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BECOMING AN INFLUENCER: ENGLISH FOR THE DIGITAL AGE

Belo Horizonte

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BECOMING AN INFLUENCER: ENGLISH FOR THE DIGITAL AGE

(Unidades Didáticas para o Ensino de Língua Inglesa)

Trabalho de Conclusão de Curso apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da Universidade Federal de Minas Gerais, como requisito parcial para a obtenção do título de Especialista em Ensino e Aprendizagem de Língua Inglesa.

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RESUMO

Este trabalho de conclusão de curso (TCC), desenvolvido como projeto final (capstone) do Curso de Especialização em Ensino e Aprendizagem da Língua Inglesa (CEI/UFMG), apresenta a elaboração e fundamentação teórica de um livro didático composto por duas unidades didáticas multimodais e baseadas em projetos, intituladas *Becoming an Influencer: English for the Digital Age* e *Speak Your Truth: Authenticity & Digital Identity*. Voltadas a adolescentes bilíngues nos níveis B1–B2 do CEFR, as unidades integram dimensões comunicativas, críticas e emocionais da aprendizagem de línguas. Fundamentadas na Abordagem por Tarefas, nas Multiletracias, na Pedagogia Crítica e na Neurociência Educacional, as atividades conectam o aprendizado linguístico às realidades da comunicação digital e da formação identitária. Com base em estudos neurocientíficos (Petitto & Dunbar, 2009; Wang et al., 2015), o trabalho destaca como a relevância emocional e o vínculo afetivo com o conteúdo fortalecem a memória e o engajamento do aluno. O Guia do Professor oferece estratégias de facilitação inclusiva, avaliação formativa e reflexão, apoiando a atuação docente em contextos diversos. A integração das páginas do livro didático ao longo do texto funciona como evidência e análise das escolhas de design, permitindo observar teoria e prática simultaneamente. O estudo defende o ensino de inglês como espaço de expressão, agência e cidadania digital ética, apoiado no desenvolvimento afetivo e cognitivo dos estudantes.

Palavras-chave: ensino de língua inglesa; letramento digital; neurociência na educação; aprendizagem baseada em tarefas; engajamento emocional; pedagogia crítica; educação bilíngue.

ABSTRACT

This capstone project, developed within the Specialization Course in English Language Learning and Teaching (CEI/UFMG), presents the design and theoretical foundation of a textbook composed of two multimodal, project-based units titled *Becoming an Influencer: English for the Digital Age* and *Speak Your Truth: Authenticity & Digital Identity*. Aimed at bilingual adolescents at CEFR levels B1–B2, the units integrate communicative, critical, and emotional dimensions of language learning. Grounded in Task-Based Language Teaching, Multiliteracies, Critical Pedagogy, and Educational Neuroscience, the activities connect linguistic development to the realities of digital communication and identity formation. Drawing on neuroscientific studies (Petitto & Dunbar, 2009; Wang et al., 2015), the project highlights how emotional relevance and affective connection to content strengthen memory and student engagement. The Teacher's Guide offers strategies for inclusive facilitation, formative assessment, and structured reflection, supporting teachers in diverse classroom contexts. The integration of the textbook pages throughout the dissertation serves as both evidence and analysis of design decisions, allowing theory and practice to be examined side by side. Overall, the study argues for English teaching as a space for expression, agency, and ethical digital citizenship, supported by students' affective and cognitive development.

Keywords: English language teaching; digital literacy; neuroscience in education; task-based learning; emotional engagement; critical pedagogy; bilingual education.

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1. INTRODUCTION

This final course project was developed as part of the Specialization Course in Teaching and Learning English (CEI) at the Federal University of Minas Gerais. In compliance with the official CEI guidelines, the work presented here consists of the design, justification, and theoretical foundation of two independent teaching units, both of which are accompanied by a detailed teacher's guide containing answer keys, implementation suggestions, and pedagogical notes. The content is structured in accordance with the academic and didactic requirements set by the CEI TCC guidelines, which aim to foster reflective, research-based, and contextually relevant language teaching practices.

The main objective of this TCC is to provide contemporary, research-informed English language teaching material that promotes meaningful learning through socially relevant themes. Both units presented in this work were created with the intention of bridging the gap between learners' lived experiences and language learning practices. They are designed to foster engagement, critical thinking, creativity, and linguistic development across all four macro skills (listening, speaking, reading, and writing). While the two units can be implemented independently, they are both grounded in the same pedagogical vision: an understanding of the English classroom as a space for communication, identity negotiation, and critical reflection in the digital age.

The first teaching unit, entitled **“Becoming an Influencer: English for the Digital Age,”** is intended for bilingual learners aged 11 to 17 who are at a B1–B2 level of proficiency according to the Common European Framework of Reference for Languages (CEFR). The unit engages learners in a critical exploration of online influence, digital identity, and authenticity. It culminates in the production of a written and oral *Influencer Manifesto*, where students articulate their values, voice, and digital persona. The unit is organized into three 60-minute sessions and integrates vocabulary, grammar (Present Perfect, modals), reading comprehension, listening analysis, and speaking and writing tasks. The materials include authentic case studies, podcast transcripts, and social media texts.

The second teaching unit, entitled **“Speak Your Truth: Authenticity & Digital Identity,”** was developed for a slightly older group of bilingual learners aged 14 to 17 at the B1-B2 proficiency level. This unit expands upon the theme of online presence and mental health by focusing on self-expression, emotional literacy, and critical engagement with digital media. The

central task invites students to create a *Digital Manifesto* in the form of a visual poster, blog entry, or short-form video, reflecting their beliefs, boundaries, and values as digital citizens. The unit spans four sessions of 60 minutes each and includes warm-up discussions, analysis of real-world narratives, vocabulary development related to emotions and media discourse, grammar focus (first conditional, wish clauses), and a sequence of guided reflections and creative production tasks.

Both teaching units are based on principles of Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and multiliteracies pedagogy. They are supported by theoretical frameworks from the fields of applied linguistics, neurolinguistics, multimodality, and critical pedagogy, drawing from scholars such as Gunther Kress (2010), Brian Norton and Kelleen Toohey (2004), Laura-Ann Petitto and Kevin Dunbar (2009), and Christiane Riehl (2021). The instructional design emphasizes learner agency, collaboration, authenticity of materials, and the integration of digital literacies.

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2. ENGLISH TEXTBOOK — OVERVIEW

2.1 Methodological Framework, Structure, and Inclusive Design

Purpose

English for the Digital Age is a bilingual, project-based English textbook created by Luiz Golinski for adolescents at **CEFR B1–B2** level. It aims to connect language learning to the realities of digital communication, identity, and media culture. Through multimodal, collaborative tasks, students learn to express themselves creatively and responsibly in online and offline contexts.

The book consists of **two thematic instructional units** that combine linguistic development with media literacy and socio-emotional reflection:

- **Unit 1 – Becoming an Influencer**
 - **Unit 2 – Speak Your Truth: Authenticity & Digital Identity**
-

2.2 Structure of the Textbook

The student edition is visually organized, providing clear pagination and scaffolded sections that progress from comprehension to production.

2.2.1 UNIT 1 — BECOMING AN INFLUENCER

(Pages 8–22, Student Edition)

- **Page 8 – Unit Overview & Learning Objectives**
- **Page 9 – Warm-Up: What Do You Follow?**
- **Page 10 – Reading + Vocabulary**
- **Page 11 – Grammar: Present Perfect**
- **Page 14 – Listening: Behind the Post**
- **Page 16 – Speaking: From Reflection to Debate**
- **Page 19 – Writing: Your Influencer Manifesto**
- **Page 22 – Final Project: Oral Pitch + Reflection**

2.2.2 UNIT 2 — SPEAK YOUR TRUTH: AUTHENTICITY & DIGITAL IDENTITY

(Pages 30–65, Student Edition)

- **Pages 30–33 – Unit Overview + Learning Objectives**
- **Pages 34–36 – Lesson 1 Warm-up + Reading**
- **Pages 36–39 – Lesson 1 Grammar**
- **Pages 40–43 – Lesson 1 Listening**
- **Page 44 – Lesson 1 Speaking**
- **Pages 44–45 – Lesson 1 Writing**
- **Pages 46–49 – Lesson 2 Warm-Up + Reading**
- **Pages 49–50 – Lesson 2 Grammar**
- **Pages 51–52 – Lesson 2 Listening**
- **Pages 52–53 – Lesson 2 Speaking**
- **Page 54 – Lesson 2 Writing**
- **Pages 55–57 – Final Project (Digital Manifesto)**
- **Pages 58–65 – Vocab + Transcripts + References**

2.3 Components of Each Lesson Page

Every lesson page in this Teacher’s Guide contains:

Each double-page spread in the student textbook includes:

- **Learning Goals:** linguistic, communicative, and socio-emotional objectives stated in student-friendly language.
- **Input Section:** authentic texts, images, or audio materials that model real-world English use.
- **Practice Section:** scaffolded activities to build comprehension, vocabulary, and grammar awareness.
- **Production Tasks:** creative speaking or writing outputs linked to real online genres (posts, vlogs, comment threads, etc.).
- **Reflection Box:** prompts for self-assessment and critical thinking about identity and digital behavior.
- **Visual Cues & Icons:** consistent design markers for skills (Listening, Speaking, Writing, Reading) and accessibility.
- **Glossaries:** contextual support for vocabulary and expressions.

2.4 Pedagogical Framework

2.4.1 Communicative and Task-Based Learning

The textbook is grounded in CLT and TBLT methodologies (Ellis, 2003; Willis & Willis, 2007). Students learn by doing, producing authentic language in meaningful contexts. Each unit ends with a final project that synthesizes all macro-skills in a creative product, such as an influencer manifesto or a digital pitch.

2.4.2 Multimodal Literacy and Media Awareness

Drawing on Kress (2010) and Gee (2013), the materials integrate text, image, and sound. Students analyze and produce diverse genres—captions, podcasts, short videos—enhancing their media fluency and aesthetic sense.

2.4.3 Sociocultural and Inclusive Mediation

Inspired by Vygotsky (1978) and Lantolf (2000), the textbook promotes collaborative learning and peer mediation. Activities encourage group roles, discussion circles, and creative partnerships. Following Universal Design for Learning (UDL), tasks offer multiple ways to engage and express knowledge, including:

- visual, oral, and written formats;
- flexible grouping and role differentiation;
- accessible bilingual support and inclusive visuals.

2.4.4 Critical Digital Pedagogy

Following Freire (1970) and Selber (2004), learners are invited to reflect on influence, authenticity, and responsibility online. The book fosters a mindset of ethical digital citizenship through self-expression, empathy, and awareness.

2.4.5 Assessment and Reflection

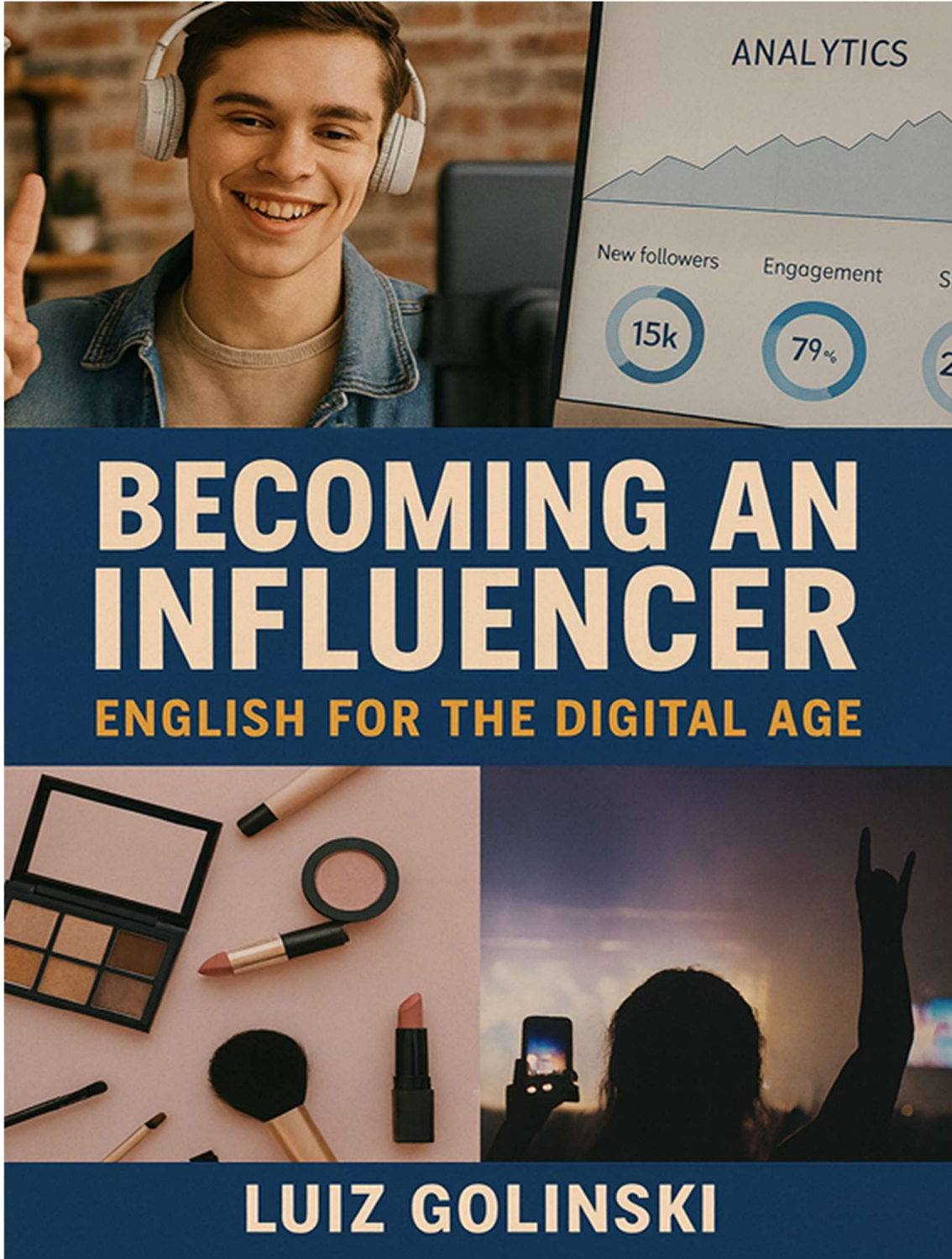
Assessment is formative and process-oriented.

