is proposed a pre-reading task to enhance students' semiotic understanding of the cartoon genre objectively.

Page 3: After a brief discussion, the opening text of the unit should be read aloud in a shared manner. This activity can involve different students, and the teacher can intervene to ensure the correct pronunciation of words and inquire about textual comprehension and the accompanying image.

Page 4: On this page are three exercises for improving reading comprehension.

Answer key:

Question 2 -
1. unbelievable
2. trustworthy
3. headlines
4. provocative, sensationalized
5. suspicious, outrages
6. sharing.

Question 3 -
1. F
2. T

3. F

4. T

5. T

Page 5: On this page, an activity is proposed which incorporates three genuine images and a single counterfeit one (designated as number 1) with the objective of developing students' proficiency in fact-checking online content. Photo 1 is photomontage, whereas photos 2 and 4 are authentic and have been captured from particular perspectives to produce a desired effect. Photo 3 exhibits a genuine bird species.

Prior to conducting the survey, it is recommended that the teacher encourage the students to vote on the Mentimeter application. After casting their votes, students should conduct an internet search to verify the authenticity of the image with the highest number of votes. The objective is to familiarize them with the practice of fact-checking.

Page 6: This page presents strategies for understanding text and images. As an aspect of visual literacy, in order to guide the reading of the infographic, the teacher should introduce students to the elements for analyzing an image: shape, symbols, ideas and meaning.

A wealth of support material for teachers on visual literacy is available on these websites:

What is visual literacy

The art of seeing art

Page 7: This page proposes a concise discussion prior to playing the video for the listening task. In addition to enhancing comprehension, the aim is for the teacher to focus students' awareness on the use of the imperative verb, a significant grammatical feature of the unit.

Video Transcript:

"With digital tools, it is easier than ever to create, edit, and publish your work to the world. But there's a cost. It's also easier than ever to spread misinformation. And fake news has become a real issue in recent times. We see this with students: according to a Stanford study, only 25% of high school students were able to identify an accurate news story compared to a fake one.

Students also had a hard time distinguishing between real and fake photographs as well as authentic and staged videos. Researchers used the words "bleak" and "dismaying" to describe this. But it's not going away anytime soon and that's a very real problem.

So, how do we fix it? Well, here's a five-step process that I've used with students. A word of caution: it's not perfect and there are probably other models out there but I thought I would share it just in case you might want to use it. We call it the 5 C's of critical consuming.

#1: Context - Look at the context of the article. When was it written? Where does it come from? Have the events changed since then? Is there any new information that could change your perspective?

#2: Credibility - Check the credibility of the source. Does the site have a reputation for journalistic integrity? Does the author cite credible sources? Or is it satirical? Is it on a list of fake news sites? Is it actually an advertisement posing as a real news story?

#3: Construction - Analyze the construction of the article. What is the bias? Are there any loaded words? Any omissions? Any propaganda techniques? Can you distinguish between the facts and the opinions? Or is it merely a bunch of speculation?

#4: Corroboration - Corroborate the information with other credible news sources. Make sure it's not the only source making this claim and if it is, there's a good chance it's actually not true.

#5: Compare - Compare it to other news sources to get a different perspective. Find other credible sources from other areas of the ideological or political spectrum to provide nuance and get a bigger picture of what's actually going on.

When we teach students media literacy and they learn how to consume critically, they learn how to think critically. Critical thinking citizens are good for democracy and that, well, that's good for everyone."

Page 8: On page 8, students are required to focus on the discursive gente interview. The activity will be carried out in pairs and each participant should record the questions they have asked and their colleague's answers on their mobile phone. At the end, the students in the pair should listen to each other's audios and evaluate their oral performance together.

Page 9: This page details the grammatical features of the imperative mood. It is suggested that students create a meme on the makeameme.org website utilizing the imperative tense with a topic of their choice.

Page 10: Activity using imperative mode

Answers key:

Keep

Read

Switch up

Try

Remember

Don't take

See

Be aware

Apply

Page 11: This page outlines a writing assignment that requires students to use imperative verbs. The activity will be conducted on the Padlet platform and encourages internet writing based on previous research. The teacher should stress that unsustained comments and simple critiques or compliments without argument will not be taken into account.

Unit 2 - Technology in our everyday lives: In this unit, students will reflect on the positive and negative impact of technology on our daily lives. To this end, the topics of technology and longevity, netiquette, artificial intelligence and the impact of technology on human relationships will be introduced.

