

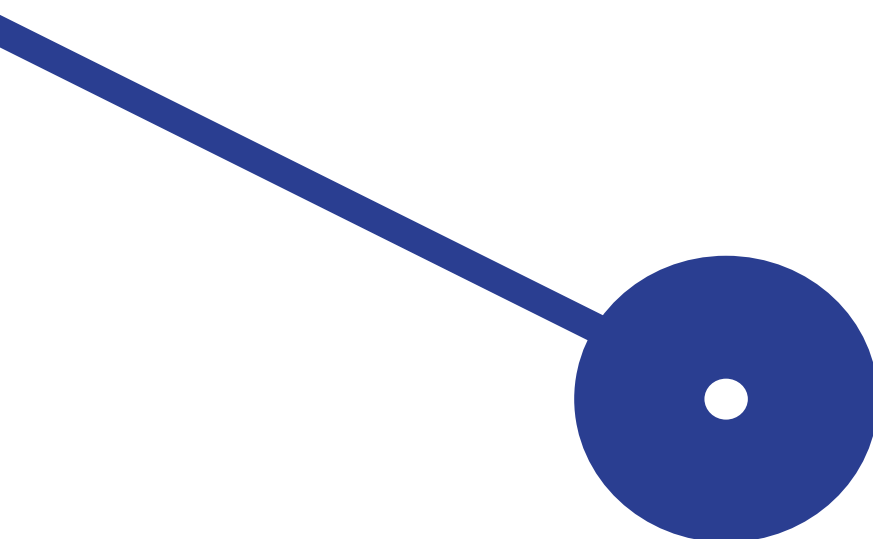
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ENSINO DE INGLÊS NO 1.º CICLO DO ENSINO BÁSICO

# Usage of ICT and its tools in the teaching of languages for primary school students

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school students

Internship Report

**Masters in English teaching In Primary Education**

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us to discover ourselves through our own decisions. Pushing me to keep going and make decisions but reminding me that no matter what I would always have her there for me. She always makes me feel like she was proud of me for who I was, seeing her smile and making her work payout is a goal I can't afford to not fulfil. Thank you.

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"It is what it is" - Me

## RESUMO ANALÍTICO

Este relatório resulta da unidade curricular de Prática Educativa Supervisionada (PES), inserida no Mestrado em Ensino de Inglês no 1.º Ciclo do Ensino Básico da Escola Superior de Educação do Politécnico do Porto. Documenta o estágio pedagógico realizado durante o ano letivo de 2024/2025 e reflete uma jornada abrangente de crescimento profissional, exploração pedagógica e desenvolvimento pessoal, vivida durante a minha colocação na Escola Básica onde estagiei.

Ao longo deste estágio, tive a oportunidade de entrar no ambiente escolar não apenas como estudante universitário, mas também como professor em formação. Este duplo papel permitiu-me experienciar a realidade da sala de aula de forma simultaneamente observacional e prática. Planifiquei, lecionei e refleti sobre as aulas ministradas, enquanto conciliava as exigências e responsabilidades associadas ao percurso de um docente em início de carreira. Cada momento vivido contribuiu para uma compreensão mais profunda e consciente do que significa ensinar inglês a crianças no contexto educativo atual.

O foco central deste relatório é o papel das Tecnologias da Informação e Comunicação (TIC) no ensino da língua inglesa. A partir da minha própria experiência com ferramentas digitais, e motivado pela crescente presença da tecnologia na vida das crianças, procurei investigar de que forma as TIC podem ser integradas de forma significativa no processo de ensino-aprendizagem. Estruturado em torno de quatro dimensões: enquadramento teórico, contexto de estágio, prática investigativa e reflexão pessoal. Este relatório visa aproximar a teoria da prática letiva, contribuindo para o debate atual sobre inovação e integração digital no ensino do inglês no 1.º Ciclo.

**Palavras-chave:** Ensino de inglês a crianças; Tecnologias da informação e comunicação; Planos de aula

## ABSTRACT

This report results from the curricular unit *Prática Educativa Supervisionada (PES)*, part of the master's degree in Ensino de Inglês no 1.º Ciclo do Ensino Básico at Escola Superior de Educação do Porto. It documents the teaching internship carried out during the academic year of 2024/2025 and reflects a comprehensive journey of professional growth, pedagogical exploration, and personal development that took place during my placement at the Primary School I was an intern in.

Throughout this internship, I stepped into the school environment not only as a university student but also as a teacher in training. This dual role allowed me to experience the realities of the classroom from both an observational and practical perspective. I planned, taught, and reflected on lessons while navigating the responsibilities and expectations of a beginning teacher. Each experience contributed to my evolving understanding of what it means to teach English to young learners in today's world.

The central focus of this report is the role of Information and Communication Technologies (ICTs) in English language education. Drawing from my own experiences with digital tools and motivated by the increasing presence of technology in children's lives, I aimed to investigate how ICTs could be used to enhance language learning in meaningful ways. Structured around four key dimensions, theoretical framework, internship context, investigative practice, and personal reflection, this report seeks to bridge the gap between theory and classroom practice, while contributing to the broader discussion on innovation and digital integration in primary English education.

**Keywords:** Teaching English to children; Information and Communication Technology; Lesson Plans

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## INTRODUCTION

Contemporary education faces the challenge of preparing students for an increasingly digital and interconnected world. In this context, Information and Communication Technologies (ICT) play a central role in redefining pedagogical practices and the way languages are taught and learned. The integration of these tools in English language teaching for children represents an opportunity to promote learning experiences that are more interactive, motivating, and adapted to the realities of today's generation. However, their effective implementation still depends on teachers' training, creativity, and ability to adapt to the demands of this new educational paradigm.

My interest in the use of ICT and its application in English language teaching emerged during my academic journey and was further strengthened during my teaching internship carried out in the academic year of 2024/2025, as part of the curricular unit *Prática Educativa Supervisionada (PES)* from the Master's Degree in Teaching English in the 1st Cycle of Basic Education. Daily contact with primary school students and the observation of how they respond to digital stimuli, from interactive games to songs and videos, inspired me to understand how these tools can truly transform the learning environment.

The purpose of this research is to analyze the role of ICT in teaching English to young learners, exploring the challenges, benefits, and pedagogical implications of their use within a real classroom context. Furthermore, it aims to understand how digital practices can contribute to linguistic development, motivation, and learner autonomy, always considering the importance of a balanced and pedagogically grounded integration.

This report is organized into three main parts.

The first part presents the theoretical and conceptual framework of the topic, addressing the impact of ICT on education, its contribution to language learning, and the ways in which English teaching can benefit from these technologies.

The second part focuses on the lesson plans I wrote and the classes and events I took place in while I was an intern at the school, delving into how the classes were planned, what mistakes I made and what I could have done better while also looking at my progress and how beneficial the internship as a whole was for me.

The third part focuses on the empirical component, which includes the characterization of the internship context, the description of lessons and activities conducted, and the analysis of data collected through classroom observation, lesson plans, and questionnaires. This study follows a qualitative and reflective research paradigm, grounded in constructivist principles that emphasize the active role of both teacher and learner in the educational process. It seeks to answer two main questions:

- In what ways can lesson plans be adapted through ICT integration to encourage engagement, enhance digital literacy and increase the likelihood of positive learning outcomes in the Primary English classroom?
- What is the perception of primary school students regarding the use of ICTs in their learning process?

The report presented here does not aim merely to discuss technology as a set of tools supporting teaching practice, but also to reflect on its influence on the professional development of future teachers. Thus, more than a study about digital resources, this work stands as a reflection on how innovation and digital pedagogy can coexist in student-centered, inclusive, and meaningful language education adapted to the needs of the 21st century.

# 1 - THEORETICAL FRAMING - DIGITAL TECHNOLOGIES AS A DRIVING FORCE IN EDUCATION

## 1.1-TECHNOLOGY AS THE KEY FOR THE FUTURE OF EDUCATION

UNESCO, in cooperation with *Restless Development* and involving over 1,500 students in more than eight regions, published a report on technology in education titled *2024 Technology in Education: A Tool on Our Terms!* (UNESCO, 2024). The report immediately reveals, in the first few pages, that technology for young learners is fundamental to the success of their education and creates unique challenges and opportunities in their lives. It develops this point by presenting various facts, such as the endless new job opportunities that are technologically mediated, the ability to share resources, and the seemingly infinite amount of knowledge shared across borders. It also provides access to communities that are more vulnerable and less developed.

On the other hand, it highlights some of the biggest issues that these technological advances create, such as the privatization of knowledge that should be accessible to all, and the selective control of what can and should be learned (Dixon, 2024). The goal of the report is to demand the use of technology on the terms of young learners, placing them at the center of education across the world (Manyalo, 2024, p. 15). This document brings together a wide range of reports from learners across the globe with the aim of shaping the future of education for everyone, not just a select few.

The report goes on to present information from multiple sources that depict both the benefits and the downsides of technology in education, emphasizing that digital technology is reshaping education systems and ecosystems. However, its true potential seems underused, with only 40% of primary schools, 50% of secondary schools, and 65% of upper secondary schools connected to the internet for pedagogical purposes (GEM Report, 2023). Only a few breakthroughs, such as AI, have significantly changed the educational landscape in ways we have yet to fully understand. The benefits of AI are notably more prevalent among older students who can use these tools effectively.

Nevertheless, schools continue to adopt digital tools more widely, which has drastically changed the basic skills students need to face the modern world. Access, however, remains unequal. Wealthier and middle-class students thrive with unlimited access to powerful tools that give them the world's knowledge at their fingertips. In contrast, poorer students and those without such access are left behind, reinforcing inequality and setting certain groups up for success while excluding others.

The impact of technology on education remains highly debated, as its effectiveness is far from guaranteed. The benefits of digital tools depend on a wide range of contextual factors, including how they are implemented, who uses them, and in what circumstances. There is no universally accepted definition of "proper application," as this varies across countries, school communities, teaching cultures, and socioeconomic conditions. Not all teachers possess the same level of digital competence, and some resist using ICT altogether due to a lack of training or confidence. Furthermore, ICT should not be applied uniformly across all subjects or teaching situations; its integration must be purposeful and pedagogically sound. When poorly implemented, technology can hinder rather than support learning, sometimes proving less effective than traditional teaching methods.

Children have been able to learn without ICT for generations, and ICT should not replace established, effective teaching methodologies. Its true benefit lies in supporting those methodologies more effectively. Misuse and overuse, however, can reduce human connection between students and teachers and create unhealthy dependencies (de la Fuente Anuncibay, 2017). Excessive ICT use takes advantage of young learners' lack of self-control and has been linked to lower academic success, increased feelings of missing out, and heightened anxiety (de la Fuente Anuncibay, 2017). To prevent this, teachers and parents need digital literacy and awareness to model healthy practices. Technology should not be a default solution for every issue in education. Instead, we must first identify the system's main problems, then consider how technology can be used to improve access, equity, inclusion, quality, and efficiency—without causing harm. ICT, when used properly, can significantly improve students' research skills, collaboration, and preparation for both academic and professional careers (Lokpo, 2023).

Building on UNESCO's findings, another report highlights online consultations with more than 1,500 young people, along with 500 surveys conducted globally, which demonstrate the urgency of prioritizing technology in education. These consultations employed interactive methods to promote in-depth discussion while ensuring student safety and freedom of expression. A final global consultation further validated the study, aiming to shift the focus toward students and elevate their voices regarding how they want ICT to be used in their learning.

The results reveal that technology engages learners, enhances collaboration, and improves employability. However, technology is ineffective without teachers, and a balance between digital and face-to-face learning is essential. Limited access has left countless students behind, with the high cost of technology acting as a barrier. The COVID-19 pandemic illustrated this clearly: while ICTs had the potential to reach over 1 billion students, fewer than half a billion were reached, leaving the poorest students severely neglected (GEM Report, 2023). Teachers, learners, policymakers, and technology providers also lack meaningful communication, resulting in decisions that fail to meet the needs of all stakeholders. Many teachers lack the digital literacy needed to use ICT tools effectively, passing these weaknesses on to their students and perpetuating poor practices. Additionally, online safety and security must be prioritized, not by suppressing curiosity, but by equipping students with knowledge to avoid harmful content.

ICT should not be seen as a miracle cure, but as a tool to address challenges. The vast ocean of information it provides can be both a blessing and a curse, requiring critical thinking to distinguish factual from misleading content. The human connection between teacher and student remains irreplaceable, forming the basis of authentic collaboration and personal growth. Teachers must support students in exploring their interests and navigating digital resources safely and effectively. Keeping learners at the center of education is essential, and ICT can help achieve this goal.

ICT must be equitable, subject-appropriate, and used to serve humanity's broader goals of growth and development. Only when centered on students' learning needs can it help education reach greater heights. With these considerations, technology can become an

essential tool to prepare students for an ever-changing future. The numerous student consultations demonstrate both an eagerness to learn and a willingness to use these resources effectively inside and outside the classroom. Teachers, therefore, must focus on helping students engage with subjects while normalizing ICT use as a tool for self-directed exploration.

PISA's 2022 ICT framework, presented in the *PISA 2022 Assessment and Analytical Framework*, reinforces UNESCO's claims. It notes that teachers generally spend more time preparing classes involving ICT resources. However, once proper use is established, preparation time can actually be reduced (OECD, 2023, p. 260). Similarly, ICT-assisted instruction often requires more effort and adaptation of teaching practices, which may sometimes distract students. Yet, it also increases the overall time students spend learning and can serve as valuable support, especially when teachers are unavailable (OECD, 2024, p. 262). ICT can also modernize traditional practices by blending them with new approaches, creating more tailored learning experiences (OECD, 2024, p. 263).

The report also raises questions of accessibility and availability. Although ICT tools are numerous and valuable, not all schools have access to them, limiting teachers' ability to enrich learning with diverse resources. This gap highlights the importance of communication between teachers and students and the need for intentional, thoughtful use of ICT. Both UNESCO and PISA emphasize that technology's volatility requires careful management, but when properly implemented, ICT can be a powerful tool to support learning in a digital-centered world.

## **1.2- IMPACT OF ICTS OUTSIDE OF THE CLASSROOM FOR LANGUAGE LEARNING**

To understand how ICTs have such an impact on students and what such impacts could be we need to investigate the way students learn and how ICTs affect their daily lives at school and outside of it. More than ever our youth is exposed to an enormous number of cultures and languages due to the ever-expanding internet and social media. Children are exposed and have access to a multitude of languages that introduce them to different cultures and a way to self-learn subconsciously that is hard to keep up with. Three studies I found are particularly important for this topic and provide invaluable data and information, one written by Khaled Suleiman Omer Abaker from the University of Airlangga that delves into how students learn languages outside of the classroom and how ICTs are used to learn outside of the classroom by students. The other two studies are part of volume 3: Student's Well-Being of the PISA results from 2015 that focuses on the use of said ICTs by students and their attitudes towards them and PISA's 2022 ICT framework in PISA 2022 Assessment and Analytical Framework that I have mentioned before in the last topic (OECD,2023).

The PISA reports intertwine with each other, the most recent report from 2022 utilizes data from 2015 and other PISA reports, all of them providing infallible data for this study that show some very particular points of interest. By 2015 the internet had become an everyday tool for most students around the age of 15, either by access to it at home or on their cellphones. Lower income countries had a one in two ratio for access to the internet (OECD, 2015), this number only increased exponentially as time went on and with this increase in availability came an increase in its use. Children have access to a digital device before they learn how to read, write or talk effectively with the only disparity to this being seen in developing countries and those not a part of OECD countries. This access to ICTs and its use for leisure or learning is shown to help them acquire proficiency in digital reading and online navigation that is unprecedented and will promote certain behaviors that are essential for their future careers. The ICT framework from the PISA report from 2022 has recognized these benefits and even addresses that video games and interactions through social networks can help student develop a variety of useful skills.