- Students monitor their progress through:

- Self-assessment boxes at the end of each skill section;
- Peer feedback rubrics for collaborative tasks;
- Final project rubrics aligned with CEFR descriptors (accuracy, fluency, interaction, coherence, mediation).

The goal is to value progress, creativity, and critical awareness, rather than only linguistic accuracy — supporting confidence, reflection, and authentic communication.

3. ENGLISH TEXTBOOK COVER PAGE





WHAT MAKES AN INFLUENCER IN THE DIGITAL AGE?

UNIT 1: BECOMING AN INFLUENCER

WHAT MAKES AN INFLUENCER IN THE DIGITAL AGE?

Target Group: Bilingual learners (ages 11–17)
Level: CEFR B1–B2
Duration: 3 periods (approx. 180 minutes total)
Final Product: Influencer Manifesto (written + oral pitch)

UNIT OVERVIEW

In this unit, you'll discover what it means to be an influencer in the digital age. From expressing your identity online to crafting powerful messages and creating visual content, you'll explore how language, creativity, and strategy come together to inspire others. Whether you're dreaming of a future on YouTube, TikTok, or simply want to improve your communication, this unit gives you the tools to find your voice—and use it with purpose.

LEARNING OBJECTIVES

- Develop multimodal communication about digital identity and social media.
- Use English authentically across the four macro skills.
- Apply grammar and vocabulary in real-life creative tasks.
- Reflect critically on online presence and personal voice.
- Collaborate and revise based on feedback.

WARM-UP: WHAT DO YOU FOLLOW?

THINK-PAIR-SHARE:

Read the questions and take a minute to think about your own online experience. Then, turn to your partner and interview them. Afterwards, share with the class one idea that came up during your pair discussion.

1. What makes someone influential online?
2. Who do you follow on social media, and why?
3. Can anyone become an influencer?

DO IT YOURSELF:

Now, write three traits that you think make someone a good influencer. Use your own ideas and examples to describe each one:

1.
2.
3.

READING

Read both excerpts below, and then complete the activities as instructed.

TEXT 1: EMMA CHAMBERLAIN – FROM YOUTUBE TO COFFEE QUEEN

Emma Chamberlain is a famous content creator who became an entrepreneur. She started with honest YouTube vlogs. Today, she owns Chamberlain Coffee and runs her own podcast. Her followers like her authenticity and creativity.

TEXT 2: KHABY LAME – THE SILENT STAR

Khaby Lame became famous by reacting to silly videos—without speaking. He shows simple solutions and uses a funny hand gesture. His silent TikToks are universal and have over 160 million followers.

READING

TASK: COMPARE INFLUENCERS

Complete the table with key facts and details from both texts. Compare how each influencer's platform, strategy, and values are described.

Influencer	Main Platform	Strategy	Values or Style
Emma Chamberlain			
Khaby Lame			

VOCABULARY: TALK LIKE A CREATOR

Word	Meaning	Example
influencer	a person who affects others online	"He's a gaming influencer on YouTube."
niche	a focused content area	"Her niche is vegan reci-
engagement	likes, comments, shares	"The post got a lot of en-
authenticity	being real and honest	"Fans like her authenticity."
platform	a digital space for content	"My platform is TikTok."

DO IT YOURSELF

Write your own sentences using three of the vocabulary words from the list above.

-
-
-

GRAMMAR

STEP 1: DISCOVER THE PATTERN

Read these sentences from the texts and activities:

1. Emma has launched her own coffee brand.
2. Khaby has never spoken in his videos.
3. I have shared tutorials on my Instagram page.
4. My friend has created a YouTube channel.
5. We have followed many influencers.

STEP 2: THINK & DISCUSS

In pairs or small groups, answer these questions:

1. What do all these sentences have in common?
2. What is the helping verb in each sentence?
3. What kind of action do these describe—past, present, or both?
4. Are the actions finished, or do they still matter today?

DO IT YOURSELF:

Write your own hypothesis:

I think this grammar is used to talk about

.....

The structure is + +

.....

GRAMMAR FOCUS

STEP 3: CONFIRM THE RULE

Rule: We use Present Perfect to talk about:

Life experiences	Actions in the past that affect the present	Things that have happened recently	Conversational Openers
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STRUCTURE:

SUBJECT + HAVE/HAS + PAST PARTICIPLE + COMPL.

EXAMPLES:

1. I **have watched** a podcast about digital trends.
2. She **has never deleted** a post.
3. They **have made** videos together.

STEP 4: PRACTICE

A. Complete the sentences with the correct form:

1. I (follow) my favorite influencer for three years.
2. He (never/use) TikTok.
3. We (post) a review about local food.
4. My friend (start) a meme page.

B. Interview a partner:

Use **Have you ever...? Questions.**

GRAMMAR FOCUS

EXAMPLES:

- Have you ever created content online?
- Have you ever received more than 100 likes?
- Have you followed someone just because they were famous?

Then report:

"Julia has never posted on YouTube."

"Léo has created 3 videos."

CAN YOU GUESS WHICH ONE IS A LIE?

1. I have answered thousands of questions from students around the world.
2. I have created a viral TikTok dance challenge.
3. I have helped people write emails, essays, and speeches.
4. I have never posted anything on Instagram.

DO IT YOURSELF:

Now, it's your turn! Write four sentences using the present perfect tense—make three true and one false. Afterwards, ask your classmates to guess which one is not true.

1. I have
2. I have
3. I have
4. I have

LISTENING

PRE-LISTENING

Discuss the questions below in pairs before listening. Share your ideas and examples based on your own experiences.

1. Do you think influencers feel pressured to post constantly?
2. What are the benefits and downsides of being popular online?
3. What do you think people don't see "behind the post"?

LISTEN TO *BEHIND THE POST: THE TRUTH ABOUT LIFE AS AN INFLUENCER* < <https://bit.ly/3TQfRCH> >

(See audio transcript at page 18)

WHILE LISTENING—CHOOSE THE BEST ANSWER

Listen carefully to the audio. Then choose the best answer (A, B, or C) for each question based on what you hear.

1. What is Sofia Mendes' niche?

- A. Mental Health
- B. Sustainable fashion
- C. Music Tutorials

2. How many followers does Sofia have?

- A. 25,000
- B. 2,500
- C. 250,000

LISTENING

3. Why did Sofia feel burned out?

- A. She lost her followers
- B. She posted too little
- C. She felt pressure to post.

4. What does Sofia value most?

- A. Going viral
- B. Free products
- C. Making a real impact

AFTER LISTENING—REFLECT AND RESPOND

Write a short response of three to five sentences addressing the questions below. Be clear and concise, ensuring that each sentence directly answers the prompts. Use complete sentences and provide specific examples when relevant. Let your response demonstrate critical thinking and your ability to articulate ideas effectively.

Do you agree with Sofia's decision to take a break from social media? Why or why not? What lessons can we learn from her experience?

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SPEAKING

ACTIVITY 1: QUICK CHAT—REACT TO SOFIA'S STORY

Discuss the questions below in pairs, using the present perfect tense whenever possible. Share personal examples and opinions to support your answers.

1. Have you ever followed someone like Sofia?
2. Has this story changed how you see influencers?
3. What would you have done in Sofia's place?
4. Have you ever felt pressure to post or share something?

USEFUL PHRASES:

- "I've never thought about it that way, but..."
- "I've experienced something similar..."
- "She's made a brave decision..."

ACTIVITY 2: MINI DEBATES—TAKE A STAND

"Influencing is just a fun job without real responsibility".

Work in pairs or small groups and follow the steps below to prepare and present your ideas. Use evidence from Sofia's story and include the present perfect in your arguments.

STEPS:

1. Decide whether you agree or disagree with the statement.
2. Prepare two or three strong arguments to support your opinion.
3. Take turns presenting your opinion and responding to others.
4. Use at least one present perfect sentence per speaker.

SPEAKING

Sentence Starters:

- "I've seen how hard influencers work to stay relevant."
- "Many influencers have earned trust by being honest."
- "They've never been trained, but they carry influence like journalists."
- "She's collaborated with brands—so that shows responsibility."

ACTIVITY 3: "HOT SEAT" ROLE-PLAY—BE SOFIA

Work in groups. One student takes the role of Sofia Mendes, while the rest of the class asks questions about her influencer life and recent decisions. The student playing Sofia answers using information from the listening transcript and the present perfect tense where appropriate.

1. One student plays Sofia Mendes.
2. Classmates ask her questions about her influencer life and recent decisions.
3. The "Sofia" student answers using information from the transcript and present perfect where appropriate.

SAMPLE QUESTIONS:

- Why have you taken a break?
- Have you ever regretted a post?
- What have your followers said?
- How have you balanced pressure and purpose?

SPEAKING

ACTIVITY 4: SPEAKING JOURNAL REFLECTION

Record a short spoken response (audio or video) of one to two minutes answering the question below. Use clear pronunciation and natural intonation.

*"Do you think influencers should be role models?
Why or Why not?"*

Requirements:

- ⇒ Use three to four sentences in the present perfect tense.
- ⇒ Include two to three unit vocabulary words (e.g., authenticity, niche, engagement).
- ⇒ Speak clearly, confidently, and at a natural pace.

NOTES:

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WRITING

WRITING: YOUR INFLUENCER MANIFESTO

Write your own Influencer Manifesto describing your purpose, values, and voice as a digital creator. Follow the steps below to plan and organize your ideas before writing your final version.

PRE-WRITING BRAINSTORM

Reflect on the questions and complete the prompts.

- What makes me unique?
- What platform would I use?
- Who is my audience?

WRITING FRAME (200-250 WORDS):

Use the model below to help you write your manifesto. You may add more details if needed.

Hi, I'm and I believe in I've created/shared My niche is

..... My content is for

..... I want people to feel I you follow me, you'll find

WRITING

INFLUENCER MANIFESTO—WRITING TASK: STUDENT CHECKLIST

Use the checklist below to review and improve your Influencer Manifesto before submitting it. Make sure your writing clearly expresses your ideas, values, and purpose as a digital creator.

What to check	Done?
My manifesto has a clear beginning, middle, and end.	<input type="checkbox"/>
I wrote 200–250 words.	<input type="checkbox"/>
I used at least 2 present perfect sentences (e.g.,	<input type="checkbox"/>
I used at least 3 vocabulary words from the unit.	<input type="checkbox"/>
I explained my niche, audience, and values.	<input type="checkbox"/>
My sentences are clear and easy to understand.	<input type="checkbox"/>
I checked for spelling and punctuation.	<input type="checkbox"/>

REFLECTION:

Something I like about my writing:

.....

.....

One thing I want to revise or improve:

.....

.....

FINAL PROJECT

FINAL PROJECT: ORAL PITCH

Record or present a one-minute Oral Pitch of your Influencer Manifesto. Explain your message, your purpose, and what makes your content meaningful.

Tips for success:

- Speak clearly and confidently
- Use at least three unit vocabulary words.
- Include at least one present perfect sentence.
- Show your personality and enthusiasm!

REFLECTION

After presenting or recording, reflect on your performance by completing the sentences below.

- I've learned how to describe
- I feel more confident using
- One thing I'm proud of is

FINAL PROJECT: STUDENT CHECKLIST

ORAL PITCH: STUDENT SELF-EVALUATION CHECKLIST

Use this checklist to evaluate your Oral Pitch before presenting or submitting your recording. Make sure your speech is clear, confident, and reflects your message as an influencer.

What to check	Done?
I clearly explained my message and what I stand for as an influencer.	<input type="checkbox"/>
I used at least 1 present perfect sentence (e.g. I've shared content	<input type="checkbox"/>
I used at least 3 words from the vocabulary list (e.g. niche, authenti-	<input type="checkbox"/>
I spoke clearly and at good pace.	<input type="checkbox"/>
I sounded confident and showed expression (not just reading).	<input type="checkbox"/>
I made eye contact or looked at the camera.	<input type="checkbox"/>
I stayed within 1 minute.	<input type="checkbox"/>

REFLECTION:

- Something I'm proud of:

.....

- One Thing I would improve next time:

.....

PEER ASSESSMENT & FEEDBACK FORM

FINAL PITCH—ORAL PRESENTATION

Listen carefully to your classmate's Oral Pitch and use this form to provide constructive feedback. Check the boxes that best describe what you observed.