Page 13: On this page is proposed a pre-reading task to enhance students' semiotic understanding of the illustration genre objectively.

Page 14: After a brief discussion, the opening text of the unit should be read aloud in a shared manner. This activity can involve different students, and the teacher can intervene to ensure the correct pronunciation of words and inquire about textual comprehension and the accompanying image.

Page 15: On this page are three exercises for improving reading comprehension.

Answer key:

Question 1:

1.Expectancy - belief

2.Outnumbered - exceed

3.Remarkable - outstanding

4.Fulfilling - accomplishing

5.Deployed - set up

6.Reap - receive

7.Acquaint - familiarize

8.Tailor-made - custom-made

Question 2:

1. In 2020, for the first time in history, individuals aged 60 or older outnumbered children under the age of five.

2. Technological innovations, big data and artificial intelligence can improve healthy life expectancy and meet the demands of an ageing population.

3. The rise in new technologies will benefit healthy ageing and longevity by enabling people to live healthier, more fulfilling lives at all ages.

4. According to Dubravka Šuica, Vice President for Democracy and Demography at the European Commission, innovation and technological progress inevitably require all of us to acquaint ourselves with new tools throughout life – no matter our age.

5. Technological innovations have been deployed to keep people physically active, enable independent living such as by detecting falls, smart home technology, early detection of diseases and management of disease conditions, maintenance of social connections by reducing social isolation and continued engagement in the workforce, to name a few.

Question 3:

1. Healthcare

2. Physically

3. Workforce

4. Artificial

5. Preferences

Page 16: On this page there is an activity for understanding the vocabulary used in the text. The teacher can either choose words and tell the students to perform mimic to their respective groups or use emojis, according to the following model: Guess the emoji

Page 17: This page deals with the concept of netiquette, with guidelines for good practice in virtual environments. After a short discussion on the topic, the teacher will take the students through a quiz on the topic, available at the following link: Netiquette quiz

Page 18: On this page, students will listen to a song about the impact of technology on human relationships. The idea is to focus not only on students' understanding of the lyrics, but of the "literomusical discourse" as a whole. To this end, the teacher should encourage students to notice other interpretive elements of the song, such as the instruments used, the rhythm, the melody, the performance, and so on.

More details on analyzing literary-musical discourse in the classroom can be found in this paper.

Page 19: The aim of this lesson is to stimulate students' argumentation and linking of ideas in oral expression. To do this, the teacher should divide the class into two groups, one for and one against the use of artificial intelligence. Each group should present at least five arguments in defense of its thesis. At the end of the debate, the best group will be chosen on the basis of both their arguments and their speaking skills. Find out more about mock trial in the classroom: mock trial lesson plans.

Page 20: This page details the grammatical features of the modal verbs.

Page 21: In this lesson, there is a second listening moment linked to the reading, in which students have to practice recognising modal verbs.

Page 22: This page outlines a writing assignment that requires students to use modal verbs. The activity will be conducted on the Padlet platform and encourages internet writing based on previous research. The teacher should stress that unsustained comments and simple critiques or compliments without argument will not be taken into account.

RATIONALE

The two units of Let's learn English today! are aimed at critical media, visual and technological literacy in English language learning. The target audience of the proposal is the elderly, and in Brazil, all persons aged 60 years or older are considered part of this group, as defined in the Statute of the Elderly (Federal Law Nº 10.741 of October 1, 2023).

According to the Brazilian Institute of Geography and Statistics (IBGE), Brazil has seen an ageing population increase in recent years. The percentage of elderly people in the country rose from 11.3% to 14.7% in just a decade, conforming to the National Continuous Household Survey (PNAD), published in 2023. This means that more than 9 million Brazilian citizens have joined this age group during this period.

Despite this scenario, there is still a lot of prejudice against older people in Brazil. In a culture that worships young bodies and in a capitalist context in which productivity qualifies the individual, the elderly are commonly associated with the concepts of decrepitude, inactivity, "those who no longer produce" and, consequently, "those who no longer learn". (TAVARES; MENEZES, 2020, p.23)

From this perspective, the survey "Older people in Brazil: experiences, challenges and expectations in old age", carried out by the Social Service of Commerce (SESC) and the Perseu Abramo Foundation, highlights how older Brazilians are still excluded from the world of writing and the digital world. The study says that 72% of respondents had never used an app before and 62% didn't even have access to social media. Among older people, only 19% said they commonly use the internet. When it came to reading and writing, 40% answered that they have some difficulty with both skills. The study surveyed 2.369 people over the age of 60 in all the five regions of the country between January and March 2020.