Between 2012 and 2015 we also see an increase in the time spent on these devices to about two-and-a-half hours and three hours per day with these numbers increasing over the years due to the widespread availability of smartphones enabling the capability to access the internet at any moment (OECD, 2022). On average, across OECD countries 26% of students spent more than six hours on the line during weekends and 16% spent the same amount on weekdays. Once again, in underdeveloped countries we see much lower numbers. It's also interesting to notice that there is a gender gap in internet use that is exponentially different depending on the country with Denmark and Korea having boys spend half an hour more online than girls and in Israel we see the opposite with girls spending more time online than men. (OECD,2015)

But what exactly are students doing in all these hours using ICTs? Most of the time is spent dedicated to leisure activities, over the past two decades we have seen a gigantic surge in how students learn, socialize and play. Access to the internet is universal and common and its use is daily due to its ease of use, accessibility and amount of content so most activities happen on line.(OECD,2022) Looking at more specific data from the PISA report from 2015 we can see that the most popular activities consist of chatting online and participating in social networks, with a big percentage, 34%,also playing online games, its number increasing over 5% in only 3 years and exponentially increasing in the years to come. Boys, interestingly, seem to have a higher interest in playing video games than girls, those of which have a higher preference for visiting social networking sites. The biggest differences are related to socio-economic status. (OECD,2015) This information is all important and extremely valuable, but it is extremely interesting to note that the PISA report from 2022 states that even their own report from 2015 and others will need to be changed, I quote "Certain activities covered in the current PISA framework are obsolete and should probably be grouped together or replaced (e.g. using email and chatting online). Conversely, some ICT resources have become more central to students' lives and can be used in a variety of ways. These should be identified distinctly. For example, there are various ways of "participating in social networks", with very different implications on students". This is a perfect example of how fast ICTs are currently developing and why it's so hard to keep up with its impact and how to properly use all its resources. (OECD, 2022)

The leisurely use of ICTs from students provides an opportunity to acquire skills and technological literacy that grows with their development and are essential. Digital businesses in the global economy have a rapidly increasing number of job opportunities for “big data” and “artificial intelligence” but the competencies developed with ICTs can be used in most jobs and in our daily lives, these can be revolved around five main competency areas, those being, accessing, evaluating and managing information and data; sharing information and communicating; transforming and creating information and digital content; problem-solving in a digital context and computational thinking; appropriate use of ICT(online security, safety and risk awareness and skills)(OECD,2022). Following the PISA report from 2015 we can see that students seem to agree that the internet is an important resource for obtaining information (88%) and that it is very useful to have social networks on the internet (84%) and over 67% of students reported that they are very excited to discover new digital devices and applications. This drive is created from the enjoyment that students get when using ICTs but with that happiness comes a sense of losing track of time that quickly translates into sadness when the students don't have access to these ICTs, these numbers vary slightly between countries and between genders (OECD,2015).

Once again, we find ourselves in the same spot where things simply aren't black and white and more so a shade of grey. The influence ICTs have on students can be extremely beneficial or detrimental or even at the same time. On the one hand these tools increase life satisfaction with entertainment and promote socialization in a much easier way that allows for more rationale before words are spoken on a vast network on a global scale, on the other hand they can pose serious threats to student's mental health and physique if they are overused or misused. Looking into extreme overuse we see that it has a negative impact on academic performance, and this could be due to time spent at home playing instead of doing homework or studying or a lack of interest in school subjects that are overthrown by leisurely activities with ICTs. Besides academic performance there is also a connection to overuse of ICTs and higher levels of isolation and especially a high level of disengagement from school. (OECD,2015) Besides the problems caused by overuse we have another major issue caused by ICTs that requires a very different approach, that being the dangers found inside the internet like viruses, hackers, shady websites with inappropriate content and misinformation. With all of this said it's important to remember that although these issues need to be taken into

consideration and require a lot of measures if they become a big issue, ICTs do not reduce attention spans or make students misbehave by simply using them, in fact, multiple studies prove that they are beneficial for academic engagement when utilized properly and give students new tools that come with a reality we are yet to properly see the results of. Using technologies at school and demonstrating how its use should be done helps students navigate the internet and ICT devices at home better, safer and more efficiently. (OECD,2015 For this to be a reality teachers need to have a certain knowledge about ICTs and technological literacy that we don't see be present in most cases. This leaves most teachers with fear or incapacity to utilize these tools effectively and therefore shun them and deny their benefits while sometimes even promoting the mistakes that lead to the issues mentioned. Some of these issues I have watched and faced personally on my internship. With my knowledge about ICTs, I was able to help other teachers and promote proper use of these tools, but I also fell victim to a lot of these fears and couldn't fully make use of my opportunity.

Genesis Genelza's study on YouTube Kids as a tool for English language acquisition (GENELZA, G. 2024) provides a comprehensive analysis of its benefits and challenges. The report highlights how the platform serves as an engaging and flexible learning resource for young children, allowing them to develop language skills through animated videos, songs, and interactive storytelling. The ability to pause and rewatch content fosters self-paced learning, reinforcing vocabulary, pronunciation, and listening comprehension. By providing exposure to native English speakers and diverse accents, YouTube Kids and YouTube can create an immersive language-learning experience. However, the report also addresses significant concerns. One key issue is the inconsistency in language quality across videos. Some content may not adhere to standard grammar or pronunciation, which could lead to incorrect language acquisition. Additionally, the platform's algorithm-driven recommendations may prioritize entertainment-focused videos over educational ones, potentially diminishing its effectiveness as a learning tool. Another challenge is excessive screen time, which can negatively impact children's physical and social development. The study emphasizes that, while YouTube Kids can be a valuable educational resource, parental and educator supervision is crucial to mitigate these risks (GENELZA, G. 2024). All of these themes and points have been recurring throughout my report and my research and they help strengthen my belief on this topic.

This study highlights an interesting and increasing side effect of the use of YouTube videos as entertainment for young children. A side effect that I have seen and experienced in my internship, students expressing themselves in a foreign language or memorizing some vocabulary that gets passed through the content they consume digitally, even if that vocabulary isn't always perfectly correct. Content that they are exposed too through apps like YouTube, movies, social media, video games or other ICTs. The interest in a language can sometimes spark in these ITC resources and have students more interested and actively watching more content and learning about the culture of said language as well as its language (Genesis Genelza, 2024). What I observed in my internship led me to research this topic and in the case study of this report I will get to answer this question and determine if students utilize the languages or variants of languages they listen to and see through ICTs. In Portugal we have recently seen a huge spike in young children speaking Brazilian Portuguese even if their parents aren't Brazilian (Rodrigues, G. da R. 2025, June), this is undoubtedly due to the content they consume being from Brazilian influencers on You Tube or other social media and since one is a variant of the other, they are very similar but very different at the same time. Students tend to mix both together and use abbreviations and lingo from Brazilian Portuguese. This isn't unexpected considering Brazil is a much bigger country with more people and a much higher amount of content for entertainment compared to Portugal (Maria Rato, SOL, 2022). Although very fascinating it has also sparked multiple xenophobic remarks from parents and teachers or simply parents that do not want their children speaking the Brazil Portuguese variant, (Gian Amato, O GLOBO, 2021). It is important that we teach children to separate all languages for what they are and celebrate them individually instead of pushing away an interest they might have for a language or its variants. At the end of the day a language should be seen as a skill, a tool that helps us interact beyond our nationality and country. The influence Brazilian Portuguese is having on Portuguese children is evident and although it might be seen as a threat to the integrity of European Portuguese, we should not discourage this exposure. Instead, we should help children recognize and differentiate the variants and be open to learning new languages and variants. In this way, Brazilian Portuguese and other languages can contribute positively to linguistic awareness while ensuring that European Portuguese remains strong in its own identity.

### **1.3- THE APPLICATION OF ICTS FOR TEACHING LANGUAGES IN SCHOOLS**

For this topic, I would like to look at how ICTs are used in a language education context, looking at the resources and their different uses along with how they could be implemented. The goal of this is to show the difference between the tools provided by ICTs, the benefits they can provide and downsides they can create if not used properly for language learning.

ICTs offers three main benefits for foreign language learning and teaching, facilitating authentic language learning resources and contexts, collaborative environment depending on if the approach is teacher centered or student centered respectively, and providing opportunities for effective teaching and learning (Ambika Poudel, 2022). The ability to communicate with people from different cultures and backgrounds along with exposing ourselves to so many different languages is extremely important and beneficial for the growth of students in an ever more globalized world. The knowledge provided by ICTs is an essential resource which we need to effectively take advantage of to utilize its full potential for our benefits. Effective language learning requires a lot of attention and practice, technology can help ease this workload by making learning more interactive and enjoyable (Bassam Mohsen, Pandit Nirmal, 2023).

To be able to use all these resources, teachers need to be open to the possibilities provided by ICTs. They should also have some form of training or preparation as the use of ICT resources can be extremely beneficial for students by being more interactive, engaging, accessible and flexible while being less tedious. It also empowers teachers to create dynamic resources with relevant material tailored to students, new research methods and a vast number of premade resources or easier methods to facilitate tasks teachers already must do. This allows them to have more time to focus on their students and less dead time in classes. ICT tools also enable learners to immerse themselves in the language inside and outside the classroom with social media platforms, giving students the opportunity to connect with native speakers and language learners (Bassam Mohsen, Pandit Nirmal, 2023). Following the report from Ambika Poudel named "Information and Communication Technology in English Language Teaching: Some Opportunities and Challenges" (Ambika Poudel, 2022), we can delve better into what

these resources are and how they can benefit students and teachers. We can also focus on the issues that might arise from using these resources.

For teachers, the important benefits of ICT's integration are as follows: preparation, allowing teachers to access the internet and use different web browsers, articles, videos, audios and references for new activities. Presentations can become more attractive, interactive and fun, improving their effectiveness substantially and making teaching easier with them while still providing all the visual support. Motivation is essential for learning and not every student is motivated to learn every subject all the time, ICTs allow the teacher to attract the student's attention with sounds, images, color and motion through various methods we have discussed. ICT tools like projectors have certainly improved student's concentration towards the lesson as their implementation became more prevalent. Interaction is another important topic, especially the additional support outside of school that comes with a higher usage of ICT resources like Emails, Zoom, Teams and others. These can also be used to help teachers provide students with a student-centered learning approach, letting students explore certain topics with ICT tools, providing them with questions and letting them discover answers for those questions. Teachers can take in student's opinions, needs and helping them achieve their academic goals while creating a bond between the teacher and learner in a more personalized and individual environment. Lastly, the ability for a teacher to provide students with learning resources and feedback can help expose them to a language and its culture directly. Through hyperlinks, websites, videos and audios students can be exposed to a language in a more vivid way that can capture their interest and create a more enjoyable experience where students learn through different methods, they might find more appealing (Ambika Poudel, 2022) One example I have personally is that, due to my knowledge about ICTs, I was able to create a music video for my students about a subject I could find nothing on YouTube about.

For students, the integration of ICT provides several important benefits. One of the most significant advantages is the vast number of learning resources available. Access to information has become much easier through ICT tools such as the internet and social media. Both students and teachers can find a variety of useful materials, including videos, audio recordings, books, websites, and other digital resources, which serve as valuable tools for

learning a new language. Another key benefit is the enhanced interaction between teachers and students, as well as among students themselves. ICT platforms allow students to exchange questions, answers, and ideas more effectively between themselves. Collaboration is also greatly improved, as students can work together in groups more frequently, even without direct teacher supervision. They can develop their own methods, find solutions independently, and share knowledge with one another, regardless of physical distance. Exposure to a language is another major advantage of ICT integration. Students can improve their listening and speaking skills through videos, audios, and songs while also developing their reading and writing abilities using e-books, websites, articles, and academic papers. Lastly, ICT fosters learning autonomy. With access to so many tools, it is essential to guide students on how to use them effectively. Encouraging them to read critically, analyze the content they consume, and engage in discussions with others helps them validate or challenge their ideas. The learning environment created through ICT is highly beneficial for students today, supporting their development in a society that values critical thinking and independence (Ambika Poudel, 2022).

If we were to look at the context, technology has offered an opportunity for many that don't have access to proper education to learn a new language and enhance their life. ICT can be an endless whole of possibilities for those that want to learn a new language but simply don't have access to the institutions. The process can also be made more fun and engaging through various applications and tools that also let teachers have more time to focus on their students and their needs (Bassam Mohsen, Pandit Nirmal, 2023).

To be able to integrate these resources and utilize them we need to take into consideration 5 big challenges that students, teachers and the educational system face when implementing them, these are: The infrastructure of a school is essential for proper ICT usage and many developing regions face significant barriers that impede them from using those resources. Key issues identified include slow and inconsistent internet connectivity, disrupting online learning experiences and irregular electricity supply that hinders the use of technological resources. Additionally, there seems to be dissatisfaction with the limited size and number of computers in computer labs and e-libraries, as well as inadequate maintenance of the equipment, such as keyboards projectors and the website school's use. This further complicates the learning

environment for students and leaves teachers helpless to or having to spend their own money. (Julius Jonas Mbawala & Slamet Lestari, 2024). Technological skills are a necessity for proper use of ICT resources. Sadly, according to various studies, a lot of primary school teachers lack some form of technological proficiency that doesn't enable them to use these resources to their full extent. Most of them utilize ICTs for basic tasks and some form of interactive learning or multimedia content. Another issue being the lack of infrastructure that doesn't enable its use. However, they also value these resources and their potential, so much so that some teachers are willing to get training for ICT usage and recognize its benefits (Samad et al., 2013). On the other hand, more and more students have access to ICTs from the moment they are born, being exposed to its usage and being able to use it themselves. Various students in my internship asked me about games they recognized on my laptop like "ROBLOX" and talked about their own experiences playing video games or watching certain Youtubers. This interest in technology can be used by teachers to motivate students to learn if they are confident with ICT tools and can utilize them effectively in language learning. Teachers have a hard time supporting or creating an experience tailored for an ever-growing majority of students as they are often untrained in this area and feel uncertain about using ICT tools and exploiting its benefits (Bassam Mohsen, Pandit Nirmal, 2023). Following this, digital skills, or more so their absence, limit the ability for teachers to utilize ICT effectively within the classroom. Without developing these skills and experimenting with them, teachers lack confidence in utilizing these ICT tools to foster student engagement and end up not using them out of fear or simply retreat towards the norm (Bingimlas, K. A. 2009). This pushes students away further from utilizing ICTs as a method of learning and maintains their idea of ICTs mainly being used for leisure activities. This by itself isn't an issue, but more so a lost opportunity to introduce students to the true capabilities of these tools and their benefits for their education. It can get students to study on their computers or other devices and therefore take away some of the boring ideals rooted in the concept of studying like having to open their coursebook on a desk and reading in silence (Samad et al., 2013). They could learn by watching videos or even opening their coursebook online. Of course, this would always require teaching said students the dangers that might come with the browsing of the internet and for that teachers need to be able to support students.

A lot of Coursebooks/Curriculum should adapt to these new resources and conform with contemporary educational needs to promote the use of ICTs. This could be in the form of exercises for students to do at home, activities for the classroom that could be projected on the board or any form of ICT-related learning. Furthermore, most evaluation systems do not prioritize and value technological proficiency and its many benefits, rendering the use of ICTs in learning optional rather than essential for students. Many students formulate an idea that ICT resources are only for playful activities or games without any correlation to learning when it could be used effectively for both (Özkan T., & Aşık, A. 2023).

Lastly, we have the attitudes towards ICT integration and the “threat” it poses. Many parents ignore the benefits of Information and communication technologies (ICTs) due to their negative views on the matter and perceiving it as a mere trend that is there only to negatively influence their children and ruin their education. The negative consequences of ICTs exist and are something that needs to be taken into account when considering education, however, the scepticism about its equally important benefits makes it incredibly difficult for students to acquire the necessary tools that will lead them to a better future as parents do not want to invest or even allow them to interact with ICT resources. Some Teachers demonstrate a motivation to use these resources when teaching and are willing to learn how to use them and their consequences so that they can use them effectively and lead students to understand its importance while facilitating their own work as educators (Bassam Mohsen, Pandit Nirmal, 2023).

## 1.4 - A BROAD PERSPECTIVE OF ICTS FOR THE FUTURE OF EDUCATION

To wrap up these ideas we take a broader perspective about ICTs and what the future holds for education with the rapid development of these technologies. Education leads progress; therefore, it should be the first step in someone's life to be aware of the resources available in the world around them for their own growth, development and happiness. It is essential that ICTs are taught to be used in a beneficial way where we can reap its benefits and avoid its downsides while allowing it to ease struggles, we had before.

Delving more into ICT tools for the benefit of language learning we can see that the rapid advancement of technology has unlocked a wealth of possibilities for the future of this branch of education, particularly using said ICTs (Information and Communication Technologies). These tools are made to reshape the way students and teachers interact with language learning, making it more dynamic, engaging, and effective. As teachers and researchers explore these advancements, as we have seen throughout this report, it becomes clear that ICTs have the potential to enhance every aspect of language education, from personalized learning experiences to cross-cultural exchanges. However, this bright future is not without its challenges, requiring careful planning and investment to ensure these technologies benefit all learners.

One of the most promising advancements in ICT is the integration of artificial intelligence (AI) into language education. AI-powered tools are increasingly being used to create personalized learning experiences tailored to the unique needs and goals of individual students. For example, applications like Duolingo and Rosetta Stone use AI algorithms to analyze a learner's progress, identify areas of difficulty, and adapt lessons to address those specific challenges (Mohsen & Pandit, 2023). Chatbots, another innovation driven by AI, simulate real-life conversations, providing students with immediate feedback on grammar, pronunciation, and vocabulary usage. These tools are invaluable for creating an environment where students can practice and improve without the pressure of being judged, fostering confidence in their language abilities.

Moreover, AI's ability to automate routine tasks like grading, attendance tracking, and progress reports alleviates a significant burden on teachers, tools like Chat GTP also allow teachers to find resources for their classes and search ideas for lesson plans with ease. This allows educators to focus their energy on more interactive and meaningful classroom activities and eases the mental and physical burden mentioned that creates a wave of demotivation and demoralization in teachers. With the right tools, AI supports teachers by offering data-driven insights into student performance, helping them identify learning trends and adapt their teaching strategies accordingly. This fusion of personalization and efficiency highlights the transformative potential of AI in language education.