Your Name:

Presenter's Name:

PRESENTATION CHECKLIST

What I saw and heard in the pitch	Yes	Not Yet
The message was clear and easy to follow.	<input type="checkbox"/>	<input type="checkbox"/>
They use at least 1 present perfect sentence.	<input type="checkbox"/>	<input type="checkbox"/>
They used at least 3 vocabulary words from the unit.	<input type="checkbox"/>	<input type="checkbox"/>
They spoke clearly and with confidence.	<input type="checkbox"/>	<input type="checkbox"/>
They showed expression and eye contact.	<input type="checkbox"/>	<input type="checkbox"/>

WRITING CHECKLIST

What I saw in the manifesto	Yes	Not Yet
The manifesto has a clear beginning, middle, and end	<input type="checkbox"/>	<input type="checkbox"/>
It is 200–250 words long.	<input type="checkbox"/>	<input type="checkbox"/>
It includes 2 or more present perfect sentences.	<input type="checkbox"/>	<input type="checkbox"/>
It uses at least 3 vocabulary words from the unit.	<input type="checkbox"/>	<input type="checkbox"/>
The message is creative and easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>

VOCABULARY LIST

LANGUAGE OF INFLUENCERS

Review the key vocabulary below. These words will help you describe digital identity, influencer culture, and online communication more precisely. Use them in your speaking and writing tasks throughout the unit.

Term	Meaning
Influencer	A person who affects others' decisions, often through online content.
Engagement	Likes, comments, shares, or interactions on content.
Content	Photos, videos, or posts shared online.
Niche	A specific topic or area someone focuses on.
Authenticity	Being real, honest, and relatable.
Platform	A digital space or app for sharing content (e.g., TikTok, YouTube).
Algorithm	A system that decides which content gets shown more often.
Followers	People who subscribe to or follow your profile or channel.
Trending	Popular at the moment.
Brand Deal	A partnership between a creator and a company.
Go viral	When content spreads quickly and widely online.
Collaboration	A joint project or content between creators or with brands.
Sponsorship	Financial support from a brand in exchange for promotion.
Livestream	A real-time video broadcast on social media.
Burnout	Feeling tired or stressed from working too much.
Audience	The people who watch, read, or listen to your content.
Upcycle	To reuse old items in a creative, new way.
Relatable	Easy to connect with or understand.
Reach	The number of people who see your content.
Aesthetic	The style or visual feel of a page or profile.

LISTENING TRANSCRIPT

BEHIND THE POST: THE TRUTH ABOUT LIFE AS AN INFLUENCER (TRANSCRIPT)

Read the transcript below while or after listening to the audio. Notice how the speaker uses key vocabulary and *present perfect* structures to express experiences and opinions.

"People often assume being an influencer is all about free products and vacations. But the truth is more complicated. Today, let's go behind the scenes.

Sofia Mendes is a 17-year-old content creator based in Brazil. Over the past two years, she's built a following of 250,000 on Instagram and YouTube. Her niche? Sustainable fashion. She's collaborated with brands like EcoTeens and GreenWear, and she's hosted livestreams on how to upcycle your clothes.

But with success came pressure. She says: 'I've enjoyed connecting with my followers, but I've also felt burned out. There have been times when I've posted something just because I felt I had to, not because I wanted to.'

Sofia has recently taken a break from content creation. 'I've realized that I need to protect my mental health. I want to create, but on my own terms. I've never cared about going viral—what matters to me is making a real impact.'

BEHIND THE POST: THE TRUTH ABOUT LIFE AS AN INFLUENCER (LINK)

- <https://bit.ly/3TQfRCH>

REFERENCES I

PEDAGOGICAL AND LINGUISTIC FOUNDATIONS

The sources below provide theoretical and pedagogical support for the design of this unit. They highlight research in bilingualism, multimodality, and language learning through authentic, meaningful tasks.

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WHAT DOES IT MEAN TO BE REAL ONLINE?

UNIT 2: SPEAK YOUR TRUTH: AUTHENTICITY & DIGITAL IDENTITY

YOU POST. YOU SCROLL. YOU SHARE.
BUT WHO ARE YOU REALLY ONLINE?

Target Group: Bilingual learners (ages 11–17)
Level: CEFR B1–B2
Duration: 3 periods (approx. 180 minutes total)
Final Product: Digital Manifesto (video or poster + peer reflection)

UNIT OVERVIEW

In this unit, we explore how identity and honesty intersect in digital life. You'll hear real teen voices, examine your own digital habits, and reflect on what it means to be authentic—even when no one's watching.

LEARNING OBJECTIVES

- Use vocabulary related to digital identity, online behavior, and emotional wellbeing.
- Use present perfect with for/since and modal verbs (should, must, might) for advice and reflection.
- Interpret and respond to B1–B2 audio/video about online identity and pressure.
- Debate, advise, and present opinions using evidence.
- Write mini-blogs and advice columns using target language.
- Create a Digital Manifesto that expresses values and responsible choices online.

LESSON 1: BUT WHO ARE YOU REALLY ONLINE?

WARM-UP

Draw three to five emojis that represent how you behave or feel online. Then, share your ideas in pairs using the frames below:

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READING

Read the short story "Two Sides of Me" below and then complete the comprehension and vocabulary activities that follow.

Fictional Text – Two Sides of Me

I post sunny mornings and perfect breakfasts. My grid is clean—white borders, soft filters, no mess. At school, people say my life looks "aesthetic." I don't tell them how many photos I reject before choosing one.

Last week, my best friend texted, "Are you okay? You've been quiet." I stared at my screen. I had posted smiling photos all month. I typed, "I'm fine!" and sent a heart.

That night I scrolled through older posts—picnic afternoons, clean desks, laughs. I remembered the test I failed, the fight with my brother, the Saturday I didn't leave my room. None of that made it into my feed.

Yesterday I shared a picture of my messy desk—crumbs, open books, coffee stains. The caption said, "This is also me." I waited. The likes were slower. But the comments were different: "Same!" "I needed to see this." "Thanks for being real."

Maybe my profile can hold both kinds of days. Maybe I don't need to hide one side to keep the other shining.

LESSON 1: BUT WHO ARE YOU REALLY ONLINE?

COMPREHENSION

Answer the questions below about the short story "Two Sides of Me." Discuss your ideas in pairs before writing your answers.

- What kind of images does the narrator usually post?

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- How do other people describe the narrator's online life?

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- What happened that made her think about her posts?

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- Have you ever felt pressure to look "perfect" online? Explain.

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VOCABULARY

Word	Meaning	Example (AmE)
persona	public identity you present to others	"Her online persona is more confident."
curate	carefully select and arrange	"He curates his feed with soft colors."
vulnerable	open to emotional risk/hurt	"Being honest online can make you vulnerable."

LESSON 1: BUT WHO ARE YOU REALLY ONLINE?

PRACTICE:

Match the words below with their meanings. Then, use each one in your own sentence to describe your digital life.

1	persona	
2	curate	
3	vulnerable	

A	public identity you present to others
B	carefully select and arrange
C	open to emotional risk or hurt

DO IT YOURSELF:

Write three sentences about your own posts or feed using three of the words above.

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GRAMMAR FOCUS - LOOKING BACK

Read the sentences from "Two Sides of Me" and observe how the verbs connect past actions to the present moment. Then, answer the questions below to discover the rule by yourself.

I post sunny mornings and perfect breakfasts. My grid is clean—white borders, soft filters, no mess. At school, people say my life looks "aesthetic." I don't tell them how many photos I reject before choosing one.

Last week, my best friend texted, "Are you okay? You've been quiet." I stared at my screen. I had posted smiling photos all month. I typed, "I'm fine!" and sent a heart.

That night I scrolled through older posts—picnic afternoons, clean desks, laughs. I remembered the test I failed, the fight with my brother, the Saturday I didn't leave my room. None of that made it into my feed.

LESSON 1: BUT WHO ARE YOU REALLY ONLINE?

Yesterday I shared a picture of my messy desk—crumbs, open books, coffee stains. The caption said, “This is also me.” I waited. The likes were slower. But the comments were different: “Same!” “I needed to see this.” “Thanks for being real.”

Maybe my profile can hold both kinds of days. Maybe I don’t need to hide one side to keep the other shining.

STEP 1 – DISCOVER THE PATTERN

1. I have posted smiling photos all month.
2. People have said my life looks “aesthetic” since last year.
3. I have waited before sharing something real.
4. I haven’t felt this honest online for a long time.

THINK:

- Are these actions finished, or do they continue to the present?
- What words show how long or since when something has been true?
- What auxiliary verb do you notice before the past participle?

STEP 2 – HYPOTHESIZE THE RULE

Complete the sentence below to describe what you think the rule is.

“We use to talk about actions that started in the past and are still true or relevant in the present”.

LESSON 1: BUT WHO ARE YOU REALLY ONLINE?

STEP 3 – CONFIRM THE RULE

Structure	Example	Meaning
have/has + past participle + complement (for)	I have followed her posts for two Years.	Duration —from the past until now.
have/has + past participle + complement (since)	She has shared honest posts since January.	Starting point —When something began.


RULE

Use "for" to show a period of time (for two months, for a week).
Use "since" to show a starting point (since 2022, since Monday).

STEP 4 – PRACTICE

Complete each sentence with the correct form of the verb and *for* or *since*.

- I (follow) this influencer 2023.
- She (not post) last December.
- We (share) our stories three months.
- My friend (use) this app two years.

STEP 5 – PAIR INTERVIEW

Ask and answer with your partner using *for* and *since*.

- How long have you had your favorite account?
- How long have you known your best friend online?
- How long have you used English outside school?

LESSON 1: BUT WHO ARE YOU REALLY ONLINE?

Then, report to class using the model below:

"We've known each other **since 2022.**"
"I've followed my favorite Creator **for a year.**"

STEP 6 – PERSONALIZE IT!

Write four sentences about your own online life using the *present perfect* and *for/since*.

Then, share one sentence aloud that best represents your digital identity.

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PRESENT PERFECT: FOR & SINCE



I have lived in Florianópolis for five years.

for = duration (period of time)

"five years" = how long

Action began in the past and continues up to now.

I have lived in Florianópolis since 2020.

since = starting point (exact time)

2020 = when it began.

Action continues up to now.

LESSON 1: BUT WHO ARE YOU REALLY ONLINE?

LISTENING-TEENAGER THERAPY PODCAST -
"SOCIAL MEDIA TEA"

You will listen to an episode of the Teenager Therapy Podcast where a group of friends discusses social media, online pressure, and "cancel culture." Before listening, think about your own opinions on these topics.

PRE-LISTENING ACTIVITY



1. Quick Poll (Thumbs up/down):

Read each statement and show your opinion using one of the emojis above.

- Likes and follows show who your real friends are.
- Cancel culture helps people learn from mistakes.
- Money solves most problems.
- Influencers affect what I buy or wear.

2. Key Vocabulary

Read the words below with their meanings. Then, write one short example for each.

Word / Phrase	Meaning	Your Example
fan account	a page created by fans for a celebrity or influence.	
subtweet	an indirect post about someone without naming them.	
unfollow	to stop following a person or account.	
spam account	A fake or extra online account made mostly to send out unwanted messages.	
clout	social influence or power online.	
repost	to share someone's content again.	
deactivate	to temporarily close an account.	
cancel culture	public criticism leading to social career consequences.	
self-deprecating	making fun of yourself in a modest way.	
insecure	feeling unsure or not confident.	
"beef"	a disagreement or online conflict.	

LESSON 1: BUT WHO ARE YOU REALLY ONLINE?

BEFORE LISTENING

Predict which of these words or ideas you might hear in the podcast. Explain why you think they could appear.

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Prediction:

What topics do you expect the speakers to discuss? Choose or add your own ideas:

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Likes and followers | Drama accounts | Cancel culture | Money and happiness |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Influencer impact | Popularity at school | Other: | |

WHILE- LISTENING A - MAIN IDEA

Listen once for the main idea and choose the best summary of the episode.

- A tutorial on how to grow followers.
- A group discusses the pros and cons of social media, online friendships, and cancel culture
- A news report about celebrity scandals.

WHILE- LISTENING B - DETAILS (WHO SAYS IT?)

Listen again. Identify who says each statement. Circle the correct name or choose *Not stated* if it isn't mentioned.

Names: Kyle / Thomas / Kayla / Isaac / Mark / Not stated

- Who mentions taking breaks from social media?
- Who talks about changing what they share online?
- Who says they've stopped deleting posts too quickly?

LESSON 1: BUT WHO ARE YOU REALLY ONLINE?

POST-LISTENING

ACTIVITY 1 - REFLECT AND RESPOND

Discuss the questions below with your partner. Use your own experiences and ideas to support your answers.

1. Which speaker's opinion felt most relatable to you? Why?
2. Have you ever felt the same way about social media?
3. Which comment made you think differently about online life?
4. What advice would you give to someone who feels social-media pressure?

ACTIVITY 2 - GROUP EXCHANGE: SOCIAL MEDIA CONFESSIONS

Form groups of four. Share one real or imagined "social media confession" — something funny, embarrassing, or surprising about your online life. Ask follow-up questions.

ACTIVITY 3 - "PODCAST PANEL" SIMULATION

Work in small groups to create your own short podcast panel (2–3 minutes). Choose a theme connected to the episode:

- Cancel culture
- Online friendships
- Mental health and self-image
- Being authentic online.