As digital migrants in this panorama of communicational changes in society, the elderly become an easy target for misinformation. According to Brashier and Schacter (2020), in a study carried out at Harvard University, the elderly were the age group that shared the most fake news during the 2016 US elections.

> The most intuitive explanation for this pattern blames cognitive deficits. While older adults forget where they learned information, fluency remains intact and decades of accumulated knowledge helps them evaluate claims. Thus, cognitive declines cannot fully explain older adults' engagement with fake news. Late adulthood also involves social changes, including general trust, difficulty detecting lies, and less emphasis on accuracy when communicating. In addition, older adults are relative newcomers to social media, who may struggle to spot sponsored content or manipulated images. In a post-truth world, interventions should consider older

> adults' shifting social goals and gaps in their digital literacy. (BRASHIER; SCHACTER, 2020, n.p)

With regard to the difficulties faced by older people in this new environment of intense information flows, Silva (2022) suggests the need to reflect on specific literacy strategies for this audience.

> Diante desse quadro de desordem informacional, no contexto da comunicação e educação, precisamos pensar em ações que tratem a desinformação entre os mais velhos com as particularidades que esse grupo exige, sem generalizações e etarismo. Para isso, inicialmente, é necessário desconstruir a imagem jocosa de "tiozão do zap", que desumaniza todo um estrato populacional. Mesmo que sejam mais vulneráveis a golpes virtuais e informações falsas, os idosos apresentam condições de desenvolver conhecimentos sobre esse novo sistema comunicacional. (SILVA, 2022, p.13)

For older people, learning is not only possible but necessary in order to achieve a healthy life. Several benefits can be highlighted, such as socialisation, stimulation of cognitive functions, autonomy to carry out certain activities and even an increase in self-esteem. Viana (2020) points out that:

> (...) alguns aspectos dos processos cognitivos passam por mudanças ao longo da vida, por exemplo, é mais difícil para os adultos mais velhos bloquear informações irrelevantes durante o processo de aprendizagem e o tempo de reação pode ser mais lento. Isso, porém, não significa que os idosos sejam incapazes de aprender com eficácia. Dar tempo suficiente para que um indivíduo mais velho execute as tarefas pode ser um fator-chave para que ele seja estimulado a querer aprender mais. Embora as pesquisas mostrem que o processo de envelhecimento pode interferir em alguns aspectos da aprendizagem, a capacidade do cérebro para funcionar não é perdida. (VIANA, 2020, p.36)

This is where the English language comes in, opening up countless opportunities for older people, ranging from the cultural consumption of English-language products, to chatting with native speakers on the Internet or when travelling abroad. Júnior, Conceição and Oliveira (2022) comment that, although some didactic adaptations are necessary, excluding the elderly from language learning denies these individuals the chance to fully experience their maturity.

Martins (2017) highlights English language learning for the elderly as an opportunity to socialize with people of the same age group, as well as the social construction of the individual.

> Para além de um processo mental que visa à aquisição e ao conhecimento das estruturas linguísticas que compõem a língua estrangeira (L2), seu aprendizado é um processo social que provém da interação, uma forma de contato entre os membros de uma comunidade que incita o reencontro ou até mesmo a reconstrução

> da identidade do indivíduo. Assim, aprender uma língua estrangeira estimula o convívio social e promove o convívio com outras pessoas, culturas e opiniões. (MARTINS, 2017, p.118-119)

English learning and multiliteracy to older people also enables them to become globally competent, as defined by the Organisation for Economic Cooperation and Development (OECD):

> Global competence is a multidimensional capacity. Globally competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being. (OECD, 2018, p.4)

According to the OECD, one way to promote global competence is to teach critical reading of digital information and responsible use of social media platforms. The idea behind this didactic proposal in combining critical literacy in English with media and technological literacy is based on Paulo Freire's critical pedagogy, in order to offer students new readings of the world and thus enable them to become full citizens. With regard to critical literacy in foreign language teaching, we would also like to highlight Schlatter (2009).