Virtual Reality (VR) and Augmented Reality (AR) are among the most exciting technological advancements in ICT, offering new ways to immerse students in language learning. VR creates fully immersive environments where students can engage in interactive scenarios that simulate real-world settings. For instance, learners can "travel" to a virtual Paris café to practice ordering food in French or explore the streets of Tokyo to familiarize themselves with Japanese signage and conversation and the same could be done for the English language and countries like the United Kingdom and the USA (Poudel, 2022). These simulations elevate the chats and texts students can exchange internationally and provide learners with an authentic context for practicing language skills, making the learning process both effective and enjoyable. In video games like VR Chat this is already a reality and the biggest line to be crossed when considering the use of these resources is their high cost and space requirements.

AR, by contrast, enhances the physical world by overlaying digital content onto traditional learning materials. This technology allows students to interact with 3D objects, videos, and quizzes directly through their smartphones or tablets. For example, an AR-enhanced textbook might feature an interactive map where students can hear native speakers pronounce place names or participate in cultural activities related to the target language. Both VR and AR break down the barriers between classroom instruction and real-world application, providing a seamless bridge for students to apply their knowledge in practical scenarios. This bridge can be achieved in an easier way through mobile devices that have a camera, and an app specified for this use. This would allow for students and teachers to interact with the AR world through their mobile devices. Although it is interesting to look at these tools and the possibilities they

bring, it should be noted that this is a far look into the future, the possibility of AR and VR being incorporated into modern day classrooms for primary school students are close to none due to their costly and complex requirements. But it does show the possibilities some of these more complex digital technologies can provide for the future if we can make ICT usage inside classroom more normalized and properly implemented.

Many ICT tools now incorporate gamification with the goal of making learning more interactive and enjoyable. Language apps such as Babbel and Quizlet use game-like features to encourage students to complete tasks, earn badges, and compete with peers. These features normally make the learning process more enjoyable but also promote healthy competition and a sense of achievement if done correctly. These are critical for maintaining motivation over time (Mohsen & Pandit, 2023). Additionally, gamification fosters a collaborative learning environment where students work together to solve problems or achieve shared goals if the game allows for such collaboration. This collaborative aspect is particularly valuable for language learners, as it mirrors real-world communication scenarios where teamwork and interaction are essential, and it can replicate speaking scenario between students in a certain language.

One of the most profound benefits of ICTs is their ability to connect with learners across the globe, facilitating cross-cultural exchanges and real-life language practice. Platforms like eTwinning, Skype, Discord, Facebook, Microsoft Teams and Zoom allow students from different countries to collaborate on projects, exchange ideas, and practice their language skills with native speakers. These interactions expose learners to diverse accents, idiomatic expressions, and cultural norms, enriching their understanding of the target language in a way that traditional classroom instruction cannot (Poudel, 2022). This global connectivity also promotes intercultural competence, a critical skill in today's interconnected world. By engaging with peers from different cultural backgrounds, students learn to navigate cultural differences, develop empathy, and appreciate the diversity of human expression along with a great variety of cultures and customs. Such experiences are invaluable for building the social and linguistic skills necessary for success in a globalized society we see today.

While the benefits of ICTs in language education are undeniable, they also bring a range of ethical and practical challenges that I have mentioned across this report. Issues like data privacy, the digital divide, insufficient funding, low income and insufficient training can lead to the potential misuse of technology. These issues must be addressed to ensure equitable access and responsible use. It has been brought up extensively in this report that some teachers lack the digital literacy needed to effectively use ICT tools, which can create a gap in learning outcomes (Poudel, 2022). To mitigate these challenges, schools and policymakers must invest in digital literacy programs for both educators and students. Teachers need comprehensive training to integrate ICTs into their lesson plans confidently, while students must be taught how to critically evaluate digital resources and use them responsibly. Furthermore, curriculums should be updated to include ICT-based activities that align with contemporary educational needs, ensuring that students are equipped with the skills they need to succeed in a technology-driven world. For ICTs to reach their full potential, they must be accessible to all learners, regardless of their socioeconomic background. This requires significant investment in infrastructure, such as reliable internet connectivity, adequate devices, and well-maintained computer labs. In many developing regions, these resources are scarce, limiting the ability of students and teachers to benefit from technological advancements (Mohsen & Pandit, 2023). Governments and educational institutions must prioritize digital inclusion by providing affordable technology and ensuring that even the most remote areas have access to the tools they need for language education. Sustainability should also be a key focus, with initiatives aimed at reducing the environmental impact of digital technology through energy-efficient devices and eco-friendly practices.

The future of ICTs in language education is promising, offering innovative ways to teach and learn languages that are more effective, engaging, and accessible and the possibilities are vast. However, to fully realize these benefits, educators, policymakers, and technologists must work together to overcome existing challenges, such as infrastructure limitations, digital literacy gaps, and ethical concerns. By embracing these technologies thoughtfully and inclusively, we can create a language learning environment that prepares students for the complexities of a globalized world while fostering a love for lifelong learning. As ICTs continue to evolve, they will undoubtedly play a pivotal role in shaping the future of education as they

have already been seen doing in recent years, transforming not only how we teach languages but also how we connect as a global community (Poudel, 2022; Mohsen & Pandit, 2023).

## **INTERNSHIP**

### **1.1 - CHARACTERIZATION OF THE CONTEXT OF THE INTERNSHIP**

Moving on from all the theory, I can now focus with greater detail on the internship I had the wonderful opportunity to experience. I will also delve into the Investigation and various struggles that I undertook while I was there, trying to get some answer to prove or deny various points in my theoretical framing. I was capable to make a small investigation around this theme that I am so passionate about and get some answers that could ease my mind and lead me forward into utilizing ICTs effectively as a teacher, answering questions and solidifying my theory and my research on this topic. Before moving onto that investigation, I need to establish where I had my internship, the various challenges and opportunities presented to me and in general a characterization of my internship and my experience along its course.

My internship was carried out at a primary school located in the northern region of Portugal, which is part of a larger school group in a suburban area. The school offers a wide range of projects and curricular options that are highly relevant, as they influence the dynamics within the school community and shape the way teachers interact with students, setting it apart from other educational institutions. I got to see and experience these unique methods by myself and the impact they had on students and on the approach teachers and other school employees had with children and activities performed in the school. Looking into the proposal approved by the pedagogical council for the school group I was an intern for, “Projeto Educativo 2022-2025”, we can find the structural curricular options for the primary cycle, the first to be named is project PEPPA, which is the one that had the biggest impact on our internship as its purpose is to show the importance and value of the English language for today’s society, with that idea in mind the English subject is introduced to students not on the 3rd grade, but instead on the first, having English classes all throughout the primary grade. The teacher must adapt to the students being younger with different resources and activities that are adequate for 1º and 2º grade students. The project also aims to help teachers have the capacity to teach these students effectively and prepare them for the 3rd and 4th grade where their evaluation in the English language officially starts. With project PEPPA the

students can be more prepared, and the teachers can teach the English subject to a classroom that isn't completely clueless and can have a more harmonious learning experience.

Other projects besides PEPPA that were meaningful in our internship or are important to mention are the project "Projeto Investor na Capacidade", which focuses on challenging and adapting to gifted children in specific subjects, elevating their capacities. Lastly, another project that demonstrates the importance the school group of pedrouços gives to English is the Bilingual learning project. This project aims to teach 65% of the class of Estudo do Meio in English and Portuguese simultaneously.

One interesting fact about the School I was an intern in is that the primary teacher of a specific class is present in all the other lessons given by different teachers for different subjects, like English. In every classroom both the primary teacher for that class and the teacher for the subject being given is present and helping students or helping the class run smoothly.

Our teacher cooperator at the school is a wonderful teacher that has been an important key component to the beneficial success of my internship. From the beginning of my observation in the first year of my masters and following suit in this internship she has given us almost complete freedom in the classroom. This allowed us to help students and support them, along with giving us the capability to teach whenever we felt confident and even allowed us to give experimental classes to help train and get ready for our classes that would be evaluated. She pushed us forward and gave us multiple tips and ideas that have been very beneficial to me and my growth across the internship, her support was invaluable, and she clearly had the goal from the beginning to help us be better teachers without forcing her methods or ideals on us. Instead, she helped guide us through mistakes and giving us room to grow in our own way and utilize our own methods. This freedom and opportunities allowed us to perform multiple English events with the classes that I will develop on later in greater detail. Our teacher cooperator also had the privilege to teach every single English class in this primary school, that means we were able to interact and teach English students from every grade and in great variety, giving us a very important insight on how different classes can be and the students inside them.

During my internship, I faced many challenges, some of which I am still working to improve. I've always struggled with anxiety, often overthinking and getting caught up in my own doubts. But by the end of my internship, planning and teaching became much easier, and I stopped fearing mistakes. I learned that teaching is unpredictable, and perfection isn't the goal, helping students learn is. If I tell my students that mistakes are part of learning, I need to believe that for myself too. One issue I struggled with was balancing English and Portuguese in the classroom. At first, I used too much English, then too much Portuguese. I also tended to over-explain things, making lessons more complicated than they needed to be. I'm working on finding the right balance between using more English while keeping explanations clear and concise. Time management was another challenge. I sometimes ran late and realized that while I love designing creative, hands-on activities, they need solid preparation to work smoothly and a lot of time I felt myself not be able to move forward with my ICT study due to the struggles of learning how to be a better teacher. Without structure, even the most engaging lesson can become overwhelming. Moving forward, I'll keep bringing creativity into my lessons, but with better planning and clearer objectives. My internship also showed me how mental health impacts teaching. I let mistakes weigh on me, sometimes to the point of feeling unmotivated. But thanks to my mentors, peers, and family, I regained my confidence. More importantly, I learned that resilience must come from myself first. I need to use mistakes as steppingstones rather than setbacks.

This internship also helped shape my teaching philosophy. I strongly believe that learning should be engaging and interactive. At first, I worried my focus on fun might seem naive, but I now know that fun and learning can go hand in hand if activities are well-planned and serve a clear purpose. I've realized that structure is key. Without it, even the best ideas can fall apart. Moving forward, I'll keep doing my best to make creative lessons for my students but with more attention to organization and clarity. I've also learned that while mutual respect with students is crucial, so is maintaining authority in the classroom. I never believed I would be the type to have to lower my tone or reprimand students but found myself having to adapt to certain behaviors. I want my students to feel safe making mistakes inside the classroom, engaging in discussions, and enjoying their learning experience while still respecting boundaries. Ultimately, my internship reinforced my belief that education should be both meaningful and enjoyable. I still have a lot to learn, but I know I'm on the right path. I'm

committed to growing, learning from my experiences, and becoming the teacher I aspire to be.

These struggles of mine are essential to understand for this report on ICTs in education and my internship. They are a big part of the reason why I couldn't fully utilize ICTs to the extent that I have written on the theoretical part of this report. I wanted to demonstrate their capabilities and prove their usefulness with all the knowledge that I had about the topic, but ended up getting overwhelmed by the weight, responsibility and work that came with being a teacher. I couldn't even give a simple class about names and surnames without feeling like I messed everything up, so how could I ever try and do more complex activities, much more try and change or improve upon any other methods that clearly worked better. It was an uphill battle against me from the beginning. I always wanted to push myself to do these extraordinary classes with crazy ideas and was disappointed with my performance when they didn't go perfectly. Over time I started to feel more comfortable, I kept pushing my ideas but as I planned better, and time passed things started to click and my mentality improved. So did my classes.

Although, I always had my study on ICTs in the back of my mind so, I questioned myself. After being on the field as a teacher to some extent and interacting with other teachers, why didn't I use ICTs more in my classes if I believe them to be so important, and what were the causes? Ultimately, like I mentioned before, I was stuck learning the basics of teaching. But even when I became more comfortable, I rarely used ICTs and easily fell back into projecting a song/video and the beginning of the class and that was it. This wasn't an issue with me being lazy and making simple classes to learn the basics, I kept doing out of the box activities where I spent a lot of time and money. The truth is that, looking back, I was faced with a lot of the problems mentioned numerous times in this report. The fear of uncertainty, lack of resources and simply being more comfortable falling back to more traditional hands-on activities I knew to be more productive for primary school students' learning experience. I could understand better why other teachers have a hard time trying to push these different ICT-focused activities, even if they really wanted to. Some crucial factors like the digital literacy students have and their access to certain devices can determine if a class using certain ICT tools can be possible or not. I also felt pressured to follow the curriculum given to me and teach students the content they

would need for their tests and exams effectively with ICT tools I wasn't certain would be beneficial, giving me little room to try and experiment with ideas that I felt might waste time and be unproductive. We also must consider that teachers normally prepare similar lessons for the same year and some classes don't have the same knowledge or resources as others. It really gave me a better understanding of why it is so hard to push new ways of using ICTs in learning, especially when you are dealing with children this young. Regardless of that I saw almost every teacher utilizing their projector for countless activities like exercises, videos and projecting certain parts of the coursebook onto the board that made classes much more interactive compared to simply asking students to do it by themselves. If anything, the biggest issue was digital technology itself, or the state it was in.

Some classrooms we went into had projectors that were broken, forcing us to improvise and find other methods to be able to do certain activities. Sometimes we were able to get a spare projector and set it up on a table with our own personal laptops, while our orientator was giving another class. Something she would not be able to do without abdicating some parts of her lesson if she were alone. In other situations, I had to help a teacher and buy a VGA to HDMI cable out of my own kindness so she could project her laptop's screen onto the board. A lot of teachers were using their own laptops, a lot of them severely outdated with a countless number of issues that delayed the use of the tools ICTs provide. Ranging from slow connection, messed up screen resolutions, crashes and poor quality in general. This isn't to say that the teachers are at fault. Some of them clearly don't have a high level of digital literacy, but they could easily utilize the ICT tools inside the classroom they were familiar with to provide valuable experiences for the students that changed the pace of learning and captured the young learner's attention. Some teachers went further and utilized a higher diversity of these ICT tools to achieve results that demonstrate the true benefits of ICTS. This teacher utilized a website to communicate with parents about tests, homework and providing parents with feedback about their children related to various subjects. She was also gifted a laptop to utilize in the classroom by one of the parents of her students. There was a genuine interest in utilizing ICTS and learning more about its uses by some teachers, sadly, these were frequently hindered by the quality of what they had available and not their own capabilities.

Be it my lack of utilization of ICTs on my own classes due to the issues I have mentioned or some struggles with the equipment, I eagerly pushed forward and tried my best to utilize ICTs inside my classes with the goal of collecting data for myself, this report and the valuable experience it provided me. In my classes I made frequent use of YouTube and even tried to innovate on its use with some more interactive videos/songs. I did certain activities that focused on the use of websites to try achieving a more engaging learning experience for the students. I even utilized my prior knowledge of video editing to create a music video to demonstrate how, with some training, teachers can utilize ICT tools to their full extent to create and find content that could be extremely beneficial for them and their students. To investigate these with a bit more detail I will now be developing into the classes I gave while I was doing my internship in a primary school, along with a few English events we also made for our classes that turned out to be some of the fondest and most valuable memories I have of my internship.

## 1.2 – CLASSES AND EVENTS

After a few classes carefully observing our internship cooperator teach and experiencing the challenges she faced daily in those classrooms, I gained a deeper understanding of the realities of primary English teaching. We felt ready to start teaching our own classes and decided we should take the opportunity that project PEPPA provided us with and teach our first classes to 1st and 2nd grade students and then the rest of the classes to 3rd and 4th grade students. I chose classrooms 2<sup>o</sup>B and 3<sup>o</sup>A as they were the ones I had grown more attached to. We were given ample time to prepare for each class as they were one week apart, and this allowed me to push the boundaries of what I could do with each class and plan everything the best I could. Our teacher cooperator also allowed us to pick what English subject of the curriculum we preferred but gave us an idea of how she usually prepared the classes and the ones she preferred and had planned.

Project PEPPA has the goal to prepare students for the third and fourth year of learning where they are introduced to the English subject. As such, it doesn't have an official curriculum or essential learnings that are tailored to these students. Instead, it focuses on starting to slowly introduce the basics of English and the subjects introduced on the third year but with lower stakes and a more hands on approach. This is important because the first classroom I taught was 2<sup>o</sup>B and I decided to follow the order of the English subjects our teacher cooperator had planned while developing the essential learnings students would need for 3rd and 4th grade English. I taught 6 classes in total, those being on: Names and Surnames, Halloween, Weather and temperature, Colours, Pets and a revision class.

The following report of my classes is a more detailed and developed version of my personal class plans I wrote before each class (see [Appendix 1](#)). These will be essential to establish the experience I had with my internship, and they will be helpful for my investigation as we will be analysing the lesson plans and the use of ICTs in said classes to move forward with the investigation. I will establish the goals I had in mind for the classes and the plans I made, along with the realities I was faced with once said lesson plans were put into practice. I will also give an insight into my mind and the struggles I faced with each class but most importantly, what I learned from them.