Each student takes a role (Host + 2 or 3 Guests).

Plan your ideas briefly, then record or perform your discussion for the class.

Requirements:

- Each student speaks at least three times.
- Use at least two present perfect sentences per speaker.
- Use one or more unit vocabulary words (e.g., clout, authenticity, cancel culture).

LESSON 1: BUT WHO ARE YOU REALLY ONLINE?

REFLECTION

After presenting, complete the sentences below:

One idea I've learned from this activity is

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I've realized that social media

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I feel more confident talking about

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GENERAL NOTES

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LESSON 1: BUT WHO ARE YOU REALLY ONLINE?

SPEAKING - CIRCLE DEBATE

In a circle, read the statement below and discuss whether you agree, disagree, or feel neutral. Use the sentence frames to help express your opinion clearly and politely. Justify your choice.

"You should always show your best self online".

Frames:

Agree: "People have liked my posts more when I've posted polished content."

Disagree: "I've connected with others since I started posting real moments."

Balanced: "We should balance privacy and honesty."

WRITING - MINI BLOG POST

Write a short blog post (180–220 words) exploring what your online presence hides or reveals. Use present perfect forms with *for* and *since* to describe ongoing experiences, include at least two unit vocabulary words, and finish with a brief personal reflection.

Checklist:

<input type="checkbox"/>	Use of "for"
<input type="checkbox"/>	Use of "since"
<input type="checkbox"/>	Vocabulary words (e.g. authenticity, aesthetic, engagement, clout...)
<input type="checkbox"/>	Coherence
<input type="checkbox"/>	Conciseness
<input type="checkbox"/>	Paragraphing
<input type="checkbox"/>	Personal reflection

LESSON 2: THE COST OF BEING "LIKED"

WARM-UP - WORD WALL CHALLENGE

Brainstorm as a class! How many synonyms can you think of for famous or liked?

Write your ideas on sticky notes or digital cards and add them to the classroom Word Wall.

READING

Read the adapted article below. Then, discuss how the ideas connect to your own experiences online.

Why do likes feel so important?

Psychologists say the quick burst of attention can release **dopamine**; a chemical connected to pleasure and motivation. Over time, some teens start checking their phones more often, comparing themselves to others, and deleting posts that don't "perform."

This cycle can create stress. Creators may produce content they don't enjoy, just to satisfy an algorithm or keep a streak alive. The risk is **burnout**—feeling exhausted or losing interest because the pressure never stops.

So, what can help? Experts suggest setting **boundaries**: hide public like counts, turn off notifications at night, and take regular breaks. It's also helpful to remember that **validation** doesn't define your value. Someone else's highlight reel is not the whole story.

Social media is a tool: it can inform, inspire, and connect—but it can also overwhelm. Healthy use starts with **awareness** and honest conversations about what we feel when we post and when we compare.

LESSON 2: THE COST OF BEING "LIKED"

AFTER READING DISCUSSION

Discuss the questions below in pairs or small groups.

1. Why do people enjoy receiving likes online?
2. What problems can happen when we focus too much on likes or followers?
3. Which suggestion in the article do you find most realistic or useful? Why?
4. Have you ever taken a break from social media? How did it feel?

COMPREHENSION - UNDERSTANDING "LIKES, FOLLOWERS, AND MENTAL HEALTH"

Read the article carefully, then answer the questions below in complete sentences. Discuss your ideas with a partner before sharing with the class.

1. According to the text, why do likes and followers feel rewarding for many people?
2. What problems can happen when teens focus too much on likes or online validation?
3. What strategies do experts suggest to promote healthier social media use?
4. What does the author mean by the phrase "Someone else's highlight reel is not the whole story"?
5. How can awareness and honest conversations improve our relationship with social media?



LESSON 2: THE COST OF BEING "LIKED"

REFLECT AND CONNECT

Now that you've read the article, share your opinions and experiences. Discuss the questions below in pairs or small groups before sharing with the class.

1. Have you ever deleted a post because it didn't get enough likes or comments? Why?
2. What helps you feel confident online — likes, positive comments, or something else?
3. What boundaries could you set to make social media healthier for yourself?

VOCABULARY - DIGITAL WELL-BEING AND SELF-IMAGE

Explore the words below that appear in the article "Likes, Followers, and Mental Health."

Read each definition carefully and write your own original example sentence that connects to your digital life.

Word	Meaning	Your Example
dopamine	a brain chemical that makes you feel pleasure or motivation.
burnout	extreme tiredness caused by stress or overwork.
boundaries	personal limits you set to protect your time or energy.
validation	approval or praise from others that makes you feel valued.
awareness	understanding what is really happening and how it affects you.

LESSON 2: THE COST OF BEING "LIKED"

DO IT YOURSELF

Choose three of the words above and write three sentences that describe your personal experiences online.
Try to use the present perfect tense in at least one sentence.

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GRAMMAR FOCUS - MODALS FOR ADVICE AND CONSEQUENCE

Look at the examples below. Notice how each sentence uses a different modal verb to express advice, necessity, or possibility.
Then, analyze the meanings and complete the guided discovery chart.

STEP 1 - DISCOVER THE PATTERN

From the text and listening:

- You **should** set boundaries.
- You **must** protect your mental health.
- People **might not** be as perfect as they appear.
- You **have to** be careful when friending people online
- You **don't have to** post every day.

LESSON 2: THE COST OF BEING "LIKED"

STEP 2 - NOTICE AND REFLECT

What do these modals express? Discuss in pairs and complete the meanings/functions below.

Modal Verb	Meaning / Function	Example from Context
should/ shouldn't	You should set boundaries.
must / mustn't	You must protect your mental health.
might / mightn't	People might not be as perfect as they appear.
have to	You have to be careful when friending people online.
don't have to	You don't have to post every day.

STEP 4 - PAIR PRACTICE: "ADVICE CARDS" GAME

Work in pairs. Draw a card, read the situation aloud, and give two pieces of advice using different modals.

Use the examples to guide your responses.

Situations:

- "I check my likes 20 times a day."
- "I can't sleep because of late notifications."
- "I compare my art to others and delete my posts."

STEP 5 - REFLECT

Complete the sentence below to summarize what you learned.

I've learned that modal verbs help express

.....

LESSON 2: THE COST OF BEING "LIKED"

LISTENING (VOX POP) - "THE COST OF BEING LIKED"

You'll hear different teenagers share their real experiences with social media pressure and advice they would give to others. Each one uses a modal verb (should, must, might, don't have to, ought to) to express opinions or advice.

Listen carefully and identify what each speaker means.

PRE-LISTENING

Discuss these questions with a partner before listening.

1. What does it mean to feel liked online?
2. How do notifications and likes affect your mood?
3. When do you think people should take a break from social media?

WHILE-LISTENING

Listen to five short comments (Speakers A-E). Each speaker gives one piece of advice using a modal.

Write the main idea of each message.

Speaker	Main Idea	Modal Verb
A
B
C
D
E

LESSON 2: THE COST OF BEING "LIKED"

AFTER-LISTENING - REFLECT AND RESPOND

Discuss the questions below with a partner. Use modal verbs in your answers.

1. Which speaker gave the most useful advice? Why?
2. Whose experience felt most relatable to you?
3. Do you agree that "you don't have to post every day"?
4. What new advice could you give to your friends?

MINI-WRITING

Choose one of the speakers and write a short (3–5 sentence) reflection about what you learned from their comment.

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SPEAKING - ADVICE FOR THE DIGITAL AGE

In this lesson, you'll use modal verbs (should, must, might, don't have to, ought to) to give advice, share opinions, and discuss real experiences about life online.

Work with partners or small groups to complete the following activities.

ACTIVITY 1 - QUICK CHAT: "WHAT SHOULD WE DO?"

Discuss each situation below with your partner. Give at least two pieces of advice using different modals

LESSON 2: THE COST OF BEING "LIKED"

WRITING - ADVICE COLUMN ENTRY

Respond to the letter below as if you were writing for a teen advice column about social media and self-image.

Use modal verbs to give advice and show empathy, and include one vocabulary word from this unit (*validation, comparison, burnout, etc.*).

Prompt letter:

"Dear influencer, I feel invisible online. What's should I do?"

Your Task

Write a short response (120–160 words).

Your text must include:

- 2 modal verbs for advice (*should, must, might, don't have to*)
- 1 vocabulary word (*validation, comparison, burnout*)
- 1 practical action (e.g., hide like counts, caption with a question, take a short break, post less often)

Your Model:

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LESSON 2: THE COST OF BEING “LIKED”

FINAL PROJECT—MY DIGITAL MANIFESTO (POSTER/VIDEO/BLOG)

Create and publish your Digital Manifesto on the class Padlet Wall. Your manifesto expresses your beliefs, values, and actions for being authentic and responsible online.

Be creative — you can design it as a poster, short video, or blog post entry.

Prompt Questions

Reflect on the questions below before you begin:

- What are my **values online**?
- What does **authenticity** mean to me?
- How can I be **responsible—and still have fun**?

Requirements:

Your final product must include:

- ✓ 3 target vocabulary words (e.g., authenticity, validation, burnout, boundaries, engagement)
- ✓ 2 modal verb sentences (should, must, might, don't have to, ought to)
- ✓ 1 present perfect example (I've learned that... / I've realized that...)
- ✓ A personal reflection (what you've discovered about yourself online)
- ✓ Peer feedback (comment on at least two classmates' posts)

How to Publish on Padlet

- Go to the class Padlet: <https://bit.ly/47DWa80>
- Click the **+** icon to create your post.
- Add your text, image, or video (*use Canva, CapCut, or Google Slides if you need to design first*).
- Write your Digital Manifesto following the requirements above.
- Read at least two classmates' posts and comment respectfully using the sentence frames below.

LESSON 2: THE COST OF BEING "LIKED"

PLANNING MY DIGITAL MANIFESTO

Before creating your final Digital Manifesto on Padlet, complete the planning table below.

Use it to organize your ideas, grammar targets, and visuals before you begin designing your poster, video, or blog post.

Planning Element	Your Notes
My values
My audience
I have (present perfect)
My advice (modals)
Visuals I'll use
Call-to-action

LESSON 2: THE COST OF BEING "LIKED"

VOCABULARY LIST

Term	Meaning
Audience	The people who watch, read, or listen to your content.
Authenticity	Being real, honest, and true to yourself.
Persona	The version of yourself you show to others
Curate	To carefully choose and organize content.
Vulnerable	Open to emotional hurt; easy to affect.
Validation	Feeling accepted or valued by others.
Comparison	Judging yourself against other people.
Burnout	Extreme tiredness from too much work or
Algorithm	A system a platform uses to decide what content people see.
Platform	A website or app where you share content (e.g., TikTok, YouTube).
Engagement	Interactions with a post—likes, comments, shares, saves.
Niche	A focused topic or area you create content
Caption	The text that goes with a photo or video
Livestream	A live video broadcast on a platform.
Reach	How many people see your content.

PODCAST BRIEFING

TEENAGER THERAPY | EP. 12—SOCIAL MEDIA TEA

Format: Round-table teen podcast

Episode focus: Teens reflect on how social media shapes friendships, self-image, and “cancel culture.”

Primary speakers: Kyle (host/moderator), Thomas, Kayla, Isaac, Mark

Target audience: Upper middle/HS students; B1–B2 English learners (fits CLIL/media literacy)

Logline

Five teens unpack the messy etiquette of likes, follows, and unfollows, debate cancel culture and self-deprecating influencer humor, and weigh whether popularity and money actually make you happier.

Core Themes & Talking Points

Episode length & listening habits: Ideal 40–50 minutes; many listeners split episodes.

Likes, follows, and friendship: Unfollows can be misread as conflict; “drama accounts” and subtweeting amplify assumptions.

Curation vs. courtesy: Unfollowing meme/workout pages to clean the feed; worry about “beef” when unfollowing people.

Popularity & clout: Follower counts as status; sudden DMs after public recognition (e.g., reposts) feel performative.

Comments & confidence: Positive comments can boost confidence; negative ones would sting—especially around appearance (Thomas).

Cancel culture & growth: Old posts vs. genuine change; some acts (e.g., serious harm) seen as hard to forgive; role-model responsibility with large audiences.

Influencers’ impact: Fashion/consumption nudges (Kayla); critique of constant self-deprecating humor and its emotional contagion.

Money & happiness: Mixed views—money reduces stress yet can’t guarantee long-term happiness; stress about “what if it runs out.”

Narcissism vs. confidence: Being an influencer doesn’t require narcissism; authenticity and acknowledging fans matter.

Sign-off: New room setup improves eye contact; Isaac’s deadpan: “social media is stupid.”