> Através da vivência continuada e aprofundada com textos relevantes, desafiadores e instigantes, porque possibilitam a discussão de sua temática e a ampliação de repertórios linguísticos para novos contextos de uso da língua, busca-se promover a compreensão e a reflexão sobre o seu lugar e posição como cidadãos - e inserir-se criticamente em novos campos de atuação humana. (SCHLATTER, 2009, p.20)

About the application of a critical literacy proposal in the classroom, Schlatter (2009) also stresses the importance of the school investing in plural activities in this process in order to create greater student engagement in learning a foreign language. By encountering texts that allude to different contexts in their lives, students can integrate the use of language into their reality in a more meaningful way.

> É papel da escola criar oportunidades de leitura (e escrita) que tratem de diferentes gêneros discursivo, com graus diferentes de planejamento e formalidade (envolvendo diferentes interlocutores), com sequências discursivas variadas (narrativa, descritiva, argumentativa, expositiva, etc.) e propósitos diversos (informar, opinar, argumentar, reclamar, instruir, etc.). Para cada uso de linguagem é importante planejar atividades que visem a reconhecer a situação de comunicação (quem fala, para quem, em que contexto, em que veículo, com que objetivo, etc.) e que focalizem atividades de compreensão e reação ao texto, coerentes com o gênero discursivo em pauta. (SCHLATTER, 2009, p.14)

In the same direction, Costa (2020) advocates critical English language teaching to develop individuals that are aware of their social role.

> (...) alinho este artigo a uma concepção de linguagem que exerce um papel fundamental na construção dos(as) alunos (as) como sujeitos sócio-historicamente situados que, ao interagirem com outros sujeitos igualmente situados, têm suas palavras e consciência formadas e transformadas por diferentes valores e entendimentos de mundo sobre questões tais como classe social, religião, raça, gênero e sexualidade. (COSTA, 2020, p.243)

In order to develop the teaching units, we used the concept of literacy from the perspective of Kalantzis and Cope (2012), who define it as a communicative approach to learning. According to the scholars, this vision takes into account the changes in written texts, which are increasingly permeated by visual elements and loaded with multimodality, thus requiring new teaching strategies.

> Literacy is not simply a matter of correct usage. It also is a means of communication and representation of meanings in a broader, richer and all-encompassing sense. If this is the case, the new communications environment presents challenges to heritage literacy teaching practices, in which the old habits of literacy teaching and learning need to be reconsidered and supplemented. For example, we have to consider how we learn grammar and spelling in writing environments supported by checking routines in writing software. Also, contemporary sites of writing such as email messages, text messages and social media posts are more fluid and open, creating new conventions of writing. (KALANTZIS; COPE, 2012, p.4)

Around this concept, we address media literacy in the didactic proposal, insofar as the concept considers the diversity of texts in the current media communication scenario and makes it possible a new teacher practice through technological devices, as indicated by Bittencourt, Ferreira and Rocha (2015):

> Deste modo, o letramento midiático não modifica apenas a relação do estudante com o ensino/aprendizagem, mas altera o papel do professor que antes transmitia o conhecimento contido, em sua grande maioria, em livros. E a partir de então, o educador começa a reorganizar suas práticas em prol de um ensino de qualidade e com materiais de conhecimentos contextualizados proporcionados pela hipermídia, ou seja, textos, áudios, vídeos, ilustrações acessados em links por meio do computador, tablet e etc. (BITTENCOURT; FERREIRA; ROCHA, 2015, n.p)

Two other concepts outlined by Kalantzis and Cope (2012) that justify the teaching units are multiliteracy and multimodality, in which multiliteracy refers to the ability to understand the different meanings of texts that vary according to the social context, and multimodality refers to the transformations of texts as a result of changes in the media and information process.

> Meaning is made in ways that are increasingly multimodal - in which written-linguistic modes of meaning interface with oral, visual, audio, gestural, tactile and spatial patterns of meaning. (...) This means that we need to extend the

range of literacy pedagogy beyond alphabetical communication. It also means that, in today's learning environments, we need to supplement traditional reading and writing skills with multimodal communications, particularly those typical of the new, digital media. (KALANTZIS; COPE, 2012, p.4)

Therefore, the different forms of text, media and discourse were considered in the development of the teaching materials, with critical visual literacy as another theoretical basis. According to Xavier (2015), critical visual literacy focuses its analysis on three pillars: reading visual details, interpreting the intentions of the text and reflecting on the implications of the meaning in the image.