This first class aimed to teach students how to say their names and surnames in English, introduce basic greetings, and foster a positive impression of English through fun activities. Core objectives, aligned with primary school essentials, included developing communication skills via oral and minimal written practice, encouraging students to produce English content, and sparking interest in the language as their new teacher. I began by greeting students with “Good morning,” explaining its meaning, and having them repeat and respond. I introduced myself, outlined the lesson, and wrote “What’s your name? My



*Figure 1-Names and Surnames Puzzle*

name is Diogo” and “What’s your surname? My surname is Pinto” on the board, translating and replacing my name with students’ examples. A YouTube video (“Finny the Shark: What’s your name”) reinforced phrases with a catchy song; I sang and gestured, urging students to join, replaying it for choral repetition. Next, I asked each student individually, “What’s your name?” and “What’s your surname?” expecting responses like “My name is...” and “My surname is...” Finally, students wrote their names and surnames on puzzle pieces, decorating them, which I glued onto a postcard labeled “Names and Surnames” for classroom display. The video, an ICT highlight, engaged students, but challenges arose from inexperience. Students grasped names but struggled with “surname,” as the song omitted it and my introduction was insufficient. Reinforcing phrases on the board before questioning could’ve helped. The puzzle activity suffered from poor planning, pieces didn’t fit well, causing delays and a messy result, boring the class. Numbering pieces for correct orientation and student-led assembly with number practice could’ve improved it. Despite hiccups, students responded eagerly, showing ICT’s potential and teaching me to simplify instructions and prepare thoroughly.

The second class focused on Halloween vocabulary, aiming to develop students’ communication skills through oral and written practice, similar to the previous lesson, while introducing terms like “pumpkin,” “skeleton,” “monster,” “vampire,” “witch,” and “ghost.” The goal was to engage students with a fun, thematic class to boost their interest in English.

I greeted students with “Good morning,” receiving their replies, and briefly discussed Halloween to set the theme. A YouTube video (“Guess Who? | Halloween Songs | PINKFONG Songs for Children”) introduced monsters with a catchy song; students were encouraged to remember names, sing, and dance along, replaying it once. Next, I projected an Escola Virtual resource showing a Halloween background with clickable monsters/items that revealed names aloud and in text. I pointed to the items, asked students to identify them, and clicked the items to confirm their guesses. Students then received a paper with cartoon images of the vocabulary, writing the corresponding names below the images while referencing the projected background. I led a choral repetition of the words, pointing to images. Finally, I asked each student to name their favorite monster/item from their paper, correcting their speaking as needed, and gave them a cartoon version of their favourite monster to decorate and glue beside their work.

The class felt smoother, with ICT via the video and Escola Virtual engaging students effectively, sparking enthusiasm. However, unclear instructions caused confusion, and I lacked assertiveness in managing tasks. The writing and naming activities reinforced vocabulary, and students enjoyed choosing/drawing their favourites, but my inexperience showed in delivery. I learned to clarify instructions and be more decisive, noting progress in execution despite needing fundamental improvements.

The third class aimed to teach weather vocabulary, focusing on developing communication skills through reading, speaking, writing, and listening, encouraging students to interact with and produce English content. Key terms were “sunny”, “snowy”, “windy”, “rainy”, “cloudy” and “stormy”. I greeted students with “Good morning,” receiving their replies, and introduced the theme by asking in Portuguese about today’s weather, segueing to English terms. A YouTube weather music video, played twice, engaged students with rhythm and visuals; I encouraged them to sing key words. Using six flashcards, I conducted two activities: first, I held up flashcards, asking students to identify the weather, correcting as needed, then hid and revealed them for a sort of guessing game. Next, I asked six students to hold flashcards backwards; I tapped one to reveal it, and the class named



Figure 2-Weather wheel for students

the weather, rotating through students. For the final activity, each student received a paper wheel with weather images and a spinning arrow. One student secretly chose a weather, drew it on the board, and others guessed by spinning their wheel to match, raising hands when ready. I shouted “STOP” to check answers; correct guessers drew next. The class ended with students stating today’s weather in English. This felt like my most successful class yet, boosting my confidence. The ICT video captured attention, aiding memorization, while flashcards proved versatile for creative drilling. Involving students in flashcard activities increased engagement significantly. The wheel game, though labor-intensive and costly, was a hit, fostering eager participation. However, it sparked disruptive behavior, cheating and noise, which I managed better, learning to balance firmness with encouragement. Unclear instructions occasionally confused students, highlighting my need to refine delivery and classroom control while maintaining enthusiasm.

The 4th class aimed to teach colour vocabulary, reinforcing communication skills through reading, speaking, writing, and listening, encouraging students to engage with and produce English content. Confident due to the previous class’s success, I planned an ambitious lesson but struggled with execution. I began with a “Good morning” greeting, followed by the “Hello Song” (“HELLO SONG Greetings Song for Kids | Lingokids”) projected from YouTube, adopting my colleagues’ routine to signal the start of English class. Students mimicked gestures as I modeled, fostering engagement. I introduced the colours theme with another YouTube video (“Fun and educational songs for kids to learn colours/ feel good brain breaks with DJ Raphi”), upbeat with bold movements and catchy verses; students sang and danced along. Next, I glued colour image flashcards to the top of the board and flashcards with just the name of the colours below,

calling students randomly to match names to images, repeating several times. For the final activity, each student received a paper with 11 paint splatter images forming three addition equations (e.g., one splatter + one splatter = one splatter) and two isolated splatters (black/white). Using small water jars and food colouring, I demonstrated primary colours, asking students to name them in English, then mixed the colours and asked students to identify and write the results from the mix on their papers. Black came from mixing multiple colours; for

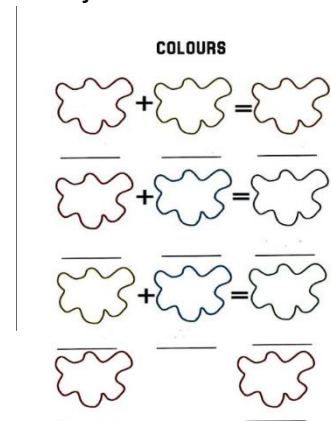


Figure 3- Colours paper given to students for the activity

white I told the students the colour of the paper could be white. The “Hello Song” and colours video, key ICT elements, were hits, sparking enthusiasm and aiding recall—students quickly named colours during the flashcard game. However, the mixing activity was disorganized, revealing my inexperience. I removed flashcards too soon, forcing a time-wasting re-setup for writing support, and rushed mixing due to time constraints, confusing students with unclear instructions and pacing. A slower, structured approach—displaying flashcards, mixing one colour at a time, and guiding writing per step—would have worked better. This disappointment, stemming from overambition and poor planning, pushed me to reflect and refine my approach, fueling excitement to improve future activities while maintaining creative aspirations.

The 5th class, observed by my supervisor, aimed to teach pet vocabulary while developing communication skills through speaking, listening, reading, and writing, encouraging students to engage with and produce English content. Despite pressure to keep it simple, I designed a fun, memorable lesson to reflect my teaching beliefs.

I greeted students with “Good morning,” encouraging responses

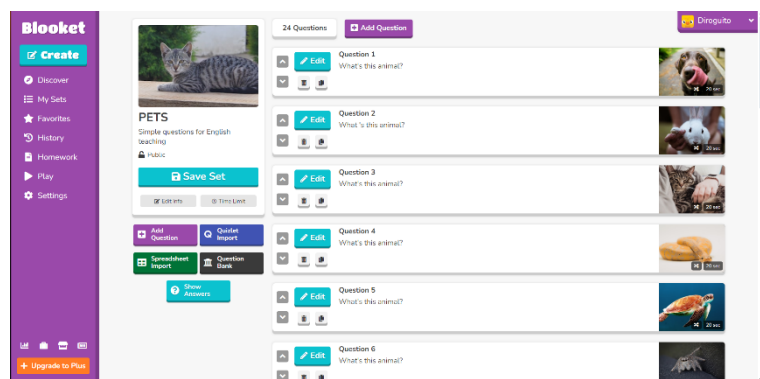


Figure 4- Blooket questions for the game

and gestures to ease the language gap, then played the “Hello Song” (“HELLO SONG | Greetings Song for Kids” by Lingokids) to reinforce routine. I introduced the pets theme with a YouTube video (“Do You Have A Pet?” by Wormhole Learning), its catchy melody and visuals sparking interest. Questions like “What was the song about?” and “Do you have a pet?” connected content to students’ lives. Next, I drilled vocabulary with flashcards, having students repeat pet names, then played a game where they closed their

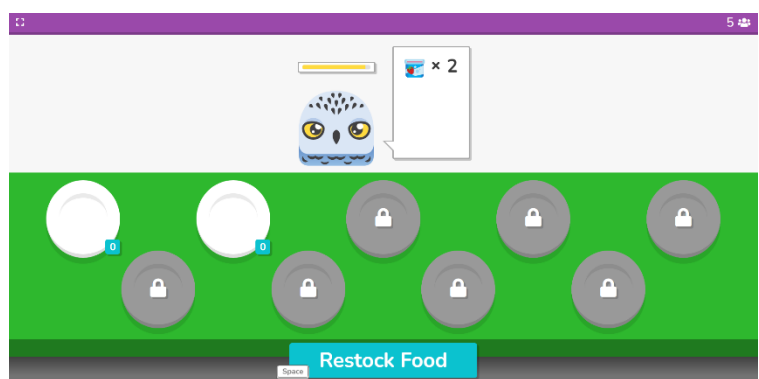


Figure 5-Blooket game

eyes and I removed cards for them to guess the missing pet. A game using the website Blooket followed, projecting an animal café scenario where students answered pet-related questions to earn food and upgrade the shop, guided by a tutorial and my gestures. Finally, students completed a worksheet with “Do you have pets?” with a big empty square to draw their pet (real or imagined), writing its name; confident students presented their drawings to the class.

Initial nerves from observation made me less expressive, but the ICT-driven “Hello Song” and video engaged students, who were initially reserved, opened up and I matched their enthusiasm. Flashcards and the guessing game effectively reinforced vocabulary, though drilling was too brief, needing better timing. Blooket, inspired by my passion for ICT, was a hit despite its complexity for 2nd graders, causing some confusion due to full-English instructions and time constraints; students loved it, some asking for the site to play at home. The drawing activity, incentivized by stickers, fostered creativity and vocabulary use, bringing joy as I helped name pets. My explanations improved, but I over-explained simple tasks, learning to aim for concise, effective delivery while balancing engagement and clarity under pressure.

This final class for 2ºB and my 6th class in total aimed to consolidate vocabulary from previous lessons (names/surnames, Halloween, weather, colours, pets), focusing on speaking and listening skills through interactive activities, with minimal writing due to advice against overemphasizing it, as students were still developing Portuguese

writing skills. I started with the “Hello Song” (“HELLO SONG | Greetings Song for Kids” by Lingokids), now a familiar routine, and announced we’d review past topics. A PowerPoint projected on the board organized content by slides; I prompted students to recall vocabulary before revealing images/text, having them repeat aloud and guess missing words/images. The final slide combined themes,



Figure 6- Edited image from the PowerPoint

featuring edited images I made where a pet was edited to be in various colours and weathers, with students naming the pet, colour, and weather. Three games followed: for colours, students caught a dice with coloured faces, naming the upward colour when they caught the dice; for weather, they predicted the weather on paper labeled with the days of the week by



Figure 7- Edited Image from the PowerPoint

drawing; for pets, they molded pets from coloured plasticine, presenting names in English. As my last class with this group, it was deeply meaningful, aiming to create fond memories. The PowerPoint, an ICT highlight, effectively compacted content, sparking enthusiastic recall and rewarding progress. Edited images helped students connect vocabulary, hinting at sentence structure. The dice and plasticine games engaged students, with the latter a hit, students eagerly presented pets, some seeking help to say names correctly. However, the weather activity was overly ambitious; assuming a brief explanation and board translations for weekdays would suffice led to confusion, as students didn't know them in English. More Portuguese focus would have clarified it and a smaller activity would have helped. Despite this, the class succeeded in showcasing student growth, reinforcing my passion for teaching and highlighting the need for simpler activities and better language balance.

My last 4 classes that were observed were in my second class, 3<sup>º</sup>A. Since this was a 3rd year class, they had English as a subject in their curriculum, and this required a more serious approach. The students would have tests and be graded. It was important to work more with the course book to give them means of support outside of school and stay close to the essential learnings that were established institutionally.

My main objectives stayed similar to class 2<sup>º</sup>B, to create fun, interactive, and engaging lessons that allow students to learn English effectively while fostering a positive and healthy learning environment. I wanted to spark students' curiosity and interest in the English language by showing them how enjoyable and meaningful learning can be by making each lesson a memorable experience. Since I only had a few classes and all of them were about themes on the same unit I decided to make a whole didactic unit for it (see [Appendix 2](#)). In it the students will learn to recognize and use English vocabulary related to three key topics: school supplies, prepositions (on, in, under, near), and means of transport. They will also learn to form simple sentences describing the location of objects and will be encouraged to write some of the vocabulary connected to these topics. Oral activities will be used regularly to help develop their English-speaking skills and build confidence in communication. In terms of competences, the students will develop: Linguistic competence by practicing reading, listening, writing and being exposed to English vocabulary. All of this is supported by basic grammar structures related to the topics taught. The English skills I aim to develop in students include listening,

speaking, reading, and writing. In addition to language development, I also hope to strengthen their social skills through collaborative and interactive activities.

The 7th class, my first with 3<sup>o</sup>A and not part of the didactic unit, reviewed weekdays, months, and concepts of yesterday/today/tomorrow, aiming to consolidate prior learning by my teacher cooperador through speaking, listening, and writing practice.

I introduced myself, outlined the themes, and engaged students by asking what day it was today, using gestures and tone to emphasize “today,” then querying “yesterday” and “tomorrow.” Hypothetical scenarios followed, asking which days came before/after a given day. To reinforce months, I projected a YouTube music video, singing along with students and pausing to display all months, practicing them forward and backward chorally and asking which months preceded or followed a random one. Coursebook exercises consolidated content, followed by a final activity: a cartoon train with 12 month-labeled carriage cutouts. In small groups, students said “My birthday is in [month]” and wrote their name on the corresponding carriage.



*Figure 8- Anniversary train*

This first class with new students was surprisingly positive, boosting my confidence. Using less English improved comprehension, though I overused Portuguese, which I regretted. The ICT video engaged students, aiding recall, but coursebook exercises took longer than expected, highlighting their importance for test prep and writing but requiring better time management. The birthday train was a hit; students eagerly participated, and I corrected pronunciation/writing in real-time. The decorated train, pinned to the classroom corkboard, filled students with pride, reinforcing my ability to organize engaging activities while showing the need to balance languages and plan time effectively.

The 8th class, part of the didactic unit for 3ºA, focused on school supplies vocabulary to develop communication skills. I started with a warm “Good morning” and asked students about today’s weather in English, reinforcing prior vocabulary and fostering a friendly atmosphere. To introduce the theme, I [REDACTED] projected a custom music video I created using ICT tools, as existing videos lacked suitable content or quality. Tailored with engaging visuals and a catchy song, it captured students’ attention effectively, proving ICT’s value in creating reusable, student-focused resources. Next, I used [REDACTED]



flashcards to introduce school supplies, encouraging students to name known items and repeat words for pronunciation and retention. A lively game followed: one student picked a flashcard and named the item, while others raised matching objects, connecting vocabulary to real items. Students then drew their favorite school supply on small square papers, writing its name, and presented it while sticking it onto a large school bag cutout, creating a collaborative display pinned to the classroom wall. We concluded with coursebook exercises on writing, listening, and vocabulary, correcting together to ensure clarity.

The custom video was a highlight, engaging students and validating my ICT skills, while the flashcard game created a dynamic atmosphere, enhancing vocabulary relevance. The collaborative school bag display boosted speaking and pride in their work. My explanations improved, and I supported students effectively during exercises, though time management could be refined. This class showed my growing confidence in blending ICT, interactive activities, and traditional tasks to foster learning.



Figure 10- School bag cut out with some of the papers students drew on

The 9th class, part of the 3<sup>o</sup>A didactic unit, focused on teaching prepositions (on, in, under, near) while reinforcing school supplies vocabulary. I began with a “Good morning” greeting, then reviewed by asking students to hold up school supplies from the previous lesson, calling out names to recapture focus. To introduce prepositions, I used a puppet, “Mr. Tricky,” animated with a silly voice and playful movements to engage students. Using school supplies, I demonstrated prepositions, saying “Mr. Tricky is [preposition] the [school supply item],” and had students repeat to build sentence structure and link old and new vocabulary. Students then chose a supply, placed it using a preposition, and described it with the sentence structure written on the board, with my prompts aiding those struggling. We concluded with coursebook exercises, correcting them together to address mistakes and ensure progress. The last activity planned for this class was never fulfilled as it took too much time and could not be fit into the time I had for the class.

The puppet created a fun, memorable atmosphere, and linking prepositions to familiar vocabulary helped retention. However, the student-led activity was harder to execute than anticipated, needing clearer explanations and more time for practice. Correcting exercises together kept engagement high, but my rushed instructions showed inexperience. This class taught me to provide detailed scaffolding and better manage activity pacing, reinforcing my growth in balancing fun with structured learning and I got to learn from past mistakes and did not try to do a very ambitious activity that could damage the core of what was being taught. No ICT was used, a missed opportunity for a visual aid like an interactive app to reinforce prepositions.