Term	Student-friendly definition	Example
Subject	The doer/theme of the verb	She edits the clip.
Object	The thing/person affected by the verb	He uploaded the file .
Main (lexical) verb	Verb with core meaning	They create content.
Auxiliary (helping) verb	Helps make tenses / negatives/questions	She has posted. / Do you post?
Modal verb	Verb showing attitude/possibility/obligation	You should take a break. / It might help.
Gerund	-ing form used as a noun	Posting daily is hard.
Infinitive	to + base verb (or bare base)	I want to improve my audio.
Participle (present/past)	V-ing / V-ed/ing, forms used in tenses/adjectives	A broken link; exciting news
Phrasal verb	Verb + particle with new meaning	We'll set up the mic.
Collocation	Words that often go together	Make a video; strong password
Clause	A group with subject + verb	She edits when she has time .
Independent / Dependent clause	Stands alone / needs another clause	I posted / because it was ready
Relative clause	Adds info with who/which/that	The app that I use is free.
Passive voice	Focus on receiver of the action	The post was shared widely.
Active voice	Focus on the doer	Fans shared the post.
Article	a/an/the before nouns	An idea; the channel
Determiner	Words before nouns (this, my, some)	My account; some comments.
Preposition	Links nouns/pronouns to other words	on TikTok; at night; about school
Conjunction	Joins words/clauses (and/but/because)	I posted because it's useful.
Pronoun	Replaces a noun (I/you/it/they)	Sara edits; she is fast.
Adjective	Describes a noun	a helpful tutorial
Adverb	Describes a verb/adj./adv. (how/when/where)	Upload quickly ; often post
Countable / Uncountable noun	Can/can't be counted	two videos / some advice
Quantifier	Shows amount (many, much, a few)	Many viewers; much support
Subject-verb agreement	Verb matches the subject	The team is ready; They are ready
Conditionals (0/1/2/3)	If-clauses for facts, real future, unreal now, unreal past	If it rains , we stay (Zero). / If I study , I will pass (1st). / If I were famous, I would collaborate (2nd). / If I had posted , it would have gone viral (3rd).
Reported speech	Telling what someone said, indirectly	She said she was tired.
Aspect	View of time inside a tense (simple/continuous/perfect)	posts / is posting / has posted
Register	Level of formality	Hey guys! (informal) / Dear team (formal)
Cohesion / Coherence	Logical linking / overall clarity	First , next, finally — clearer flow
Time expressions	Words that set time / Time reference words	since, for, already, yet, just, last week

STUDENTS-FRIENDLY GLOSSARY OF VERB TENSES (B1-B2)

Tense	Form (core pattern)	Main use(s)	Example
Present Simple	base / s	habits, facts, schedules	She posts every Friday.
Present Continuous	am/is/are + V-ing	actions now; temporary trends	I'm editing a video right now.
Present Perfect	have/has + past participle	life experience; result now	They have gained 2k followers since May.
Present Perfect Continuous	have/has been + V-ing	activity started in past, still happening	He has been learning to code for a year.
Past Simple	V-ed / irregular	finished past actions, time known	I posted it yesterday.
Past Continuous	was/were + V-ing	action in progress in the past; background	We were filming when the lights went out.
Past Perfect	had + past participle	earlier past before another past	She had planned the live before exams began.
Past Perfect Continuous	had been + V-ing	longer activity up to a past point	They had been working for hours before the stream.
Future with will	will + base	instant decisions, predictions, promises	I will reply to comments after class.
Be going to (future)	am/is/are going to + base	plans/intentions; evidence-based prediction	We are going to launch a study tip series.
Present Continuous (future)	am/is/are + V-ing + time	fixed arrangements	I'm meeting my team at 4 p.m..
Future Continuous	will be + V-ing	action in progress at a future time	At 8, she will be recording the podcast.
Future Perfect	will have + past participle	completed before a future time	By June, they will have posted 50 videos.

Signal words: **for/since/already/yet/ever/just** commonly appear with **present perfect**; **while/when** with **past continuous**; **by + time** with **future perfect**.

LESSON 2: THE COST OF BEING "LIKED"

VOCABULARY LIST

Term	Meaning
Influencer	A person who affects others' decisions, often through online content.
Engagement	Likes, comments, shares, or interactions on content.
Content	Photos, videos, or posts shared online.
Niche	A specific topic or area someone focuses on.
Authenticity	Being real, honest, and relatable.
Platform	A digital space or app for sharing content (e.g., TikTok, YouTube).
Algorithm	A system that decides which content gets shown more often.
Followers	People who subscribe to or follow your profile or channel.
Trending	Popular at the moment.
Brand Deal	A partnership between a creator and a company.
Go viral	When content spreads quickly and widely online.
Collaboration	A joint project or content between creators or with brands.
Sponsorship	Financial support from a brand in exchange for promotion.
Livestream	A real-time video broadcast on social media.
Burnout	Feeling tired or stressed from working too much.
Audience	The people who watch, read, or listen to your content.
Upcycle	To reuse old items in a creative, new way.
Relatable	Easy to connect with or understand.
Reach	The number of people who see your content.
Aesthetic	The style or visual feel of a page or profile.

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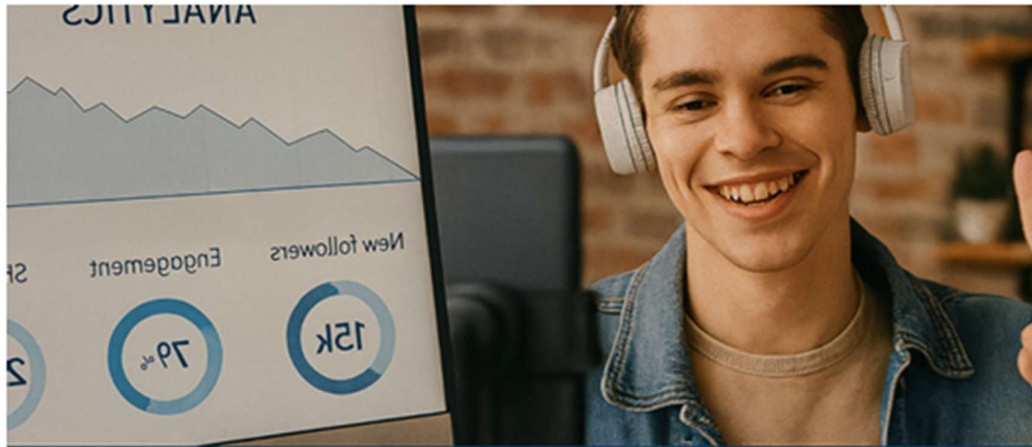
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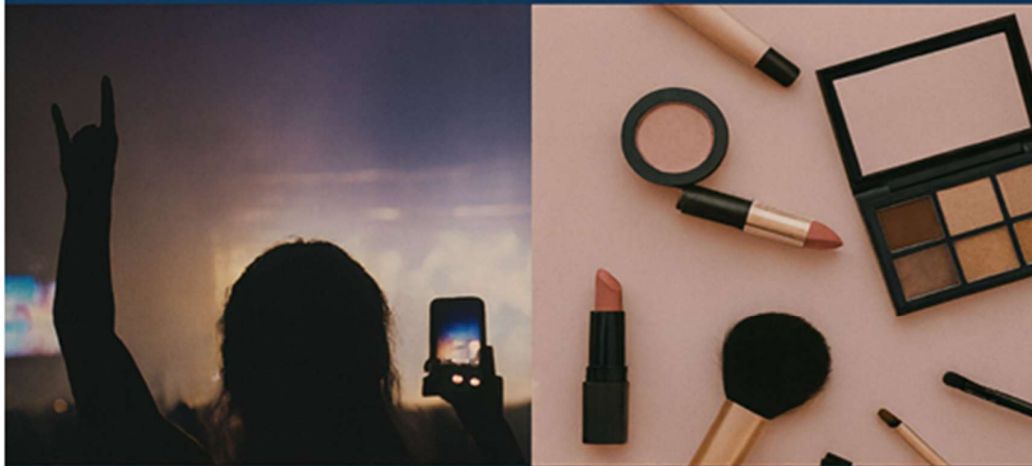
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BECOMING AN INFLUENCER FOR THE DIGITAL AGE STARTS WITH FLUENCY IN ENGLISH!

This book will help you master the language skills every content creator needs. Learn how to connect with your audience, craft compelling posts, and thrive on today's social media platforms.



4. TEACHER’S GUIDE — UNIT 1: BECOMING AN INFLUENCER

What Makes an Influencer in the Digital Age?

Level: CEFR B1–B2 **Age:** 11–17 **Length:** ≈ 180 minutes (3 periods)

Final Product: Influencer Manifesto + Oral Pitch

4.1 PAGE 8 — UNIT OVERVIEW

Objective

Introduce the theme of digital influence and prepare learners to explore online identity through multimodal English tasks.

Procedure

1. Project the title and ask: “*What is an influencer?*”
2. Brainstorm ideas; write key terms on the board (*followers, likes, creativity, honesty*).
3. Explain unit outcomes: learners will read, listen, write, and speak about digital identity and authenticity.

Teacher Talk

“In this unit, you’ll explore what it means to be an influencer in the digital age — not just famous, but authentic.”

Assessment & Inclusion

✓ Participation in brainstorming; ✓ Use of key vocabulary; ✓ Respectful turn-taking.

- Offer sentence starters for quieter students (*I think..., An influencer is someone who...*).

4.2 PAGE 9 — WARM-UP: WHAT DO YOU FOLLOW

Objective Activate prior knowledge about online behavior.

Procedure

1. Distribute Warm-Up questions.
2. Students → *Think – Pair – Share*.
3. Collect ideas; list top “influencer traits” on board.

4. Transition to Reading section.

Teacher Talk

“Who do you follow on social media? Why? Can anyone become an influencer?”

Expected Output

Short oral sentences; written list of 3 traits (*creative, honest, consistent*).

Assessment & Inclusion

- Observe oral participation; encourage code-switching support (Portuguese→English) for confidence.

4.3 PAGE 10 — READING & VOCABULARY

Objective Identify main ideas; compare influencer strategies; use key lexis.

Procedure

1. Pre-teach vocabulary table (*influencer, niche, engagement, authenticity, platform*).
2. Students read both short texts (Emma Chamberlain / Khaby Lame).
3. Complete comparison chart.
4. Debrief answers orally.

Teacher Talk

“Read both stories carefully. What made each person successful?”

Expected Output

Influencer	Platform	Strategy	Values/Style
Emma Chamberlain	YouTube	Honest vlogs → business	Authenticity, creativity
Khaby Lame	TikTok	Silent reactions	Humor, simplicity

Assessment & Inclusion

✓ Comprehension ✓ Collaborative work.

- Provide enlarged print or read aloud for students with visual/processing needs.

4.4 PAGE 11 – GRAMMAR — PRESENT PERFECT

Objective Use Present Perfect to describe experiences and recent actions.

Procedure

1. Display discovery sentences (*Emma has launched her brand.*).
2. Ask: “What do these verbs have in common?” Lead to rule (*have/has + past participle*).
3. Controlled practice (A–D).
4. Pair interviews: *Have you ever...?*
5. Optional game → *Two Truths and a Lie*.

Teacher Talk

“Does ‘Emma has launched her brand’ sound finished or connected to now?”

Expected Output: Students form accurate sentences; use in interview report (*Lucas has posted a review.*).

Assessment & Inclusion

Use color-coded grammar chart; allow Portuguese prompts for support.

4.5 PAGE 14 — LISTENING — BEHIND THE POST

Objective Understand pressures of influencer life; infer opinions.

Procedure

1. Pre-listening: Discuss stress and mental health online.
2. Play audio twice (gist → detail).
3. Students answer MCQs; write short reflection.

Teacher Talk

“Listen to Sofia Mendes talk about her break from social media. Why did she decide it?”

Answer Key: 1-B 2-A 3-C 4-C

Expected Output Reflection paragraph using target words (*authenticity, pressure, balance*).

4.6 PAGE 16 — SPEAKING — FROM REFLECTION TO DEBATE

Objective Express opinions; use Present Perfect orally; practice empathy.

Procedure

1. **Quick Chat:** “How has Sofia’s story changed your view of influencers?”
2. **Mini-Debate:** Statement → *Influencing is just for fun, not a real job.*
3. **Hot Seat:** 1 student = Sofia; others ask questions.
4. **Speaking Journal:** Record 1-min video reflection.

Teacher Talk

“Remember to use Present Perfect: ‘I’ve learned..., I’ve seen...’.

Assessment Fluency | Grammar | Interaction | Pronunciation.

4.7 PAGE 19 — WRITING — YOUR INFLUENCER MANIFESTO

Objective Write a personal mission statement using unit grammar and vocabulary.

Procedure

1. Brainstorm values, audience, platform.
2. Follow Writing Frame (200–250 words).
3. Peer review with checklist.
4. Revise final draft.

Teacher Talk

“Your Manifesto is your digital voice — tell the world what you stand for.”

Checklist Highlights

- 2 Present Perfect examples
- 3 target vocabulary words

- Clear organization (introduction–values–call to action)

4.8 PAGE 22 — FINAL PROJECT — ORAL PITCH + REFLECTION

Objective Deliver a 1-minute pitch summarizing Manifesto.

Procedure

1. Practice intonation and gesture in pairs.
2. Present to class or record video.
3. Use peer-feedback rubric.
4. Finish with group reflection: “What have you learned about authentic influence?”

Teacher Talk

“Speak with passion — convince us to follow you for your values, not your likes.”

Assessment Criteria

Clarity | Confidence | Target Language | Authenticity.

5. TEACHER’S GUIDE — UNIT 2

SPEAK YOUR TRUTH: AUTHENTICITY & DIGITAL IDENTITY

Level: CEFR B1–B2 **Age:** 11–17 **Length:** ≈ 180 minutes (3 periods)

Final Product: *Digital Manifesto* (video or poster + peer reflection)

5.1 PAGE 29 — UNIT OVERVIEW

Objective

Explore digital authenticity, self-expression, and ethical participation in online spaces.