Letramento Visual Crítico (LVC) é a perspectiva teórica que explora o texto imagético em movimento ou estático e busca compreender como seus elementos fotográficos, detalhes cromáticos, texturas, enquadramento, foco, ângulo, entre outros aspectos, podem retratar realidades e discursos. (XAVIER, 2015, p.59)

In terms of teaching visual literacy in the classroom, Castro and Wakim (2014) focus on the enunciative nature of images and how they mediate interpretations of the world.

Nessa perspectiva, a leitura de imagem torna possível perceber a constituição semântica, a vocação discursiva, bem como, o potencial responsivo que a imagem pode carregar. Sendo assim, ler uma imagem de ontem e de hoje, daqui ou de qualquer outro lugar, é também levar em conta o seu potencial discursivo e a sua natureza enunciativa, que abre possibilidades de interação, ou seja, de perceber, questionar, confrontar visões de mundo por intermédio da multiplicidade de vozes que a imagem pode conter. Isso significa compreender o sujeito que lê como ser que se desenvolve e se transforma nas relações dialógicas, ou no encontro entre subjetividades na concretude de suas práticas. (CASTRO;WAKIM, 2015, p.110)

It is worth noting that discursive genres are fundamental elements for the realization of literacy, as they represent socio-communicative practices, as stated by Kress (2004):

The introduction of the concept of genre into theories of literacy entails that we see text - not letter, not word, not clause or sentence - as the central category in literacy. Text is the result of social action, and so the centrality of text means that literacy is always seen as a matter of social action and social forces, and all aspects of literacy are seen as deriving from these actions and forces. The shift to the centrality of text is essential and its consequences are far-reaching. It challenges ingrained, common-sense theories of how we make and communicate meanings. It insists that language-use is one kind of social action among others, and that texts are the result of these social actions. This provides the relevant frame in which to pose the question of genre: within a broad framework of text as the result of constant making (in writing or speaking) and remaking (in reading or hearing) of accounts of the place of writers and readers in the world, providing us with the sense of who we think we are. Genre is a category that orients attention to the social world. (KRESS, 2004, p.71)

The use of genre for literacy purposes is also advocated by Schneuwly and Dolz (1997) and Ferreira and Moreno (2016).

> Nessa perspectiva, trabalhar com gêneros discursivos autênticos que relatem sobre temas atuais e culturais de alguns países faz com que os alunos tenham um contato significativo com a língua inglesa e entrem em contato com assuntos que farão com que os mesmos tenham uma percepção de mundo mais ampla. Não podemos esquecer que a sala de aula é um espaço multicultural, que cada um tem sua raça, credo, costume, história, tornando-se assim um excelente local para discussão e conscientização destas e de outras diferenças. (FERREIRA; MORENO, 2016, n.p)

In the light of these theories, a variety of text genres are proposed in the two units. The didactic sequence works with the four skills of the English language - listening, writing, reading and speaking - and encourages the use of technology in the classroom, with QR codes provided as access to an extension of the content of the presented material.

The theme that runs through the didactic proposal is "fake news", a communication phenomenon that has grown in recent years in line with the expansion in the flow of information in the public sphere. According to Fernandes, I.C and Fernandes, T (2023), the subject of "fake news" and its implications, despite its complexity, should be addressed in the classroom through the use of digital technologies.

> As Fake News são um problema de escala global na atualidade e precisa ser combatido. Uma maneira de atuar junto aos estudantes é por meio de práticas sociais com o uso das tecnologias digitais em rede na educação básica, em que o letramento informacional seja potencializado no currículo, visando instrumentalizar os estudantes à construção do pensamento reflexivo e crítico na localização, seleção, avaliação e compartilhamento de informações a partir de critérios confiáveis e éticos. (FERNANDES; FERNANDES, 2023, p.49)

Legroski (2020) states that fake news is by itself a new genre, created with the Internet as its support, "na medida em que o relacionamento deste suporte com as ocorrências linguísticas ali veiculadas vai moldando e afetando o gênero de forma que ele se remodela, tanto em termos de forma quanto de conteúdo". For the researcher, fake news have a transmedia character because they make use of images, sound, excerpts and editing of visual material, as well as the strategy of decontextualized insertion.

The two units of Let's learn English today!, with a total of 24 pages including the cover, are: Unit 1 on "A new approach to reading the news" and Unit 2 on "Technology in our everyday lives". Lesson 1 covers 'Critical reading of news', 'Reading strategies' and 'The imperative mood'. Unit 2 covers 'Technology and longevity', 'Netiquette rules' and 'Modal verbs'.

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