The 10th and final class of the 3<sup>o</sup>A didactic unit focused on means of transport vocabulary, building on prior lessons. I greeted students with “Good morning” and reviewed by asking them to place school supplies on desks using prepositions, bridging previous content and capturing attention. To introduce vehicles, I displayed colorful flashcards, encouraging students to name known ones and practicing pronunciation together for recall. A card-based game followed, using 10 cards forming a loop between them, each with a vehicle image and two sentences: “I have a [vehicle]” and “Who has



Figure 11- Flash cards used for the activity related to transports

a [vehicle]?” Shuffled and distributed to groups or pairs, students read their card (e.g., “I have a car. Who has a truck?”), continuing the chain until looping back. I demonstrated to ensure clarity. For the final activity, students used LEGO bricks to build vehicles, presenting them in English at the front of the classroom.



*Figure 12-LEGO transport created by student*

The card game was easy to set up, fun, and effective, with students quickly grasping it, enhancing speaking and sentence structure through collaboration. The LEGO activity sparked creativity, solidifying vocabulary as students proudly named their creations. No ICT was used, this was a missed opportunity for a video or digital builder app to enrich engagement. This class showed my improved organization and ability to balance interactive, hands-on tasks, though I reflected on needing to incorporate more tech to align with my passion for innovative teaching.



*Figure 13-LEGO transport created by student*

At the end of these classes I felt like I was doing significantly better as a teacher but still lacked a lot of knowledge and experience that I hope to gain with time. I made countless mistakes with my wording, how I overused or underused English and Portuguese, explanations missing details, lack of effective planning or even just missing certain key traits as a teacher that could make me excel to the excellence I hope to reach. But by setting myself up to these ridiculous standards I pushed myself to reach for those goals and yet wallow in my inability to grasp them while losing some of the happiness I got from teaching. The most important thing I learned with these classes was that I need to follow the advice I give to my students. I need to accept the fact that I can fail just like everyone else but just have need to keep moving forward and improve without giving up on my goals and look at my failures as my biggest teachings. I started entering classes without being anxious but excited and happy to give my students my all, being open to change and to improving throughout every step of the way so I can adapt to their needs. If I want my students to follow this belief of mine, then I need to be the one leading the charge and change.



*Figure 14-LEGO transport created by student*

Lastly, I have participated in a multitude of events across my internship that have enlightened me to the possibilities that come from thinking outside the box and making these occasions into opportunities for the students to learn English and have a great time. The 3 main events we worked on were Halloween, Thanksgiving and Christmas.

Our Halloween event was our first and the one that took the most effort. With a few weeks of advance we gave the students from 1st and 2nd grade a paper with cut outs to make a small witches hat at home and decorate it the best way they could with various materials, as long as it stayed true to the theme of Halloween. The 3rd and 4th grade students were given a mask instead but were told to do the same. When the date got closer to Halloween, me and my partner in this internship spent a few days adorning the front of the school with countless ornaments the school had and we had made, bought or brought from home. We also used the multiple masks and witches hat to decorate the area so the students and parents would see them all in display. To make this event even more memorable we had one of the classes, 3<sup>o</sup>B, to memorize a Halloween song and on the day of Halloween we all came to school dressed up in costumes as various characters. We went around to every classroom in the school and sang the song while walking around the classroom and making scary sounds and gestures to the other students. In the end, we asked for trick or treat and once we were done, we divided the sweets for every student in the classroom while saving some for the teachers as well.



*Figure 15- Student and teacher dressed up for trick or treat activity*

We went around to every classroom in the school and sang the song while walking around the classroom and making scary sounds and gestures to the other students. In the end, we asked for trick or treat and once we were done, we divided the sweets for every student in the classroom while saving some for the teachers as well.



*Figure 16- Front of Primary school I was an intern in with the decoration for Halloween*

The Thanksgiving event, this was an opportunity to hone teaching skills comfortably, it involved two classes co-taught with my partner in the internship: one for 1st/2nd graders and one for 3rd/4th graders. Both began with an introduction to Thanksgiving's history



*Figure 17-Thanksgiving table made by 1<sup>st</sup> and 2<sup>nd</sup> graders*

and customs, followed by a music video on its background. For 1st/2nd graders, the focus was on Thanksgiving food vocabulary; students colored cartoon cutouts of typical dishes, glued them to wooden sticks like lollipops, and stuck them into a foam “thanksgiving table” while saying the food’s name, emphasizing union. Two full tables resulted, creating a collaborative display. For 3rd/4th graders, the class shifted to writing after introductions were done; students completed a Thanksgiving story and exercises with our guidance, then wrote “I’m thankful for…” on turkey feather cutouts, choosing from orange, brown, red, or yellow to color without covering the text. We provided example phrases on the board, and feathers were pinned around an A3 Thanksgiving image with “Happy Thanksgiving” text.



Figure 18- Thanksgiving poster and the leaf's that say what the students are thankful for

The video, the only ICT element, effectively introduced the theme, engaging both groups. The 1st/2nd grade activity fostered lively participation and reinforced speaking, though managing excitement was challenging. The 3rd/4th grade tasks encouraged reflection and writing, but varying skill levels required careful support. Co-teaching highlighted the need for better coordination and time management, yet both classes successfully built successful work that I believed was managed effectively, showing some growth in balancing fun and learning while revealing areas to refine collaborative planning.

The Christmas event, a special English class for each classroom, was led by me with my internship partner’s collaboration, showcasing my ideas through thorough preparation and resources I created and purchased. We began by discussing Christmas, playing “All I Want for Christmas Is You,” dancing, and encouraging students to sing along. A highly interactive YouTube video, “Danny’s Sleigh Adventure,” was projected, prompting students to act out catching presents, dodging tornados, and tiptoeing to deliver gifts, sparking such

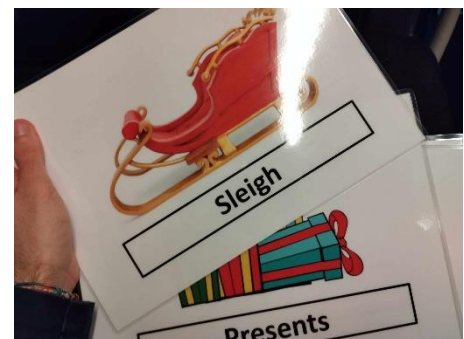


Figure 19- Christmas flashcards

enthusiasm that every class requested a replay. Next, I used self-made, plasticized Christmas vocabulary flashcards for a drilling activity, with students repeating terms aloud, followed by a game where we removed cards from the board while their eyes were closed, asking them to identify the missing ones, increasing difficulty as needed. Finally, students wrote Santa cards in English, drawing a desired gift, and placed them in stockings I provided, which were pinned to the classroom wall.

The ICT-driven video was a standout, driving engagement and interactivity, while flashcards reinforced vocabulary through fun repetition. The card activity fostered creativity and writing, though managing excitement required strong classroom control. This event highlighted how preparation and management can elevate my ideas, boosting student joy and my confidence, though it underscored the need for streamlined pacing to balance high-energy activities.

With all the classes and events covered we can look at all of them as a whole and turn towards ICTs again. I already mentioned at the start of this section of the report how I could feel the struggles of utilizing ICT tools and why some teachers shy away from them. I also talked about my own inability to use them more due to my lack of being able to teach properly and my focus on firstly trying to get the basics down. But I did still try my best to innovate and utilize these tools because I really am passionate about the benefits they can bring for language learning. If we look at my classes, we can see that I have used ICT tools quite frequently, particularly the use of YouTube as a means of introducing the theme of the class and I believe it to be very effective. But we also have various other moments like the use of Escola virtual to play a small activity with the students, the pet café game I played with the students that I had made on the website Booklet, the PowerPoint I created for a revisions class along with the images I edited to consolidate the students learning by fusing the themes together, the music video I made from scratch for the music I wanted to use for the class on school supplies and the ability to navigate the web effectively to find better and more productive content on websites like YouTube. This usage was definitely lower than what I had expected before I started the internship but, it was for the right reasons. I came face to face with a multitude of reasons that don't facilitate the use of ICT tools for teaching that I have mentioned heavily on the theoretical section of this report. I was faced with the fear of trying to break the mold and try something new with these ITC tools and the possibility of failure. But I also got to see with

my own eyes the benefits they provide students and teachers and the profits of such benefits when they flourished inside the classroom, and I was filled with a sense of accomplishment that pushes me to keep wanting to innovate and discover how far I can push these new technologies for my students and my own gain as a teacher.

These classes and events were the fundamental part of my internship and if I'm being very honest, the most valuable experience I have ever gotten in all my years as a student. Theory and fundamentals are essential, but no amount of theory can prepare you for the reality that comes when you are in front of the classroom. It can be incredibly demotivating but also the proudest you will ever feel. There is no perfect way to teach us to interact with all kinds of different students and scenarios, we must adapt and overcome the difficulties the best we can and keep pushing forward for their future and ours. I learned so much about teaching, but I learned even more about myself. Most of all, I got to finally be certain that this is what I want to do for the rest of my life, and I want to be the god dam best I can at it. To try everything, I can to ignite the passion for English in my students that I have and see them learn while having a great time.

## INVESTIGATION

### 1.1 – OBJECTIVE, RESEARCH QUESTION AND METHOD OF INVESTIGATION.

The central objective of this investigation was to explore how lesson plans can be adapted through the use of ICT tools in order to enhance student engagement and improve learning outcomes. At the same time, this study sought to understand students' own perceptions of ICT use in their learning processes. As previous research has shown, ICTs can play a pivotal role in creating more interactive, motivating, and student-centered learning environments when used purposefully while increasing digital literacy (Poudel, 2022; Mohsen & Pandit, 2023). However, their effectiveness is context-dependent, and their integration into language classrooms often varies according to teacher preparedness, infrastructure, and student digital literacy (Bingimlas, 2009; OECD, 2023).

My interest in this topic stemmed from observing the growing presence of technology in educational settings and recognizing that many lesson plans continue to follow traditional formats, which may not fully engage students, address diverse learning needs and prepare students for an ever growing digital future. UNESCO (2024) has emphasized that learners themselves increasingly expect digital tools to be part of their education, highlighting both the opportunities and the risks of digital integration. Thus, this investigation is framed within a broader effort to align teaching practices with the realities of today's digital generation.

The research was guided by two main questions:

- In what ways can lesson plans be adapted through ICT integration to encourage engagement, enhance digital literacy and increase the likelihood of positive learning outcomes in the Primary English classroom?
- What is the perception of primary school students regarding the use of ICTs in their learning process?

To address these questions, a small-scale investigation was carried out during my teaching internship. A mixed-methods approach was adopted, combining a documental and categorical

analysis of lesson plans with qualitative data from students. Following guidelines for classroom-based action research (Burns, 2010), I analysed lesson plans by categorizing ICT integration according to pedagogical purpose, level of interaction, and placement within the lesson structure. This structured approach reflects OECD's (2023, 2024) emphasis on examining not only whether ICT is used, but also how it is embedded into teaching and learning.

In addition, students' perceptions were gathered through questionnaires and short follow-up interviews after ICT-based lessons. Previous studies have shown that student voice is essential in assessing the motivational and affective impact of technology in education (UNESCO, 2024; PISA, 2022). By incorporating learners' perspectives, the investigation aimed to capture not only observable engagement during lessons but also students' attitudes towards the digital resources employed.

Together, these methods allowed for a critical reflection on how ICTs can support the modernization of traditional practices, making lessons more interactive and responsive to students' evolving expectations in a digital age.

## 1.2 - ACTIONS TAKEN AND RESULTS OBTAINED WITH THE INVESTIGATION

To answer the first research question, “In what ways can lesson plans be adapted through ICT integration to encourage engagement, enhance digital literacy and increase the likelihood of positive learning outcomes in the Primary English classroom?”, I conducted a documental and categorical analysis of my own lesson plans(See [Appendix 1](#)) with the goal to try and understand what I could have done better with the usage of ICTs and how other teachers can do the same for their future lesson plans. The goal was to identify moments where ICT was effectively integrated and highlight areas where further adaptation could have been beneficial. This approach is aligned with classroom-based action research principles, where the teacher systematically examines their own practice in order to inform pedagogical improvement (Burns, 2010).

Each lesson plan and school event was analysed across a consistent set of categories:

- **ICT Tools Used:** Identifying whether and which digital tools (e.g., YouTube videos, PowerPoint, Blooket, Escola Virtual) were incorporated. This follows OECD’s (2023, 2024) framework, which stresses the importance of documenting not only the presence but also the type of ICT resources used.
- **Purpose of ICT:** Establishing whether the technology served to present content, engage learners, provide cultural context, or foster interaction. This echoes Poudel’s (2022) classification of ICT pedagogical functions, emphasizing the need for intentional and purposeful integration.
- **Level of Interaction:** Differentiating between passive (e.g., watching a video) and active (e.g., students playing a digital game) engagement. This is consistent with findings from the OECD PISA reports (2015, 2022), which underline that student outcomes depend less on access to ICT and more on the nature of their interaction with it.
- **Focus of the Activity / Placement in Lesson:** Considering whether ICT was used in the input, practice, or production phases of the lesson. Research suggests that timing and sequencing of ICT use influence its impact on learning outcomes (Mohsen & Pandit, 2023).

- Potential for ICT Adaptation: Reflecting on how traditional activities might be enhanced by digital means, thus connecting to Bingimlas' (2009) argument that teachers often fall back on traditional methods due to uncertainty or lack of training, missing opportunities for deeper engagement.

By organizing the analysis into these categories, it became possible to observe not only where and how ICT was used, but also the extent to which it contributed to learning. This structured approach aligns with UNESCO's (2024) call for technology integration to be learner-centered and reflective, ensuring that digital tools serve educational objectives rather than being used superficially.

To complement the analysis, I also collected student perceptions through questionnaires and brief follow-up conversations after a lesson that was specifically made to generate non bias answers from students. This mixed-methods approach acknowledges the importance of student voice in evaluating the motivational and affective dimensions of ICT use (UNESCO, 2024; OECD, 2022). Students' feedback provided insights into whether they found ICT motivating, helpful for understanding content, and supportive of their participation in class.

Together, these actions offered a more comprehensive picture of how ICT tools were expected to be used in my classrooms during the internship. On one hand, ICT was shown to capture attention, increase participation, and support vocabulary retention, consistent with previous findings (Poudel, 2022; Mohsen & Pandit, 2023). On the other, the analysis reveals missed opportunities where traditional, low-tech activities could have been enhanced by interactive digital tools, echoing Bingimlas' (2009) observation of barriers linked to teacher confidence and infrastructure. It is also important to mention that the data is laid out in the order the lesson plans were created, starting with the first lesson plan I created for my first lesson and ending on the last one. In the section named "Appendices" of this report you can find the 10 original lesson plans that are the foundation for this analysis and that I wrote while in my internship ([Appendix 1](#)), along with the didactic unit I created for the last 3 classes that detail those particular lesson plans in greater depiction ([Appendix 2](#))

**Table 1**

*Documental and categorical analysis of the lesson plans*

Topic Of the Lesson Plans	ICT Tools Used	Purpose of ICT	Level of Interaction	Placement in Lesson	Potential for ICT Adaptation
<b>Names &amp; Surnames</b> <ul style="list-style-type: none"> <li>• <a href="#">Appendix 1</a></li> <li>• <a href="#">Figure 1</a></li> </ul>	YouTube video and projector	Language input, vocabulary exposure	Passive learning with ICTs	Start	<p>An activity could be done where students come up one by one, drag their name (pre-typed on movable labels) onto a cartoon character or image, then say:</p> <p>“My name is ____.”</p> <p>“My surname is ____.”</p>
<b>Halloween</b> <ul style="list-style-type: none"> <li>• <a href="#">Appendix 1</a></li> </ul>	YouTube video, <i>Escola Virtual</i> website and projector.	Vocabulary introduction, visual recognition	Passive learning with ICTs	Start and middle	<p>Instead of only projecting images, an Interactive Whiteboard activity could allow students to click on Halloween characters themselves, hearing the pronunciation and repeating aloud.</p>
<b>Weather</b> <ul style="list-style-type: none"> <li>• <a href="#">Appendix 1</a></li> <li>• <a href="#">Figure 2</a></li> </ul>	YouTube song and projector	Vocabulary introduction	Passive learning with ICTs	Start	<p>The flashcard guessing activity could be digitalized with <i>Wordwall's</i> “Random Cards” or “Spin the Wheel” feature, letting students reveal or spin for weather words while practicing aloud.</p>

<p><b>Colours</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Appendix 1</a></li> <li>• <a href="#">Figure 3</a></li> </ul>	<p>YouTube video and projector</p>	<p>Routine setting and warm-up</p>	<p>Passive learning with ICTs</p>	<p>Start</p>	<p>The colour mixing activity could be replaced with an online mixing simulator (e.g., <i>Toy Theater's Color Mixing</i> or a <i>PhET simulation</i>), allowing students to virtually combine colours and immediately see results without time-consuming setup.</p>
<p><b>Pets</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Appendix 1</a></li> <li>• <a href="#">Figure 4</a></li> <li>• <a href="#">Figure 5</a></li> </ul>	<p>Music video, a game from the website "Booklet" was adapted to the lesson and projected onto the board for students to play</p>	<p>Drilling of vocabulary through repetition and interactive questions</p>	<p>Passive and active learning with ICTS</p>	<p>Middle</p>	<p>Students could be asked to take pictures of their pets or others from their family and send them to their teacher with the help of their parents, presenting the pets in English to their class.</p>
<p><b>Revision Lesson for 2nd Grade</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Appendix 1</a></li> <li>• <a href="#">Figure 6</a></li> <li>• <a href="#">Figure 7</a></li> </ul>	<p>Edited PowerPoint slideshow with activities being projected onto the board.</p>	<p>Review of all previously taught content</p>	<p>Passive and active learning with ICTs</p>	<p>Throughout</p>	<p>The plasticine pet activity could be extended digitally by photographing pets and uploading them to a <i>Padlet</i> wall with names in English, creating a class "Pet Gallery."</p>
<p><b>Revision Lesson for 3rd Grade</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Appendix 1</a></li> <li>• <a href="#">Figure 8</a></li> </ul>	<p>Music video on YouTube and projection of exercises on the board</p>	<p>Vocabulary development and exercises</p>	<p>Passive and low activity learning with ICTs</p>	<p>Middle</p>	<p>A <i>Kahoot</i> quiz could consolidate days and months knowledge, adding a game-based review to strengthen recall and pronunciation.</p>

<b>School Supplies</b> <ul style="list-style-type: none"> <li>• <a href="#">Appendix 1</a></li> <li>• <a href="#">Appendix 2</a></li> <li>• <a href="#">Figure 9</a></li> <li>• <a href="#">Figure 10</a></li> </ul>	The teacher created and projected a music video that required touching and interacting with vocabulary.	Vocabulary input and repetition	Passive and active learning with ICTs	Start and throughout	The school bag activity could be changed to digital drawings that would be sent to the teacher and put on top of an image of a school bag.
<b>Prepositions</b> <ul style="list-style-type: none"> <li>• <a href="#">Appendix 1</a></li> <li>• <a href="#">Appendix 2</a></li> </ul>	No ICTs used	-	-	-	Using a tool like <i>Blabberize the teacher</i> can give any image of “Mr. Tricky”, or any character, a bit of life by making them animated and reusable for future classes.
<b>Means of Transport</b> <ul style="list-style-type: none"> <li>• <a href="#">Appendix 1</a></li> <li>• <a href="#">Appendix 2</a></li> <li>• <a href="#">Figure 11</a></li> <li>• <a href="#">Figure 12</a></li> <li>• <a href="#">Figure 13</a></li> <li>• <a href="#">Figure 14</a></li> </ul>	No ICTs used	-	-	-	Using <i>Google Earth</i> or <i>Google Maps</i> , students could “travel” virtually and be shown places where means of transport are present and be asked what mean of transport they see or find.