Procedure

1. Present the unit title: “*You post. You scroll. You share. But who are you really online?*”
2. Elicit students’ interpretations.
3. Discuss how identity can differ online vs. offline.
4. Introduce final product: a *Digital Manifesto* in video or poster format.

Teacher Talk

“In this unit, we’ll reflect on who we are online — our values, honesty, and digital habits.”

Assessment & Inclusion

✓ Active participation ✓ Critical reflection ✓ Respectful sharing of experiences.

- Provide anonymity option for sensitive reflections.

5.2 PAGE 30 — WARM-UP: IDENTITY ONLINE

Objective

Activate prior knowledge about online personas and authenticity.

Procedure

1. Show contrasting social media profiles (idealized vs. authentic).
2. Students discuss: “*Which seems more real?*”
3. Conduct *Think–Pair–Share* on how they represent themselves online.

4. Summarize key adjectives on board (*honest, filtered, confident, creative*).

Teacher Talk

“Do you feel the same online as you do in real life? Why or why not?”

Expected Output: Students describe differences in tone or self-presentation.

Assessment

✓ Oral engagement ✓ Vocabulary recall from Unit 1 (authenticity, platform).

5.3 PAGE 32 — READING: AUTHENTICITY IN ACTION / LEITURA

Objective

Understand real cases of authenticity in social media culture.

Procedure

1. Pre-teach reading terms (*curate, highlight reel, transparency*).
2. Students read excerpts from teen influencers discussing honesty online.
3. Complete comprehension chart (*Problem – Solution – Lesson learned*).
4. Group discussion: *Is it possible to be authentic online?*

Teacher Talk

“Underline phrases that show how the influencer stayed true to themselves.”

Expected Output: Short written comparisons; examples of authentic vs. performative behavior.

Assessment & Inclusion

Offer scaffolded chart templates; allow oral summary for struggling writers.

5.4 PAGE 34 — GRAMMAR: PRESENT PERFECT CONTINUOUS

Objective

Use *Present Perfect Continuous* to describe ongoing actions; use *reflexive pronouns* for self-reference.

Procedure

1. Show examples:
 - *I've been sharing my art for two years.*
 - *I express myself online through music.*
2. Elicit pattern discovery: *have/has + been + -ing* for ongoing relevance.
3. Contrast with simple Present Perfect (*I've posted three times today*).
4. Reflexive practice: *myself, yourself, themselves*.

Teacher Talk

“When you say *I've been posting*, it means the action started before and continues now.”

Expected Output: Students form sentences describing digital habits (*I've been learning to edit videos by myself*).

Assessment

✓ Correct tense use ✓ Self-awareness in examples ✓ Pronoun accuracy.

5.5 PAGE 36 — LISTENING: REAL TEEN VOICES

Objective

Identify opinions and emotions about online authenticity.

Procedure

1. Pre-listening: predict what “authentic” means in teen context.
2. Listen twice: 1st for gist, 2nd for key expressions.
3. Complete True/False chart.
4. Discuss: “*Have you ever felt pressure to look perfect online?*”

Teacher Talk

“Let’s listen to real teens talking about what authenticity means to them.”

Expected Output: Completed worksheet; personal reflection statements.

Assessment

✓ Listening comprehension ✓ Oral confidence ✓ Empathy.

5.6 PAGE 38 — SPEAKING: DIGITAL DILEMMAS

Objective

Express opinions about digital ethics; use modals and present perfect structures.

Procedure

1. Introduce dilemmas:
 - *A friend shares too much personal info online.*
 - *Someone edits all their photos.*
2. Students role-play advice using modals (*should, must, might*).
3. Conduct mini-debate: *“Is it okay to create an online persona?”*
4. Wrap with reflection: *“How have you balanced pressure and purpose?”*

Teacher Talk

“Give advice politely — remember, say *You should think before posting.*”

Expected Output: Dialogues including modals and reflection phrases (*I’ve realized..., We should be honest online.*).

Assessment & Inclusion

Peer feedback checklists; sentence frames for ELLs.

5.7 PAGE 40 — WRITING: DIGITAL MANIFESTO PLANNING

Objective

Plan and write a manifesto expressing digital values and authenticity.

Procedure

1. Brainstorm using prompts (*What makes me unique? Who is my audience?*).
2. Complete Writing Frame (200–250 words).
3. Revise for cohesion, vocabulary, and self-reflection.
4. Optional: convert text into a video/poster.

Teacher Talk

“Your Digital Manifesto shows what you believe in online — your honesty, creativity, and respect.”

Expected Output: Complete manifesto draft with clear introduction, core message, and call-to-action.

Assessment

✓ Use of Present Perfect Continuous ✓ 3–4 target vocabulary words ✓ Clear voice.

5.8 PAGE 42 — FINAL REFLECTION & PEER FEEDBACK / REFLEXÃO FINAL E AVALIAÇÃO ENTRE PARES

Objective

Reflect on personal growth; evaluate peers constructively.

Procedure

1. Gallery Walk: students display videos/posters.
2. Peers leave written feedback using prompts:
 - *What inspired you in this project?*
 - *How has your digital identity changed?*
3. Conclude with class circle discussion on authenticity and empathy online.

Teacher Talk

“You’ve all shown your real selves — thank you for your honesty.”

Assessment & Inclusion

✓ Self-reflection ✓ Peer support ✓ Emotional safety ensured.

- Use positive-only comment rule (no grades during gallery session).

6. RATIONALE

In the landscape of contemporary English language teaching (ELT), educators must grapple with unprecedented shifts in how language is used, where it is used, and what purposes it serves. Digital technologies, hybrid social identities, and the diversification of English as a global language demand a reimagining of what it means to “teach English.”

The two units designed and presented in this TCC—*Becoming an Influencer: English for the Digital Age* and *Speak Your Truth: Authenticity & Digital Identity*—represent a pedagogical response to these demands. They aim to bridge learners’ lived experiences with their classroom realities by embedding language learning in relevant, affectively engaging, and critically reflective contexts.

6.1 English Teaching for Real Lives, Not Textbook Characters

In traditional ELT materials, learners are often positioned as fictional characters navigating sanitized, predictable scenarios: booking a hotel room, ordering in a restaurant, or asking for directions. While useful to an extent, these situations fail to reflect the communicative complexity of learners’ actual lives—particularly for digital-native adolescents. Today’s learners are more likely to record a TikTok, leave a YouTube comment, write an Instagram caption, or engage in a WhatsApp voice debate than to role-play a tourist abroad.

This mismatch has pedagogical consequences. When classroom content feels disconnected from real life, students disengage. As Dörnyei (2001) notes, motivation in language learning hinges on learners’ perception that the task is purposeful and aligned with their identity and goals. Therefore, both units in this TCC focus on topics students are already immersed in—social media, influence, digital stress, authenticity—and invite them to engage with those themes using English as the medium.

These units do not use digital themes as window dressing. Rather, digital culture is treated as a legitimate domain of inquiry and expression, with tasks designed to mirror real-world communicative genres. For instance, instead of writing a generic opinion essay, students in *Becoming an Influencer* write a manifesto—a common content creation format where values and goals are declared to an audience. This task asks students to integrate narrative, persuasive, and descriptive writing, reflecting the hybrid genres of real influencer communication.

In *Speak Your Truth*, students compose a personal reflection on how social media affects their self-esteem, using language to describe emotions, contrast past and present feelings, and articulate boundaries. These tasks require students to reflect critically on digital life while practicing functional grammar and vocabulary in meaningful, expressive ways.

6.2 Teaching the Whole Learner: Language, Emotion, Identity

Language learning is more than the accumulation of linguistic structures—it is a process of becoming. As Norton (1997, 2000) emphasizes, learners invest in language learning not merely for instrumental gain but to gain access to social identities, affiliations, and recognition. This insight reframes English instruction as an affective, social, and political endeavor.

Both teaching units embrace this broader vision. By foregrounding the themes of digital identity and authenticity, they acknowledge the learner as a complex individual negotiating multiple selves: the student, the friend, the content consumer, and increasingly, the content creator. In this sense, the classroom becomes a space for learners to explore not only *how* to say something in English, but *what* is worth saying, *why* it matters, and *who* they are when they say it.

This is particularly crucial for adolescents. Erikson’s (1968) theory of psychosocial development identifies adolescence as a key period for identity formation. When learners are given the opportunity to explore these identities through language—especially in emotionally safe and creatively open ways—they are more likely to develop ownership of their language use.

In *Becoming an Influencer*, students analyze influencer profiles not just for surface features, but for underlying narratives: What image is this person projecting? What values are implied? What might be the gap between the persona and the person? These discussions deepen into a production task where students decide how they would present themselves publicly—what values they stand for, what causes they care about, and how they want to be perceived. This is not a language exercise; it is an identity negotiation. English becomes the tool through which that negotiation takes place.

6.3 Emotion and the Brain: Why Relevance Matters

Contemporary research in neurolinguistics and educational psychology confirms what teachers have always known intuitively: students learn best when they care. Petitto and Dunbar (2009) provide evidence that bilingual learners show higher cognitive activation and retention when

tasks are emotionally meaningful. Emotionally charged content enhances neuroplasticity, promoting deeper encoding of vocabulary and structures into long-term memory (Wang et al., 2015).

Recent advances in Educational Neuroscience reinforce that emotion is not peripheral to cognition but its essential catalyst. Studies by Petitto and Dunbar (2009) and Immordino-Yang (2016) show that affective engagement activates neural circuits responsible for long-term memory consolidation and higher-order thinking. When learners experience joy, curiosity, or empathy during communicative tasks, dopaminergic and limbic pathways strengthen retention and transfer of linguistic knowledge.

Within this perspective, the two teaching units of this TCC were deliberately designed to evoke emotional resonance. Learners connect personally with themes of influence, authenticity, and digital identity—topics that elicit self-reflection and empathy. Such engagement transforms grammar and vocabulary from abstract content into meaningful tools of self-expression. In line with Wang et al. (2015), emotional relevance acts as a “cognitive amplifier,” fostering neuroplasticity and bilingual language development.

Therefore, this project situates itself at the intersection of language, identity, and affect, proposing that English teaching should cultivate not only linguistic proficiency but also *emotional literacy*—an approach that mirrors contemporary understandings of how the brain learns best.

6.4 Classroom Inclusivity and Plurilingual Perspectives

An often-overlooked dimension of language pedagogy is the need to affirm learners’ full linguistic repertoires. Riehl (2021) and García & Wei (2014) advocate for a plurilingual pedagogy that recognizes learners’ ability to shuttle between languages as a strength, not a deficiency. Within this view, learners are not empty vessels waiting to be filled with English, but already competent users of multiple linguistic systems.

This TCC embraces that approach. While the target language is English, learners are encouraged to draw on Portuguese when making meaning, planning tasks, or comparing linguistic structures. For instance, in one activity, learners compare emotional vocabulary across languages: What’s the difference between “overwhelmed,” “stressed,” and “sufocado”?

Which feelings are easier to express in each language? This not only enriches vocabulary knowledge but promotes metalinguistic awareness and linguistic confidence.

In the production tasks, learners may draft initial outlines in Portuguese and then translate or adapt their ideas into English, allowing conceptual depth before linguistic precision. This scaffolding respects learners' cognitive development and supports a more inclusive, empowering learning environment.

This plurilingual orientation also has affective benefits. When students' home languages are validated in the classroom, they experience increased self-worth, classroom participation, and willingness to take risks (Cummins, 2000). In an adolescent classroom, where fear of judgment is high, this psychological safety can determine whether learners flourish or withdraw.

6.5 Task-Based Learning: Authenticity in Action

The pedagogical engine behind these units is Task-Based Language Teaching (TBLT), a model that emphasizes meaningful communication over form-focused drills. According to Willis & Willis (2007), TBLT enhances language acquisition by involving learners in problem-solving, collaboration, and real-world language use.

Both units culminate in real-world, open-ended tasks with clear communicative goals:

- **Influencer Manifesto (Unit 1):** Learners create a multimedia statement outlining their personal values, goals, and online presence as if they were becoming an influencer. The task integrates writing, speaking, and digital design, mirroring real content creation genres.
- **Digital Manifesto (Unit 2):** Learners craft a set of personal principles for ethical and authentic behavior online. This may take the form of a poster, blog post, speech, or video. They present this manifesto to peers and engage in structured peer feedback.

These tasks are not arbitrary. They reflect how learners are already using English online—through captions, voiceovers, digital debates, and opinion pieces. This authenticity boosts motivation and provides a strong rationale for learning grammar and vocabulary: students need the language to achieve a goal they care about.

Each task cycle includes pre-task (exploration and modeling), during-task (creation and interaction), and post-task (reflection and revision), in line with best practices in TBLT. The

design also includes formative assessment through peer review and self-assessment checklists, further promoting metacognitive development.

6.6 Digital Ethics, Citizenship, and Critical Media Literacy

Finally, and crucially, both units promote a critical engagement with digital culture. While many digital-themed ELT materials remain surface-level—focusing on devices or apps—this project goes deeper, asking learners to question the ideologies embedded in digital platforms. Who gets to be visible online? What does “authenticity” really mean in a monetized attention economy? How do algorithms influence our self-image?

These questions are not abstract. They are tied directly to the texts learners consume and the behaviors they enact. For example, in one lesson from *Becoming an Influencer*, learners analyze two contrasting influencer bios. They discuss tone, credibility, and audience manipulation. Then, they rewrite a profile with a different voice (humorous, professional, activist), applying their understanding of register and discourse.

This media literacy dimension is more than a bonus—it is a necessity. In a world shaped by misinformation, performativity, and comparison culture, learners must be equipped not only to consume digital content but to critique and reshape it. Language teaching can and should play a role in building this critical awareness, especially when framed through inclusive, learner-centered tasks.

6.7 Reimagining Assessment: From Product to Process

Traditional assessment in English language teaching tends to prioritize product over process—often through discrete-point testing, such as multiple-choice grammar tests or timed writing tasks with rigid rubrics. While useful in specific contexts, such approaches often fail to capture the complexity of communicative competence, especially when the goal is to develop meaningful, expressive, and critical use of language.

In contrast, the teaching units proposed in this TCC reframe assessment as a continuous, formative process. Each major task—whether the *Influencer Manifesto* or the *Digital Manifesto*—is not assessed as a final product alone but as part of a learning journey. Drafting, peer feedback, revision, and self-assessment are all integral components. Rubrics are designed to evaluate not just linguistic accuracy but also clarity of expression, communicative effectiveness, and coherence with task purpose.

This approach aligns with the views of Brown & Abeywickrama (2010), who argue for performance-based assessments that reflect real-world language use. It also supports learners' metacognitive development by helping them reflect on their choices, challenges, and progress. Rather than fearing judgment, students are encouraged to view assessment as a conversation about growth.

Additionally, the units incorporate peer review protocols in which learners provide constructive feedback using sentence frames such as "One thing you did well was..." and "One thing you could improve is...". This peer interaction builds not only linguistic awareness but also classroom solidarity, emotional intelligence, and communication ethics.

5.6 Teacher Agency and Implementation Flexibility

Another rationale for this work lies in empowering teachers with material that is adaptable, relevant, and professionally rewarding. Many pre-made curricula or textbooks are overly prescriptive, limiting teachers' ability to respond to their students' needs or innovate based on their expertise.

The units in this TCC provide a flexible structure that teachers can personalize. Each unit includes optional extension tasks, alternative media suggestions, and space for differentiation. Teachers are encouraged to bring in locally relevant content or even adapt the culminating task to reflect community concerns, such as digital bullying or online activism.

This teacher-centered design reflects Kumaravadivelu's (2003) concept of *the postmethod condition*, which recognizes teachers as autonomous professionals who co-create pedagogy through contextual expertise. Rather than implementing someone else's script, teachers become facilitators of critical, creative, and caring English language instruction.

Moreover, implementing these units can revitalize teachers' professional identity. Engaging with student-created content, facilitating meaningful dialogue, and witnessing learner empowerment often rekindles motivation and pedagogical purpose. As both language and values are co-constructed in the classroom, the teacher's role becomes both intellectually and ethically significant.

6.9 Final Thoughts: Language Education as Ethical Practice

Ultimately, the rationale for these units extends beyond language instruction—it touches on the kind of society we hope to build. In integrating digital ethics, identity awareness, emotional literacy, and critical reflection into ELT, we recognize that teaching English is not neutral. It is always political, relational, and value-laden.

These units seek to humanize English education. They affirm that learners are not passive recipients of rules but meaning-makers, already navigating complex social worlds. By giving them tools to understand and shape those worlds in English, we don't just teach language—we teach agency.

As Paulo Freire (1970) reminds us, education must be a practice of freedom. These units honor that call. They invite learners to speak—not just correctly, but truthfully. Not just fluently, but powerfully. Not just in English, but as themselves.

7. OBJECTIVES

General Objective:

To develop students' communicative competence in English through the creation of digital content and critical engagement with the concept of online influence.

Specific Objectives:

- To use English across all four macro skills in authentic contexts.
- To explore and express digital identity through multimodal language.
- To apply grammar (Present Perfect, modals) and vocabulary related to social media and influence.
- To foster critical reflection on online presence, audience, and authenticity.
- To collaborate, revise, and present content creatively and ethically.
- To promote learner autonomy and critical digital literacy in alignment with Freirean pedagogy.

8. THEORETICAL FRAMEWORK

This project draws on key concepts from the fields of Applied Linguistics, Digital Literacy, Neurolinguistics, and Multimodality.

8.1 Multiliteracies and Multimodality:

The concept of multiliteracies, as introduced by the New London Group (1996) and expanded by Kress (2010), redefines literacy as the ability to interpret and produce meaning through multiple modes—visual, linguistic, spatial, gestural, and digital. In this unit, students engage with texts that combine written and visual language, and they produce multimodal artifacts such as influencer videos, mini-blogs, and oral pitches. This fosters not only linguistic competence but also semiotic awareness, preparing students for participation in complex communicative environments.

8.1. Neuroscience and Emotional Learning:

Neuroscience offers compelling evidence for designing emotionally meaningful language experiences. According to Immordino-Yang and Damasio (2007), emotion directs attention,

prioritizes information, and shapes the very architecture of learning. When learners feel personally invested, neural networks in the prefrontal cortex and limbic system co-activate, linking language input with motivation and memory.

Petitto and Dunbar (2009) demonstrate that bilingual learners exhibit heightened neural plasticity when tasks involve personal relevance and multimodal stimuli—visuals, sound, and gesture. Building upon this, Tokuhama-Espinosa (2014) argues that educators should intentionally integrate affect, cognition, and context to create emotionally anchored learning cycles.

This study applies these findings by embedding emotionally charged, socially authentic themes—such as self-representation, empathy, and ethical digital presence—into communicative tasks. Activities like the Influencer Manifesto and Digital Manifesto prompt students to express values that matter to them, stimulating both linguistic and emotional systems. In doing so, the units operationalize the Neuroscience of Engagement, showing how emotion catalyzes comprehension, creativity, and bilingual expression. This alignment situates the project within an emerging field of neuro-applied language pedagogy, bridging scientific insight and classroom practice.

8.2 Plurilingualism and Identity:

According to Riehl (2021), plurilingual education recognizes learners' multiple language resources as assets. This unit values bilingual learners not merely as English students but as social agents who bring diverse cultural and linguistic identities to the classroom. Such an approach promotes a more inclusive and empowering view of language learning, positioning identity as central to communicative competence and learner autonomy.

8.2.Critical Pedagogy:

Norton and Toohey (2004), building upon Freire's (1970) critical pedagogy, advocate for classroom practices that connect language learning with issues of power, identity, and voice. This unit integrates these ideas by encouraging students to critically examine influencer culture, digital personas, and the ethics of online communication. Learners reflect on what they stand for and how their content might affect others, transforming language practice into a process of ethical and social awareness.

Together, these frameworks position the unit at the intersection of linguistic development and sociocultural consciousness, offering a rich, interdisciplinary foundation for English language instruction.

This study therefore joins **neuroscience, critical pedagogy, and practitioner Action Research (Burns)** in a coherent, classroom-grounded design

8.3 Practitioner Action Research & Text-Based Pedagogy (Anne Burns)

Anne Burns' work positions teachers as practitioner-researchers who improve learning through iterative Action Research (AR) cycles—plan → act → observe → reflect—embedded in everyday teaching. In ELT, Burns argues that authentic, text/genre-based tasks and explicit attention to language (focus on form within meaning-focused work) should be systematically refined via classroom evidence. This aligns with the present project's commitment to real-world genres (manifestos, bios, captions), formative assessment, and teacher agency. By integrating AR routines into unit delivery (e.g., micro-cycles between drafts, peer feedback, and teacher reflection logs), the materials operationalize a research-informed pedagogy in which classroom data continuously shape instruction.

9. METHODOLOGY

The methodology adopted in this TCC is grounded in a qualitative, exploratory approach to pedagogical design, supported by theoretical, empirical, and practice-based frameworks from the field of Applied Linguistics and English Language Teaching (ELT). The core objective of this project is to present two thematic teaching units for bilingual adolescent learners, developed with attention to learner needs, current pedagogical paradigms, and contextual feasibility. These units were designed not only as instructional sequences but also as acts of curricular innovation that respond to contemporary challenges in language education.

This section describes the methodological orientation of the project, details the target audience, justifies the theoretical and pedagogical choices made, and explains the design, sequencing, and evaluation principles that informed the construction of both units.

9.1 Methodological Orientation

Given the nature of the project—designing and presenting didactic units—the methodological foundation is **Pedagogical Design Research (PDR)** (McKenney & Reeves, 2012), which

positions the educator-researcher as both creator and theorist. PDR integrates knowledge production with practice, allowing the design process itself to become a site of inquiry. Rather than testing hypotheses under controlled conditions, PDR asks how teaching and learning can be improved through intentional, theoretically informed interventions that are iteratively designed and evaluated.

Aligned with this, the methodological path taken includes:

- **Document analysis:** Syllabus guidelines from the Common European Framework of Reference for Languages (CEFR), the BNCC (Base Nacional Comum Curricular), and CEI/UFMG's pedagogical orientations were consulted to ensure curricular relevance and alignment.
- **Contextual profiling:** The units were designed based on the linguistic, cognitive, and emotional characteristics of bilingual adolescent learners in Brazil.
- **Backward design** (Wiggins & McTighe, 2005): The planning process began with the definition of meaningful final tasks and learning outcomes, followed by the development of scaffolded input and practice activities.
- **Pedagogical alignment:** The content, skills, and assessment practices were constructed to reflect the same learning goals across the entire sequence.

9.2 Target Audience and Educational Context

The didactic units were designed for **bilingual students aged 11 to 17**, situated in educational environments where English functions as an additional language (EAL), including bilingual schools, public schools with enhanced English programs, or private language institutions. Students are assumed to be operating at **B1 to B2** levels according to the CEFR, capable of engaging in meaningful communication but still in need of support with fluency, accuracy, and register.

The decision to work with bilingual adolescents stems from their unique positioning at the intersection of cognitive development, identity formation, and growing media literacy. Adolescents are negotiating complex emotional landscapes while increasingly participating in globalized, multilingual digital environments. The methodology thus required a flexible yet structured approach to address their developmental, emotional, and linguistic needs.

Moreover, both units were designed to be implementable within **three to four 60-minute class periods**, accounting for common instructional constraints. Materials were created with **resource equity** in mind, using open-access content, editable worksheets, and optional media extensions to accommodate different institutional contexts.

9.3 Thematic and Pedagogical Design

Both units were created following **Task-Based Language Teaching (TBLT)** principles (Ellis, 2003; Willis & Willis, 2007), which prioritize meaningful use of the target language to complete real-world tasks. Each unit culminates in a performance task requiring learners to integrate the four macro skills (reading, listening, writing, and speaking) in a personally relevant, audience-aware production.

The themes—*influence* and *authenticity*—were selected based on learner relevance, emotional salience, and pedagogical potential. These themes intersect naturally with adolescent learners' experiences, enabling affective engagement while inviting critical inquiry.

Each unit follows a **four-phase structure**:

1. **Engage & Explore:** Learners activate background knowledge, explore key themes through accessible media (e.g., videos, posts, testimonials), and engage in initial reflection and discussion.
2. **Input & Analysis:** Authentic or semi-authentic texts are introduced, and learners analyze language, tone, structure, and content. This phase includes vocabulary work, grammar in context, and reading/listening comprehension.
3. **Production & Creation:** Learners collaboratively or individually produce a task-aligned output (e.g., manifesto, speech, digital artifact), applying the language and concepts explored.
4. **Feedback & Reflection:** Learners present or publish their work, engage in peer feedback protocols, and reflect on their linguistic, emotional, and ethical choices.

Each step builds on the previous one, scaffolding learners' comprehension, language production, and critical engagement in a coherent sequence. The sequencing also mirrors Bloom's Taxonomy—from understanding and applying to evaluating and creating.

9.4 Materials and Resources

All materials used or referenced in the units were selected for their authenticity, accessibility, and pedagogical utility. These include:

- **Curated digital texts:** Real or adapted bios, YouTube comments, social media captions, blog excerpts, and mental health resources in English.
- **Visuals and infographics:** Used to support visual literacy and vocabulary retention.
- **Audio/Video content:** Podcast excerpts, influencer interviews, and reflective testimonials (with transcripts provided for accessibility).
- **Graphic organizers:** Mind maps, content planning grids, and emotion charts to support idea development.
- **Student handouts and worksheets:** Designed for self-discovery, language noticing, and skill practice.
- **Teacher's guide:** With answer keys, task rubrics, and facilitation tips to support successful implementation.

The integration of **multimodal resources** responds to the needs of 21st-century learners and aligns with the **multiliteracies framework** (Cope & Kalantzis, 2000), which views literacy as socially situated and multimodally constructed.

9.5 Language Focus and Integration

Although content is thematic and task-driven, both units embed systematic language development. Specific grammar and vocabulary targets were chosen based on their **functional value** within each unit, rather than abstract sequencing.

For example:

- **Grammar:** Present perfect, modals of advice and obligation, conditionals, passive voice (used in real influencer bios), and adjectives for emotional states.

- **Vocabulary:** Emotional descriptors (e.g., “overwhelmed,” “inspired”), digital verbs (e.g., “scroll,” “curate,” “mute”), and critical thinking phrases (e.g., “It seems that...”, “I believe that...”).

Form-focused instruction is integrated through **guided discovery**, **language noticing**, and **contextualized practice**. Language is never taught in isolation but always anchored in meaningful use and communicative purpose.