Out of the 10 lessons we can see that 8 of them use ICTs, this would equivocate to an 80% ICT usage across my lessons.

To answer the second question, “What is the perception of students regarding the use of ICTs in their learning process?”, I decided to collect two sets of data, the first consisting of individual questions to students based on a specific class and another set of data that was gathered from a questionnaire to a much higher number of students but was related to their own perspective of ICT.

The first set of data was collected from students' responses to two open ended questions related to an English class (See **Appendix 4**). This was the fifth lesson I taught to my 3<sup>rd</sup> grade class, and the theme was "Pets." One of the main activities in this lesson focused on a specific ICT tool: a website that was projected onto the board where students interacted with a game related to the class topic. It is important to note that this lesson also included a significant non-ICT activity. This was done intentionally to provide students with a balanced experience, ensuring that their answers to the questions would not be biased toward either approach.

The questions I asked the students were:

1. "What part of the class did you enjoy the most?"
2. "Why did you like that part the most? "

The results were as follows: 10 students in total answered the questions. When answering the first question, 7 students said that they enjoyed the activity related to ICTs more and 3 students said they enjoyed the activity that was not related to ICTs.

When answering the second question, 1 student said they enjoyed the music video played at the beginning of the class because they love music and dancing; the 3 students that answered that they enjoyed the activity that wasn't related to ICTs the most had similar answers, all of them said they enjoyed the activity the most because they enjoyed drawing their pets and/or showing them to their friends; the last 7 students all answered that they enjoyed the main ICT related activity from the class but had different reasons for why they enjoyed the activity. 3 students said that they simply enjoyed the activity and found it fun, 2 students said they found a character on the game funny, 1 student said he loves video games and plays them a lot at home so he was really happy to play them inside the classroom.

## **Table 2**

*Question 1: "What part of the class did you enjoy the most?"*

Category	Number of Students
ICT-related activity	7
Non-ICT activity (drawing their pets)	3
<b>Total</b>	<b>10</b>

**Table 3**

*Question 2: "Why did you like that part the most?"*

Category (Reason)	Number of Students
Found the ICT activity fun/enjoyable (ICT activity)	3
Liked the funny character in the ICT game (ICT activity)	2
Likes video games in general (ICT activity)	1
Enjoyed music video (ICT activity)	1
Enjoyed drawing pets & sharing their pets to others (non-ICT activity)	3
<b>Total</b>	<b>10</b>

The second set of data was collected from the questionnaire (see **Appendix 3**). The questions on said questionnaire were:

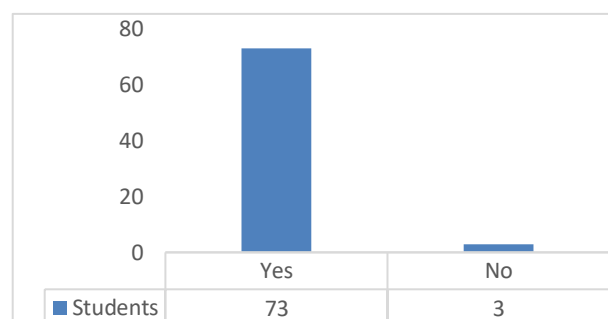
1. “Do you like to use smartphones, tablets, computers or any other digital device?”
2. “In what language/s do you usually watch movies, video and play video games?”
3. “How frequently do you find yourself using that language?”
4. “Do you find yourself paying more attention to class or having more fun when your English teacher utilizes YouTube or any other digital means to watch videos, perform activities, play games or do exercises on the board with the projector?”
5. “Would you like if the teacher utilized these methods or other methods related to digital tools for your learning experience?”

To get an accurate source of data that could be analysed effectively, the answers for each question were limited. The students had to make a cross inside a box that was next to one of the possible answers. In one question the students were able to answer more than once, that question being: “In what language/s do you usually watch movies, video and play video games?” This was because some students interacted with content of various languages and did not feel it was correct to just answer with one language.

The results from the questionnaire revealed some very interesting data. Some of which I was surprised to see, and others I was expecting after my months of internship in the school. The results were as follows:

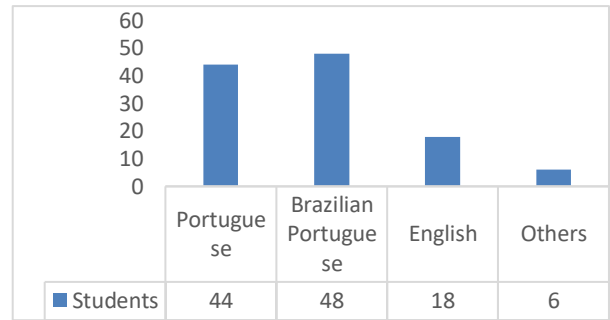
76 students answered the questionnaire in total.

Question 1: Do you like to use smartphones, tablets, computers or any other digital device?



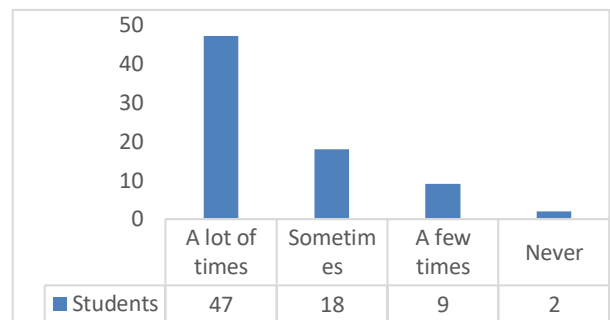
**Chart 1 – Answers to question 1**

Question 2: In what language/s do you usually watch movies, videos and play video games?



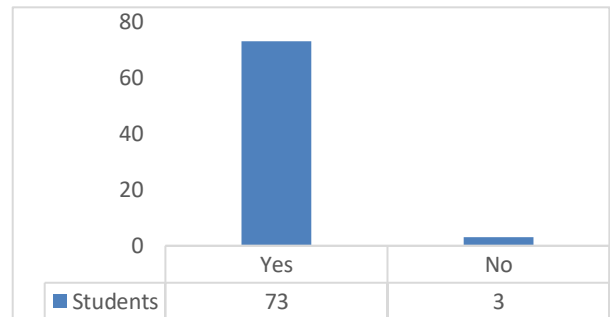
**Chart 2 – Answers to question 2**

Question 3: How frequently do you find yourself using that/those language/s?



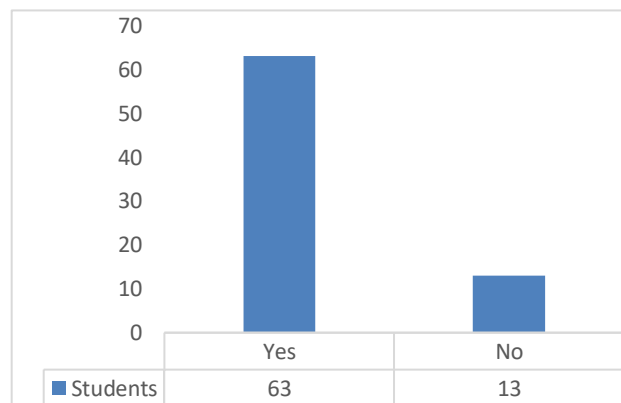
**Chart 3 – Answers to question 3**

Question 4: Do you like or find yourself to be paying more attention to class when your English teacher utilizes YouTube or any other digital means to watch videos, perform activities, play games or do exercises on the board?



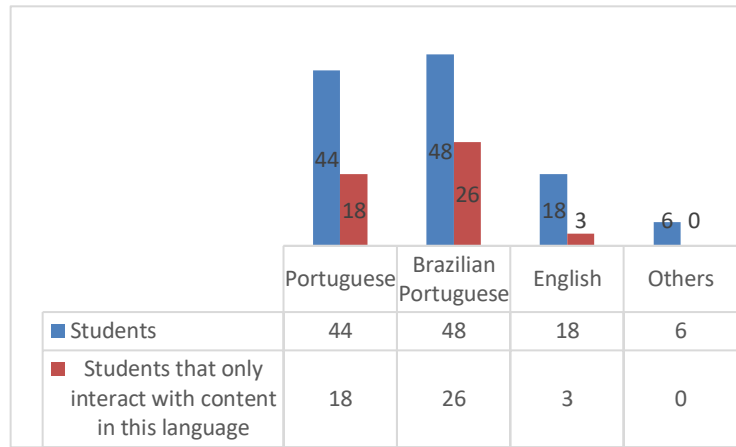
**Chart 4 – Answers to question 4**

Question 5: Would you like it if the teacher utilized these methods or other methods related to digital tools for your learning experience?

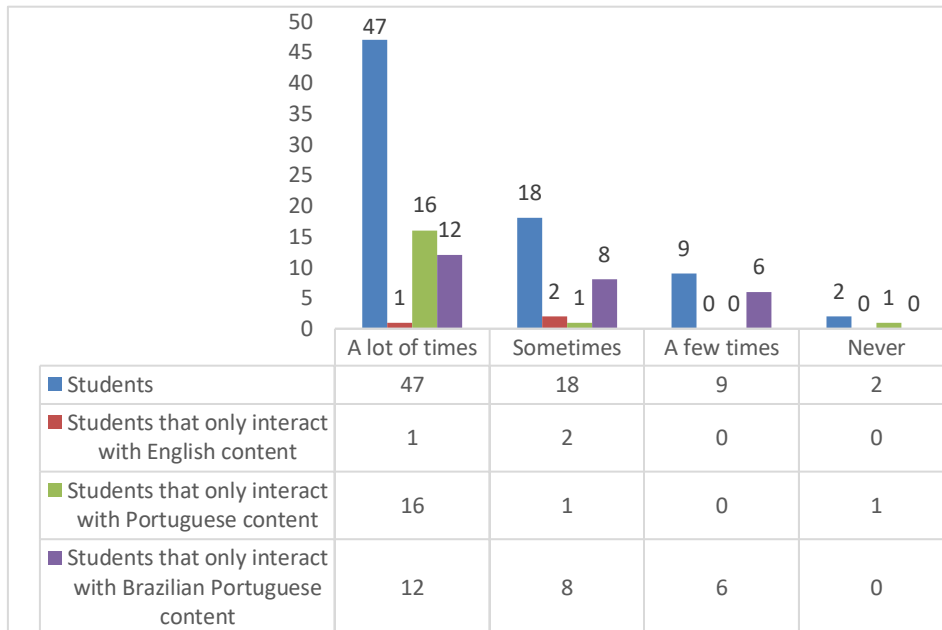


**Chart 5 – Answers to question 5**

There is also some extra information regarding the second and third question:



**Chart 6 – Extra information about question 2**



**Chart 7 – Extra information about question 3**

### **1.3 - DATA ANALYSIS AND CONCLUSIONS REACHED**

Regarding the first question, (“In what ways can lesson plans be adapted through ICT integration to encourage engagement, enhance digital literacy and increase the likelihood of positive learning outcomes in the Primary English classroom?”) the analysis of the lesson plans shows that ICT was present in 8 out of 10 classes, indicating that technology was to play a frequent, though not consistent, role in the teaching and learning process during the internship. In both categories, ICT was primarily to be employed during the input or presentation stage of the learning sequence. Tools such as YouTube videos, PowerPoint presentations, and interactive online platforms (e.g., Escola Virtual) would be used to introduce vocabulary, create a visually engaging atmosphere, and set the tone for the lessons or events. Certain classes distinguish themselves with more creative use of ICT tools but it’s very minimal in a greater scale. These tools are effective in generating curiosity, especially among younger learners, and in enhancing their listening and comprehension skills through the use of music, movement, and storytelling.

However, the analysis also highlights that ICT was to be rarely extended into the practice or production phases of the lessons. For example, while videos and songs were commonly used to introduce content (as seen in the Names & Surnames, Halloween, and Weather lesson plans), students often returned to traditional paper-based or oral follow-up tasks, such as worksheets, drawings, or games with physical materials. This created a disconnect between the initial digital engagement and the rest of the learning experience. In the few cases where interaction did occur, it was mostly repetitive or choral (e.g., repeating vocabulary as a class), rather than individual or creative, limiting opportunities for students to take ownership of their learning through digital means and develop their digital skills.

Furthermore, a lot of ICT elements such as music videos and animated stories served primarily as passive input. For instance, in the YouTube music videos played at the beginning of many of the classes, they would provide an introduction to vocabulary, but there would be no student-generated digital output such as reflective videos, voice recordings or interaction with ICT tools.

Another important pattern observed in the analysis is the teacher-centered nature of ICT use. In nearly all lesson plans, the ICT tools were intended to be controlled and projected by the teacher, with little direct manipulation or exploration by the students themselves besides sometimes writing on the board. This reveals an area of pedagogical development that needs to be improved. Shifting from teacher-led demonstration tools to student-centered creative platforms where learners can produce digital content, collaborate online, and receive real-time feedback. There is clear potential to adapt traditional lesson plans more deeply by integrating interactive platforms, student-generated digital work, and formative digital assessment tools. Doing so would not only maintain the motivational benefits but also deepen learning outcomes, promote digital literacy, and align classroom practices more closely with the realities of modern education.

In conclusion, the analysis of the lesson plans ([Table 1](#)) reveals that ICT integration was frequent, appearing in approximately 80% of the lessons, yet predominantly in the input and presentation phases through teacher-led resources such as YouTube videos, PowerPoint slides, and Escola Virtual. While these tools successfully engaged students and sparked initial enthusiasm, they often remained at a passive level of consumption rather than fostering active participation. As Ambika Poudel (2022) and Mohsen & Pandit (2023) highlight, the true pedagogical value of ICT lies in enabling interactive, collaborative, and student-centered practices that promote autonomy and critical engagement. Although a few lessons, such as those incorporating Blooket or teacher-created videos, demonstrated the potential of ICT to transform learning into an active, creative process, these remained exceptions. This suggests that, while ICT is already a motivating factor for young learners (OECD, 2023; UNESCO, 2024), lesson plans must be further adapted to integrate these tools meaningfully into the practice and production stages of learning. By doing so, teachers can move beyond surface-level engagement and harness ICT's full potential to enhance both motivation and learning outcomes.

Regarding the second question, the results collected through two different questionnaires show a clear and consistent trend: students hold a highly positive perception of ICT use in the classroom, especially within the context of English language learning. Both sets of data indicate that digital tools such as videos, games, and interactive platforms are not only well

received but also strongly associated with higher levels of enjoyment, attention, and motivation.

In the first questionnaire, conducted after a 3rd-grade lesson on pets, students were asked open-ended questions to determine which part of the class they enjoyed most and why. Out of the 10 students who responded, 7 stated that they preferred the ICT-based activity, while only 3 preferred the traditional drawing task. Notably, even among the students who enjoyed non-digital activities, their reasons were positive and related to creative expression and social interaction or personal connections (e.g., drawing pets and sharing with peers or showing their pet). The responses of students who favored the ICT activity varied: some simply found the game fun, others were engaged by specific characters or the challenge of the game, and one student directly connected the experience to their personal enjoyment of video games outside of school. This variation highlights how ICT tools can appeal to different learner interests and preferences.

The second, larger-scale questionnaire, which was answered by 76 students, reinforced this positive perception. An overwhelming majority (73 out of 76) reported that they like using digital devices, and the same number said they pay more attention or enjoy class more when their English teacher uses videos, games, digital media or interactive digital exercises. Furthermore, 63 students expressed a desire for more digital methods to be integrated into their learning experience. This indicates not only a positive reaction to ICT but also an active interest in seeing more of it in their future lessons.

Although the data also revealed that most students primarily interact with digital content in European Portuguese or Brazilian Portuguese, a significant number (18 students) reported interacting with English-language content and a smaller number (6 students), reported interacting with other languages, suggesting that technology may also serve as a bridge to increased language exposure outside the classroom. Moreover, the frequency of this interaction varied, with 47 students stating they use these languages "a lot of times" and 18 students stating that they use these languages "a few times", suggesting strong habitual engagement with digital media in their daily lives, a behavior that supports the natural integration of ICT into school-based learning. Looking more in depth at the data we can also

see that the students do not just interact with one language even if they mainly interact with one.

Taken together, these results indicate that students not only enjoy the use of ICT in their English classes but also recognize its value in supporting their learning. Digital tools appear to enhance their motivation, help them focus more easily, and provide a familiar environment in which they can practice the language in meaningful ways. At the same time, a small minority of students expressed a preference for more traditional activities or less frequent use of technology, reinforcing the importance of maintaining a balanced approach that incorporates ICT without excluding non-digital methods. This balance echoes UNESCO's (2024) warning that technology should complement, rather than replace, meaningful learning tasks, and aligns with Poudel's (2022) argument that ICTs are most effective when embedded in student-centered pedagogy.

Beyond the classroom, these perceptions we can capture from the questionnaire and smaller scale open ended questions to students after the "Pets" class also reflect how students consume ICTs in their daily lives. Research shows that platforms such as YouTube, video games, and social media expose children to English and other languages informally, shaping vocabulary, pronunciation, and intercultural awareness (OECD, 2015; OECD, 2022; Abaker, 2019; Genelza, 2024). While this exposure often fuels enthusiasm and subconscious language acquisition, it also carries risks of overuse, inconsistent input, or distraction (OECD, 2022; UNESCO, 2024). The evidence from this investigation therefore confirms that ICT integration is not only motivating but also expected by learners of this generation (OECD, 2023), and that effective language teaching should build on these informal practices by guiding students toward safe and pedagogically meaningful use of digital tools.

Ultimately, the findings highlight that while traditional activities remain valuable, ICT-based methods are perceived by students as more engaging and enjoyable, suggesting that a blended methodology is the most effective way to maximize learning outcomes.

## CONCLUSION AND REFLECTION

Reaching the end of this report is not just the conclusion of a written document, it feels like the closing of one chapter and the cautious but eager beginning of another. This internship and the investigative journey that accompanied it have changed the way I see education, technology, and myself as a future teacher.

From the beginning, my goal was not only to fulfill the requirements of my practicum but to engage deeply with a theme I care about: the role of ICTs in language teaching. The theoretical framework I built was something I felt strongly about, fueled by my passion for technology, media, and its transformative potential in education. I believed, and still believe, that ICTs can help bridge gaps in engagement, provide more inclusive learning opportunities, and support teachers in ways traditional methods cannot always reach. Through my investigation, I attempted to support these claims with data, studies, and reflections that go beyond buzzwords and dive into real, observable trends.

The research process taught me a great deal. Studying UNESCO reports, PISA frameworks, and multiple academic articles, I was constantly reminded of both the promise and the complexity of using ICTs in schools. There is a constant tension between access and effectiveness, between innovation and practicality, and between idealized learning environments and the real limitations many teachers and students face daily. This was not just an abstract problem. During my internship, I lived it. Broken projectors, slow laptops, uneven digital literacy, these were not exceptions, they were part of the day-to-day reality. And yet, within those limitations, I saw sparks of creativity, dedication, and a willingness to move forward and experiment with the multitude of ICT tools available to teachers.

The investigation component of this report helped me see the flaws in my implementation of ICT tools and how I can better improve my planning to utilize them better while maintaining core essentials for effective learning. Analyzing the multiple lesson plans I made let me reflect on how I used ICT frequently but often in a teacher-centered and input-focused way, without extending it into practice or production stages. This limited opportunities for students to interact creatively, develop digital literacy, and take ownership of their learning. Moving

forward, I recognize the need to integrate more student-centered, interactive, and creative ICT tools that go beyond motivation to truly enhance the outcome of my classes and align classroom practices with modern demands. This investigation also let me see how ICTs are already impacting students in ways we sometimes overlook. From children referencing vocabulary they picked up through YouTube videos to their excitement over interactive digital activities, I witnessed the blurred line between digital leisure and learning. Their exposure to online content, even when uncontrolled, was shaping how they communicated, what they valued, and how they saw language. This raised concerns but also possibilities. It reminded me that our job as educators is not to reject what students are already immersed in, but to meet them there, guide them, and show them how to use those tools in a meaningful, structured, and safe way.

My report might seem ambitious in places, and that's because my belief in the potential of ICTs is just that, ambitious, hopeful, maybe even idealistic. But the reality of the internship grounded those ideals in a little experience. I didn't manage to use ICTs in every lesson the way I dreamed of, but I understood why. I learned that being a teacher is not about constantly innovating, it's about reading the room, adapting, and choosing the tools that serve the lesson best. Sometimes those tools are scissors and glue, sometimes they are a music video or a digital game, and sometimes they are just your voice and presence to support students in their best and worst times. We can be more than just educators at times and create bonds that teach more than any subject ever could.

I also learned that no amount of theoretical knowledge can replace classroom experience, but that theory still matters. It gave me a lens through which I could interpret what I was seeing. It gave me the vocabulary to talk about the limitations I faced, and the confidence to challenge them. It helped me frame my struggles not as personal failures, but as mistakes I needed to innovate on part of a systemic issue in education that needs to be addressed if we truly want to innovate.

This journey has strengthened my convictions but also humbled me. It has made me more aware of what it really takes to bring change into a classroom, not just ideas, but support, patience, time, and the ability to fall and get back up again. I no longer see ICTs as a solution

to a lot of problems in education, but as a valuable set of tools that, when combined with empathy, preparation, and flexibility, can help us shape a classroom that meets students where they are and inspires them to grow beyond ourselves.

Looking ahead, I know I still have a long way to go. But I now carry with me a better understanding of what I believe in and why. I believe in education that is meaningful, that embraces creativity and innovation without forgetting the importance of structure and care for the students. I believe in meeting students with curiosity instead of control, and in building a learning environment that values both digital tools and human connection.

This report, in all its imperfections and aspirations, is a reflection of who I am becoming, a teacher who is willing to learn, to adapt, to fight for better tools and better methods, but who also understands that sometimes, the most powerful tool we have is simply truly caring for our students and their education, their future and who they want to become. It can be daunting at times but sometimes we need to look back at our purpose and remember that, in the same way we push our students forward and help them get back up, we need to do the same for ourselves.

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## **APPENDICES:**

### **APPENDIX 1 – ORIGINAL LESSON PLANS THAT WERE USED FOR CLASS DESCRIPTIONS AND INVESTIGATION ANALYSIS IN THIS REPORT.**

#### **Lesson Plans**

Classes: 2B and 3A

First week - What's your name, What's your surname.

Second week: Halloween

Third week: weather- sunny, rainy, cloudy, snowy. Hot and cold

...

#### **1. First week: Names and surnames**

Good morning, followed by:

Start the class by asking how the students are feeling, be simple and use gestures. Thumbs up for fine and down for bad.

Talk about what we will be learning today- name and surname and write on the board

"What's your name? My name is Diogo"

"What's your surname? My surname is Pinto"

As you are writing explain what they are and translate as needed

Show a video about names and surnames (make sure to follow along with the song with gestures and singing). Play it more than once and ask if the students want more, make conversation and ask them if they know

Song: Finny the shark what's your name

Start by saying your name and surname again and then ask one student what theirs is. Once they answer ask them to ask another student and help them answer and question by their side. Repeat for surname.

Lastly, we will play a small game where students will have to write their name and surname on a piece of paper that is a puzzle piece and they can do extra drawings on them. Once they are all done, we can put the puzzle together to show their union as a class and even put it somewhere in the classroom. To put the puzzle together we can glue each piece to the piece of paper I made and then stick the piece of paper

## **2. Halloween class:**

Good morning and ask how the students are doing, if good or bad and use gestures.

Put a Halloween song (guess who? Halloween song pink fong) to introduce the topic to students and have them dance and sing along. Repeat once more

Open escola virtual on the Halloween activities resources and click on the 6 things picked for Halloween vocabulary (pumpkin, skeleton, monster, vampire, witch, ghost). A sound will play, and the teacher will repeat the sound with the students as the word appears next to the character on the projected image for all characters. Repeat a few times

The teacher will then give a paper to the students with the 6 characters and repeat out loud each one by pointing at his own paper. Then he will ask the students to repeat as he points to each character that is also in the students' papers.

The teacher will then go back to the projection and click on each one of the characters and ask the students to write the name of the character on top or below of the character in their own paper. The name will appear next to the character on the board when it is clicked on so the students can copy if needed. Give ample time for each student to write the name of the character. Once they finish repeat again a few times the names of the characters.

If they have a notebook, ask the students to glue the paper onto the notebook.

Ask each student to look at the characters and choose which one they like the most and say its name and then give them a piece of paper with the character for them do draw and write the name on the paper and glue next to the other paper.

Give each student candy to end the class

### **3. Weather class:**

Start class with a good morning and Introduce theme(weather)

Show a song from YouTube about weather to help introduce the students to the theme(how's the weather? Weather song for kids) Use the images from the song to help students get into the theme.

Play various games with flashcards to help drill the contents into the students. First show the flashcards and have students recognize each one. Then show them one by one and have the students say the names out loud when you show them. Lastly, ask a few students to come up next to you and hold the cards, then ask them to turn around and you touch their heads to turn them around and the class will say the name of the weather.

Go to the weather online website on the map section and tell students about the weather In other countries while asking them how it is like by pointing at different spots in the maps.

Ask them how the weather is today outside

Give each student a wheel with all the 6 weathers and an arrow in the middle that spins. Students will write the name of the weather on top or below the weather. Ask each student to come one by one to the board and show them one of the flashcards in secret. The student will whisper to the teacher the name on the card and draw on the board something related to it for the other students to guess. The first student to spin the wheel and lift it up will make the teacher say freeze. The students will have to stop and if the student is right, he will come to the board.

To finish the class, ask the students how the weather will be tomorrow.

#### **4. Colours class:**

Start the class off with a hello song - Hello song greetings song for kids/lingokids

Then Introduce the subjects from today's class(colours) with a song, make sure to enforce some of the movement and particularly the colours - fun and educational songs for kids to learn colours/ feel good brain breaks with DJ raphi

Use flashcards to help with repetition and play small games with the students to help. One game will be a matching game where some students will hold the flashcards with the colours and the others will hold the name of the colour and they have to match with each other. One of the games will consist of also using flashcards with the names of the colours and glueing them to the board so the students have something to look for reference for the next activity.

Firstly, the teacher will give the students a paper with empty lines and small drawings of splats of paint that are empty inside, the teacher will bring a few transparent glasses or small bottles that will be filled with water. Then the teacher will use food colouring and pour it into the glasses and even mixing some colours while showing it to the students and asking them to say the colours that appear. The students will write down the colours being used and mixed on the flasks as the teacher is doing the mixing and seeing the results. Black and white will be shown by mixing multiple dark colours together and showing the whit colour on the wall respectively.

## 5. Pets class:

To start off the class the teacher will ask the students a few basic questions and strike up a small conversation to captivate student's attention. Saying good morning and waiting for a response from the students to incite such response and asking if they are doing good or bad mixed in with a few gestures to help the students understand better what is being said. Then, the teacher will play a hello song named "HELLO SONG Greetings Song for Kids | Lingokids". The song is only played till a certain point since after that point it is more focused on saying goodnight and goodbye, ruining the purpose of the hello song. This is done to create a routine, and the song is played at the beginning of every class.

### 1st Activity:

After the theme is introduced(pets), play a video of a song about pets that has been preemptively chosen beforehand, "Do You Have A Pet? 🎵 | Animal Song | Wormhole Learning - Songs For Kids". At the end of the song the teacher will ask the students what the song is about and if they have a pet at home, forming a connection with the song.

Reason: A song with an animated video is an effective way to get children engaged in a new subject and introduce them to the vocabulary with rhymes, a catchy beat and an animation. This song was chosen because it introduces the new theme and some new vocabulary about the subject while reviewing the past subject taught last class, colors.

### 2nd activity:

The second activity consists of the teacher utilizing multiple flashcards with the images of various pets and the name of such pets written on the flashcards. The flashcards are used to drill the contents into the student's trough repetition. To make this process more enjoyable, less boring and more engaging, the teacher will play small games with the students, utilizing said flashcards, these activities consist of: Showing the flashcards to the students and incentivizing them to repeat the vocabulary as the teacher shows the flashcards and says the name out loud; Stick the flashcards to the board with patafix and then play a small game where

the teacher takes out one of the flashcards out and ask the students which one is missing, this will also be done with more than one flashcard and the students will be asked to close their eyes when the flashcards are being removed.

Reason: The purpose of this activity is to drill the vocabulary onto the students in a fun way, the flashcards provide a visual medium and help keep the students interested. The different methods and games are used to not create boredom through prolonged repetition.

3rd activity:

This activity will utilize the website “Blooket” to play a game with the students, the game tries to represent a café for animals where the costumers must be given food, but the food can only be replenished when questions about pets are answered correctly by the students, if 3 costumers aren’t given food on time its game over. The questions and answers are in English, some of the questions might have to be translated but they will be said in English and accompanied by gestures from the teacher; the answers on the other hand are simple and mainly consist of vocabulary that the students are being taught or have already been taught so they will remain in English. A small tutorial will be played with the students at the beginning to teach them how to play the game. The game can be repeated multiple times if the students lose more frequently or be drawn out through multiple rounds. If the students don’t seem to lose then at around 25 questions or 3 rounds the teacher will finish the game and use the game to move onto the last activity.

Reason: The goal of this activity is to create a fun and interesting environment for students to learn. By utilizing ITCs we can promote its use and its benefits while utilizing the resources it provides to teach in a fun way that is also memorable for students and keeps them engaged.

4th activity:

The last activity consists of giving students a paper with one simple prewritten text with a big empty square box below it and a blank line below the box. The text will read “Do you have Pets?”. The box below will be used by the students to draw and paint their pet/s and the blank line will be used for students to fill in with the pet/s they are drawing and painting. If there is

enough time left the students may present their pets to the classroom if they feel comfortable doing so. It is important to mention that some students might not have any pets; to not create an undesirable situation for those students and allowing them to fit into the activity the teacher will ask the students to imagine a pet they would like to have.

Reason: In this activity the goal is to give students some freedom to express themselves and create a connection between the subject being taught and their own reality. We can also develop some writing skills by having a small text where they can write the name of their pet/s.

## **6. Revision class (2<sup>nd</sup> grade):**

To start off the class the teacher will play the usual hello song for the students from lingo kids( remember that the song needs to be stopped before it ends). Then the teacher will tell students about the class and how

The teacher will then open a PowerPoint with the different vocabulary learned in past classes: colours, pets, weather and maybe names and surnames.

The teacher will go through with the vocabulary shown on the PowerPoint slides and ask students to name the vocabulary shown. Then the slides will show animals of different colours and in different weathers and the teacher will ask the students to name multiple things at the same time. Ex: A pink fish and the weather is sunny outside; a blue dog and it's rainy.

The teacher will then play small games with the students: throw cube, playdoh animals, weather for next days of the week

**(EXTRA CLASS)** Christmas class:

Play hello song and ask the usual questions to the students to start the class.

Play the song " Danny's sleigh adventure" to start off the class and dance and play with the students.

Present Christmas vocabulary to the students through a PowerPoint and repeat it with them while playing small games. One of the games consists of putting flashcards of the vocabulary across the classroom and telling the students to go towards the word the teacher says. Can also be done with just hints.

Then the teacher will ask the students to name gifts they would like to get in Christmas and they would translate to English if they couldn't say it in English. The teacher will write the words in Portuguese and English so the students can know what each word means.

The teacher will give each student a piece of paper and will then ask one student at a time to come to the front and act as Santa, the other students will act as the elf's drawing what Santa says on a paper. The Santa will be represented by a Christmas hat that will be switched around through the students as each says the name of something. The students will then be asked to paint the items they got on their paper and cut them. When all is done the teacher will give each student a Christmas sock that they will put their drawings in and hang in the classroom.