9.6 Assessment Philosophy and Practices

Assessment within both units adheres to the principles of **formative, performance-based evaluation**. This model emphasizes:

- **Process over product:** Students are assessed not only on final outputs but also on planning, revision, and collaboration.
- **Authenticity:** Tasks reflect real-world communicative acts, such as creating a profile, making a speech, or writing a personal manifesto.
- **Peer and self-assessment:** Students use rubrics and reflective checklists to evaluate their own and others' work, building metacognitive and interpersonal skills.
- **Descriptive feedback:** Teachers provide formative, qualitative feedback emphasizing strengths, strategies, and areas for growth rather than assigning static grades.

This assessment design aligns with CEFR principles of communicative competence and the **socio-interactional model** of language use.

9.7 Ethical Considerations and Inclusivity

Recognizing the emotional and identity-related nature of the units' themes, ethical considerations were integrated into the design process. These include:

- **Creating emotional safety:** Tasks involving self-expression are framed as voluntary, with alternative options provided.
- **Respect for privacy:** Personal reflections are not required to be shared unless the student feels comfortable.

- **Inclusive language:** Materials avoid gendered assumptions, stereotyping, or ableist language.
- **Accessibility:** Content is adapted for visual clarity, linguistic support, and cultural inclusivity.

Teachers are encouraged to establish trust and co-create classroom agreements to ensure a respectful, empathetic environment for open dialogue.

9.8 Limitations and Further Development

As a design-based project, this methodology acknowledges certain limitations:

- **No classroom implementation:** Due to the scope of this TCC, the units have not yet been tested in a live classroom setting, although they are ready for piloting.
- **Context dependency:** While adaptable, success may vary depending on institutional support, teacher confidence, and student engagement.
- **Scope:** Each unit is limited to three to four sessions; therefore, thematic depth is balanced against time constraints.

To guide future implementation, the project will adopt **Burns' (2010) Action Research (AR) model**, which emphasizes iterative reflection and continuous pedagogical refinement. The process follows four interconnected stages:

1. **Plan:** Identify a focal question (e.g., “Which scaffolds most effectively help learners elaborate values in the Manifesto?”).
2. **Act:** Trial the unit task with explicit scaffolds (e.g., models, frames, rubrics).
3. **Observe:** Collect evidence from classroom practice (audio recordings of oral pitches, student drafts, teacher field notes, peer-review checklists).
4. **Reflect:** Interpret observed patterns, adjust prompts or rubrics, and re-teach or extend the activity as needed.

Cycles may occur on both **micro levels** (lesson-to-lesson adjustments) and **macro levels** (across entire units), ensuring continuous improvement grounded in authentic classroom realities.

Final Remarks

The methodology adopted in this TCC blends rigorous theoretical grounding with practical, context-responsive design. It views the classroom not just as a site of language transmission, but as a dynamic space of identity work, critical inquiry, and meaningful communication. The two units serve as models of a more humanizing, relevant, and forward-thinking approach to English teaching—one that speaks to the realities of learners and empowers them to speak back.

10. TEACHER’S GUIDE – PRACTICAL IMPLEMENTATION SUPPORT

This section provides practical implementation support for the two teaching units presented in Section 4. It is designed to empower educators to adapt, facilitate, and assess the units with flexibility, clarity, and confidence. The guide recognizes that effective instruction relies not just on curriculum design but on teacher agency, classroom context, and responsiveness to students' diverse linguistic, emotional, and cognitive needs.

10.1 General Orientation

Each unit follows a task-based learning cycle, organized into four phases: **Engage & Explore**, **Input & Analysis**, **Production**, and **Feedback & Reflection**. These phases allow teachers to scaffold instruction, monitor understanding, and assess progress in real-time.

Teachers are encouraged to:

- Use the provided **rubrics and checklists** to support transparent and fair assessment.
- Allow room for **creative adaptation** of tasks, depending on student interest and institutional priorities.
- Maintain a **balance between structure and autonomy**, offering students voice and choice in how they approach final productions.
- Use **code-switching strategically**, encouraging comparisons between L1 (Portuguese) and L2 (English) to build metalinguistic awareness.

10.2 Classroom Management Tips

Given the emotional and personal nature of the units' themes, it is crucial to establish a safe, respectful learning environment.

- **Co-create classroom agreements:** Involve students in setting discussion norms for privacy, respect, and empathy (e.g., "What's said here stays here").
- **Use flexible grouping:** Pair learners strategically for support or diversity of perspective; rotate partners to foster social integration.
- **Model vulnerability:** Share age-appropriate personal reflections or preferences to model authenticity and validate student voice.

10.3 Differentiation Strategies

To ensure equity, the units include **tiered tasks** and options for multiple formats. Below are suggestions for adapting instruction for varied learners:

Learner Need	Strategy
Lower proficiency	Sentence frames, bilingual scaffolds, word banks, visual prompts
Higher proficiency	Open-ended extensions, deeper research tasks, model mentor texts
Learning differences (e.g. ADHD, ASD)	Graphic organizers, chunked instructions, visual schedules
Emotional discomfort	Optional journaling in lieu of sharing; use of hypothetical language

Teachers can also invite students to **submit tasks in their preferred format** (poster, slideshow, written piece, short video) to accommodate different strengths.

10.4 Language Support and Scaffolding

Language points should be taught in context. Below are ideas for reinforcing key structures:

Language Area	Scaffolding Technique
Vocabulary (digital/emotional)	Semantic mapping, synonym chains, word clusters (e.g., feelings wheel)
Modals & conditionals	Real-life prompts: "What would you do if...?" / "You should always..."
Discourse markers	List of contrastive and additive connectors with examples
Grammar accuracy	Peer editing protocols and grammar checkpoints before final drafts

Encourage learners to **use bilingual dictionaries**, collaborate on meaning-making, and clarify nuances between English and Portuguese usage (e.g., "sincero" ≠ "sincere" in tone).

10.5 Assessment Implementation

Both units follow a **formative assessment model**, using **rubrics**, **peer feedback**, and **student reflection**. Teachers should introduce rubrics **before** production begins, allowing students to internalize success criteria.

Sample Peer Feedback Prompts

- “One thing I liked about your manifesto was...”
- “I think your message was clear when you said...”
- “You could make it stronger by...”

Reflection Prompts for Students

- “How did you choose what to share in your manifesto?”
- “What new words or expressions helped you express your ideas?”
- “What would you do differently next time?”

10.6 Adaptation to Time Constraints

If time is limited, each unit includes optional "stretch" or "core" tasks:

Unit	Core Tasks	Optional Extensions
Becoming an Influencer	Bios analysis + manifesto creation	Influencer brand design; class podcast recordings
Speak Your Truth	Emotion vocab + digital manifesto	“Dear Me” letters; peer interviews and blog posts

Teachers may also use **blended learning** formats: assign podcast listening, vocabulary review, or drafting as homework or on Google Classroom, reserving class time for discussion and feedback.

10.7 Suggested Materials and Tools

- **Padlet / Jamboard** – For collaborative brainstorming and visual mapping.
- **Canva** – For digital production of manifestos and posters.
- **YouTube / TED Ed** – For authentic video content with subtitles.
- **Quizlet / Wordwall** – For vocabulary games and revision.

Ensure that video/audio materials are downloaded or accessible in advance to prevent tech disruptions.

10.8 Potential Challenges and Solutions

Challenge	Suggested Response
Low student engagement	Activate background knowledge, personalize tasks, vary formats
Sensitive emotional content	Normalize opting out; allow anonymous sharing or journaling
Limited tech access	Use printed materials, group sharing, visual storytelling
Inconsistent language levels	Differentiate with supports/extensions; use collaborative scaffolding

10.9 Implementation Sequence Overview

Class	Phase	Key Activity	Main Focus
1	Engage & Explore	Discussion + authentic input (video/text)	Vocabulary + Theme
2	Input & Analysis	Language noticing + comparative analysis	Grammar + Reading
3	Production	Student task creation + peer collaboration	Writing + Speaking
4	Feedback & Reflection	Presentation + feedback + metacognitive journal	Evaluation + SEL

This flow is adaptable for both units. Teachers are encouraged to **loop back** or **extend tasks** based on student interest.

10.10 Final Note to Teachers

These units are designed not just to teach English, but to teach learners how to *use* English to speak meaningfully, ethically, and confidently in their own voices. Your role as the teacher is to facilitate this process—not as a gatekeeper of correctness, but as a guide in a space of exploration.

You are invited to modify, remix, and reimagine these materials. When learners feel seen, challenged, and empowered, language learning becomes more than instruction—it becomes transformation.

11. RESULTS AND REFLECTION

Although the proposed units were not implemented with students during the timeline of this specialization course, their conceptualization and design processes have yielded substantial insights into the intersection of English language teaching (ELT), critical media education, and adolescent development. The reflective process that accompanied the creation of these materials revealed how deeply aligned language learning can be with students' lived realities when pedagogy is rooted in relevance, emotional engagement, and authentic communication.

The integration of digital culture into English instruction—particularly through the lens of social media, online identity, and influencer discourse—proved to be not merely motivational, but pedagogically strategic. Drawing on student-centric themes allowed for the development of tasks that activated prior knowledge, scaffolded critical reflection, and encouraged linguistic risk-taking. The inclusion of real-world genres, such as manifestos and influencer bios, offered students tangible communicative purposes that extend beyond the classroom, thereby increasing task authenticity and learner investment (Willis & Willis, 2007).

The choice of themes—**influence** and **authenticity**—proved especially fertile. These concepts resonate strongly with adolescent learners who are actively constructing identities in both physical and virtual spaces. The critical questions embedded within the unit—such as “What kind of influence do I want to have?” or “How does social media affect my sense of self?”—encouraged students to engage not just with the English language, but with their own values, boundaries, and emotional literacies.

Linguistically, the unit promotes structured yet flexible development. Vocabulary is contextualized and multimodal, with visuals, emotion maps, and usage scenarios supporting acquisition. Grammar is functional and embedded in communicative contexts—modals, conditionals, and cohesive devices are presented as tools for real expression, not isolated rules. This reflects principles from neurolinguistics (Petitto & Dunbar, 2009), which emphasize the brain’s increased retention and activation when content is emotionally resonant and personally meaningful.

From a pedagogical design perspective, the process highlighted the power of **backward design** (Wiggins & McTighe, 2005). Starting with clear communicative outcomes—e.g., creating a digital manifesto or performing a personal speech—ensured that each input, activity, and scaffold was purposefully aligned. This coherence enhances not only language learning, but also students’ ability to see the value and trajectory of their work.

The use of podcast transcripts, glossaries, sentence starters, and visual frameworks demonstrates a commitment to **inclusive and differentiated instruction**. These materials provide necessary scaffolding for varied learners while preserving creative autonomy. Furthermore, formative assessment—through peer feedback, self-evaluation, and process-based rubrics—encourages learners to reflect metacognitively on their growth, mistakes, and communicative choices.

While the absence of real-time classroom implementation limited opportunities for empirical validation, the design process itself served as a robust reflective practice. It invited critical questioning of conventional ELT priorities, challenged assumptions about what constitutes “serious” language work, and reaffirmed the centrality of the learner's voice, context, and emotions in meaningful instruction.

12. FINAL CONSIDERATIONS

This pedagogical project affirms that English language education can—and must—evolve to reflect the realities, challenges, and expressive needs of contemporary learners. The integration of **theme-based**, **multimodal**, and **critical pedagogy** into ELT represents a deliberate shift away from rote instruction toward a more humanized, dynamic, and relevant learning experience. By aligning linguistic goals with affective, social, and cognitive development, the proposed units model a holistic approach to language education.

In particular, the focus on **digital culture**, **online identity**, and **critical reflection** not only enhances engagement but also cultivates essential 21st-century literacies. Students are not merely learning how to describe their routines or summarize a video—they are learning how to evaluate influence, define authenticity, manage emotional boundaries, and speak truthfully in a world full of curated realities. These are not side benefits; they are core outcomes.

From a theoretical standpoint, the units draw on multiple strands of educational thought: **plurilingual education** (Riehl, 2021), **neuroscience-informed practice** (Wang et al., 2015), and **critical media literacy** (New London Group, 1996; Norton & Toohey, 2004). These foundations lend scholarly weight to the design and suggest avenues for future refinement.

Pragmatically, the units were designed for adaptability. Teachers can scale the tasks up or down in complexity, adjust the format for hybrid or in-person classrooms, or extend the themes into interdisciplinary projects—such as ethics, media studies, or civic education. This opens space for further innovation and collaborative exploration across subject areas.

Looking ahead, there are several promising directions for development:

- **Implementation and action research:** Piloting the units with real learners would allow for qualitative data collection, post-task interviews, and comparative analysis—supporting future research in line with Burns (2010).

- **Adaptation for other age groups:** The themes of digital identity and influence are also relevant to adults, particularly in professional English courses or digital communication modules.
- **Long-term project-based learning:** The two units could be expanded into a semester-long thematic module, with podcasts, blog posts, or student-run campaigns forming the basis of interdisciplinary outcomes.

In a time when English teaching is often reduced to standardization, testing, and transactional content, this project stands as a counterproposal. It insists that language education is not only about structures, but about **selves**. About using English to **understand, question, and create** in a world that is complex, noisy, and beautiful.

By centering learners' voices, embracing digital realities, and weaving together language, emotion, and identity, these teaching units contribute meaningfully to the field of English language education—and, most importantly, to the lives of the learners they are meant to serve.

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