3°A

## **7. Revision(3<sup>rd</sup> grade): weekdays (yesterday, today and tomorrow), months of the year and revision exercises on the book.**

Revision work(weekdays, months of the year and yesterday, today and tomorrow)

1 -start class by opening the lesson. Use the lesson to remember students about the days of the week. Asking them what day it is today, emphasis on the today. What day it would be tomorrow and the days before and after, changing up the day and then asking again. Repeat the vocabulary out loud

2- Introduce the months of the year using a song, use a moment in the video where you can see all the months to help them remember before moving onto the book.

3 - Guide students through exercises 1 and 2 on page 38 to consolidate their learning.

4 - Use a train cutout with months labeled on each carriage to engage students in sharing their birthdays. Model by saying, "My birthday is in..." and writing your name on the corresponding month, then have students do the same.

End class with Exercises

## **8. School supplies**

Interact with students in a friendly way, ask how the weather is and so on

Play a song the teacher made about school supplies.

The teacher will first show the students some flashcards related to school supplies and ask the students if they recognize any of them and their names to try and get the students interested in the topic. The teacher will then ask the students to repeat after them out loud as they flip through the different vocabulary on the flashcards. This is done a few times with minimal changes to train student's speech and vocabulary in English while also helping them memorize the vocabulary.

The teacher will explain to the students the game they will be playing. The game consists of the teacher choosing one of the students to come to the front of the classroom and choosing one of the flashcards. The student will then say the name of the item on the flashcard they choose out loud and the other students must lift that item up in the air. After every student has done so, everyone will repeat the name of the item together and another student will be chosen to come to the front, and the activity repeats itself a few times. This activity's purpose is for students to connect the images and audio of the vocabulary presented to them and connecting it to their own school supplies, training their vocabulary on the new subject and creating a fun and interactive experience with the class by making a game out of learning. (8~ minutes)

The teacher will give each student a small piece of paper in the shape of a square. The teacher will then explain to the students the activity, telling students to draw a small drawing of one of the schools supplies they like the most and write its name underneath the drawing on a piece of paper. As the students are working on their drawings, the teacher will take out a big cut out of a school bag where the students will attach their drawings of the school supplies, and the school bag will then be pinned to a wall in the classroom.

The final activity of this class will be done in the book. Students will be asked to open their books on page 51 and will be proposed to do exercises 3, 4 and 5 to train their writing, listening and vocabulary to consolidate their learning. The exercises will be done one at a time, following the numeral order, and each one will be corrected first before moving on to the next one. This helps keep students engaged and focused on only one thing at a time. It also helps maintain a specific pace that will be useful due to the need for listening on activities 4 and 5. It also helps some students not fall too behind while others get way ahead, allowing for the teacher to support those that need more help and provide a more personalized experience. (15~minutes)

## **9. Prepositions**

Song about prepositions

Show off prepositions and what they mean by using the plushie Mr. Trickie (flashcards can be used if necessary and utilize vocabulary from the past class as examples for the items)

Have students look at their desks, pick one school supply, then ask them to put it where they find best. Then ask them to tell you what position it is in. Give them the example" the pen is on the desk" and explain its meaning, ask the students if they understood and help them complete the sentence while letting them say the name of the school objects and the prepositions. "Maria's (let student say) is (let student say) the (let student say)

Ask students to open their books on page 54 to do exercises 1, 3 and 4

## **10.Means of transport.**

Start class with a song about means of transport. Driving in my car song

Use flashcards to introduce the theme and have students train their speaking and vocabulary by repeating what is shown on them after it's presented.

Make cards that are divided in the middle, each side has an image of a vehicle and two lines of text below and on top of the image. The left side will have written " I have a (name of a vehicle)" With an image of said vehicle and the name of the vehicle underneath it. And the right side will have written "who has a (name of a different vehicle)" With an image of said vehicle and the name of the vehicle underneath it. The cards will all connect to each other. One student will start by saying what he has on the left side of his card and ask who has the vehicle that is on the right side of his card. One student will answer that they have said vehicle on the left side of their card and then ask who has the vehicle on the right side of their card. There are only 11 vehicles the students must know for their vocabulary so there were a few options like adding more vehicles that would not be mandatory for their evaluation and explaining the situation but, to not create any confusion with what was needed and not needed for their grading, the teacher decided to add a new rule where the students that already read their card need to pass the card to a student that has not read a card yet. That way the activity will repeat but it will be the vocabulary the students need to learn, and everyone will still be part of the activity.

Students will make their own transports out of Legos the teacher brought and present them to the classroom. The teacher will ask the students to write on their notebooks the name of the vehicle that is presented and then make a line in front of its name for each student that made one of that vehicle. In the end we can see how many of each vehicle the class made.

APPENDIX 2 – DIDACTIC UNIT DEPICTING 3 LESSON PLANS FOR THE LAST CLASSES I  
TAUGHT IN GREATER DETAIL.

*Escola  
Básica  
de 1.º  
CEB da  
Boucinha*

## **Didactic Unit Plan for 3<sup>rd</sup> Grade**

### **3<sup>rd</sup> Unit: “School and means of transport”**

**Duration:** 3 classes, 50 minutes each

**Contents:** School Supplies

Prepositions

Means of transport

Supervisor: Prof. Dr. Manuel Bernardo Queiroz Canha

Orientator/a Cooperator: Dr. Susana Silva

Student: Diogo Amorim Pinto

**Objectives:**

- Have fun, interactive and interesting classes that enable students to learn English effectively while promoting a healthy learning environment that sparks interest in students towards the English language and the subjects being taught. Creating a meaningful experience that stays in student’s head by showing the importance of English and how fun learning can be.
- Recognize and use English vocabulary related to School Supplies, Prepositions (on, in, under, near) and means of transport.
- Being able to form simple sentences about the location of objects
- Be able to write some of the vocabulary about the three contents.

- Develop English speaking skills through activities.

**Competence developed:**

- Linguistic competence: Reading, listening and writing vocabulary. Minimal grammar related to school supplies, prepositions, and transportation to help structure phrases.
- Social and civic competence: Understanding the importance of school supplies and means of transport as well as when prepositions should be used in sentences.
- Everyday Competence: Learning how to use the vocabulary in meaningful events that might require the use of the English language.

**English Skills developed:**

- Listening
- Speaking
- Writing
- Reading
- Strengthen social skills

**Classes**

**1st class - School Supplies**

Vocabulary: Pen, pencil case, pencil, crayons, notebook, rubber, ruler, book, markers, scissors, glue and sharpener. (usually, this amount is too much but the students are quite familiar with this vocabulary due to the PEPPA program implemented in the school and their exposure to the words in English class)

**Activities:**

- 1- The teacher will start the class by asking a student to come open the lesson by writing it on the board, the order could be made alphabetically or by choosing a random student. The teacher will strike a conversation with the students. Tell them good morning and ask them how the weather is like today. The teacher will be friendly with the goal of catching the student 's attention and creating a good classroom environment before introducing the subject being taught, school supplies. (2~ minutes)
- 2- The teacher will then play a song with an animated video that the teacher made himself. This song will be used to introduce students to the new subject in a fun way and give them visual and audio feedback that captivates their attention. (5~ minutes)
- 3- The teacher will first show the students some flashcards related to school supplies and ask the students if they recognize any of them and their names to try and get the students interested in the topic. The teacher will then ask the students to repeat after them out loud as they flip through the different vocabulary on the flashcards. This is done a few times with minimal changes to train student's speech and vocabulary in English while also helping them memorize the vocabulary. (5~ minutes)
- 4- The teacher will explain to the students the game they will be playing. The game consists of the teacher choosing one of the students to come to the front of the classroom and choosing one of the flashcards. The student will then say the name of the item on the flashcard they choose out loud without showing the flashcard and the other students must lift that item up in the air. After every student has done so, everyone will repeat the name of the item together and another student will be chosen to come to the front, and the activity repeats itself a few times. This activity's purpose is for students to connect the images and audio of the vocabulary presented to them and connecting it to their own school supplies, training their vocabulary on the new subject and

creating a fun and interactive experience with the class by making a game out of learning. (8~ minutes)

- 5- The teacher will give each student a small piece of paper in the shape of a square. The teacher will then explain to the students the activity, telling students to draw a small drawing of one of the schools supplies they like the most and write its name underneath the drawing on a piece of paper. As the students are working on their drawings, the teacher will take out a big cut out of a school bag where the students will attach their drawings of the school supplies, and the school bag will then be pinned to a wall in the classroom. (15~minutes)
- 6- The final activity of this class will be done in the book. Students will be asked to open their books on page 51 and will be proposed to do exercises 3, 4 and 5 to train their writing, listening and vocabulary to consolidate their learning. The exercises will be done one at a time, following the numeral order, and each one will be corrected first before moving on to the next one. This helps keep students engaged and focused on only one thing at a time. It also helps maintain a specific pace that will be useful due to the need for listening on activities 4 and 5. It also helps some students not fall too behind while others get way ahead, allowing for the teacher to support those that need more help and provide a more personalized experience. (15~minutes)

#### Problems and solutions:

This class is very volatile in terms of its time constraints due to the 5<sup>th</sup> activity being very dependent on the students and the time it takes for them to draw and paint. The teacher will give a timer to the students of about 12 minutes for them to draw and paint. Students that finish the drawings earlier can start doing exercise 3 of the book.

If the exercises can't be finished, they can be sent home as homework. However, if a teacher does not like sending homework (like me), the students

can be told that they can finish it at home if they want and that it is not mandatory or it could be done later as revisions.

Resources needed:

Flashcards about school supplies

Big cut out of a school bag

Small square shaped papers

Patafix, glue, tape or any other way to glue the papers to the backpack

“Easy Peasy” book for 3<sup>rd</sup> grade

## 2nd class – Prepositions

Vocabulary - on, in, under, near

Activities:

1- The teacher will start the class by asking a student to come open the lesson by writing it on the board, the order could be made alphabetically or by choosing a random student. The teacher will strike a conversation with the students. Tell them good morning and ask them to hold up a few items related to the vocabulary taught last class, school supplies. The teacher will be friendly and use this opportunity to reinforce the contents taught in the last class. This small activity will also help catch the student’s attention and create a good classroom environment before introducing the new subject being taught,

Prepositions.(3~minutes)

2- To introduce the subject the teacher will use the puppet “Mr. Tricky”. First, they will introduce the puppet to the students in a joking manner to get their attention and create a fun environment. Then, the teacher will put Mr. Tricky in different positions, using school supplies, and tell the students to repeat with the teacher as they say phrases like: “Mr. Tricky is on the book” or “Mr. Tricky is under the desk”, etc. These

phrases will encapsulate the four prepositions students need to know (on, in, under, near) and different phrases will be made for different prepositions. (7~minutes)

- 3- The teacher will then tell the students it's their turn, giving them a choice, and therefore the opportunity to express themselves and be active learners. The teacher will ask the students to look at their desks and pick one school supply they own. Once the students have done so the teacher will ask them to put it where they find best, not intruding with other students' space. Then ask them to tell you what position it is in. The teacher will give students examples like: "the pen is on the desk" and demonstrating it with their own pen. The teacher will ask the students if they understood the activity and repeat or explain again if needed. The teacher will then ask one student at a time to tell them the sentence corresponding to the position they put their school object. If students are having difficulties, it's important that the teacher helps the student complete the sentence by saying the words of the sentence that the student might be missing or doesn't know, as an example, the teacher can say: "The (let student say the name of the school object they chose) is (let student say the name of the preposition) the (let student say the name of the school, supply) (15~minutes)
- 4- After every student has said their own sentence, the teacher will ask the students to open their books on page 54 to do exercises 1, 3 and 4. These are vital for consolidating their learning and giving students a sense of fulfillment and that they are learning when they can answer these questions. And it helps the teacher see who might need more help among the students. (15~minutes)
- 5- The teacher will end the class by making a treasure hunt to find banana cat (or any other plushies available to the teacher). The teacher will let the students form small groups and come to the front of the class as a group. A paper with a text will be given to the groups. Small pieces of paper will be hidden in the locations the students need to go to. These papers will be hidden before the class starts or in the middle of class by

asking students to put their heads on their desks and close their eyes. A banana cat (other plushie) will be the final thing the students must find and the group that finds it first, wins. The clues in the papers will all be written in English and using prepositions. An example could be "look UNDER the teacher's desk" or "Look near the door". The students will look until they find a banana cat and the reward for them could be anything, stickers and candy are good ideas. (10~minutes)

Problems and solutions:

The third activity can be a bit complex and confusing due to the extra grammar and words needed for students to form the sentence. It's important that the teacher can help the students with the sentence by focusing on having the students answer only the parts of the sentence that belong to the vocabulary given in this class.

Resources needed:

Plushie

Reward for students

Puppet

Puppet with the instructions for the treasure hunt

Book "easy-peasy" for 3<sup>rd</sup> grade

The exercises should be done one at a time and corrected once all students finish. This helps the class be a bit faster since less time is given to do exercise before it's corrected, forcing students to pay attention more often. This helps motivate students that might get lost with a lot of different activities or get distracted.

Some students can get frustrated when they lose the game or see other students get a reward they don't. It's important to establish that the game is just for learning and there will be more opportunities for other students to get rewards. If the reward consists of something in higher quantity like candy, this could also be negated by asking the winning team if they would like to share their reward with the rest of the class. Developing their empathy and social skills.

### **3rd class- Means of transport**

Vocabulary – Car, Bus, Train, Plane, Boat, Bike, Motorbike, Helicopter, Truck, Underground. (This amount of vocabulary can be a bit too much but, once again, due to the PEPPA program implemented in the school the students are more familiar with this vocabulary and some of the words)

#### **Activities:**

- 1- The teacher will start the class by asking a student to come open the lesson by writing it on the board, the order could be made alphabetically or by choosing a random student. The teacher will strike a conversation with the students. Tell them good morning and ask students to put specific school supplies on certain spots of their desk utilizing the prepositions taught last class. The teacher will act friendly and use this opportunity to reinforce the content taught in the past classes while demonstrating how prepositions can be used with vocabulary(3~minutes)
- 2- The teacher will first show the students some flashcards related to means of transport, showing 11 vehicles that are also presented in the book "easy-peasy". The teacher will ask the students if they recognize any of them and their names, this is done to elicit a reaction and try and get the students interested in the topic. The teacher will then ask the students to repeat after them out loud as they flip through the different

vocabulary on the flashcards and say the names of the vehicles. This is done a few times with minimal changes to train student's speech and vocabulary in English while also helping them memorize the vocabulary. (7~ minutes)

- 3- The teacher will do an activity with the students consisting of 10 cards. The cards are divided in the middle by a line, each side has an image of a vehicle in the middle and two lines of text below and on top of the image. The left side will have written on top: " I have a (name of a vehicle)" with an image of said vehicle and the name of the vehicle underneath the image. And the right side will have written on top "who has a (name of a different vehicle)" with an image of said vehicle and the name of the vehicle underneath the image. The last card will connect to the first one so a cycle can be made. The cards will be given randomly to the students and one student will start by saying the sentence on the left side of the card, for example: "I have a car" and then the sentence on the right side of the card, for example: "who has a truck?". Another student will have the truck on the left side of the card and will read the sentence on the left side of his card out loud, for example "I have a truck". Then the student will read the right side of his card which will say, as an example: "who has a boat?". This explanation should be given to the students and an example between the teacher and a student will be made to explain visually how the activity is meant to be done. Due to the amount of vocabulary being lower than the number of students, the student that finishes reading one card can pass that card to another student that has not read any card yet. (15~minutes)
- 4- The teacher will bring a big bag of Lego pieces and put all the pieces on top of a table. The teacher will then explain to the students that, for this activity, the students are asked to make their own vehicle they learned in class with the Lego pieces. When the students are finished, they will be asked to come to the front of the class and present their Lego construction while saying the name of its vehicle. The teacher will write on the board the names of the vehicles and make a line in front of the

name for each student that made one of those vehicles. The teacher will ask the students to do the same in their notebook to train their writing while making a fun game out of [it](#).(25 minutes~)

#### Problems and solutions:

The third activity needs to be explained properly and has the students say full sentences they might not be used to. It's important to explain what these sentences mean and make sure every student understands how to play. There were other options to fix the issue related to the cards not being enough, like adding more vocabulary. However, to not confuse students with more vocabulary and having to divide what was needed for their evaluation and not, I believe it is better for the cards to rotate through everyone as they already form a perfect cycle that leads back to the first card.

The Lego activity could also be done in groups, in this case I decided not to do so there could be a bigger pool of vehicles vocabulary to train the [student's](#) writing.

#### Resources:

Legos

Flashcards about means of transport

Cards [specific](#) for the activity



## Questionário

Gostas de usar telemóveis, tablets, computadores ou qualquer outro dispositivo digital?

Sim

Não

Em que língua costumas ver vídeos, jogas videojogos ou vês filmes?

Português

Português do Brasil

Inglês

Outro

Quão frequentemente utilizas essa língua?

Muitas vezes

Algumas vezes

Poucas vezes

Nunca

Gostas ou estas mais atento quando a professora de Inglês utiliza o YouTube ou outros meios digitais para ver vídeos, fazer atividades, jogar jogos ou fazer exercícios no quadro?

Sim

Não

Gostarias que a professora utilizasse mais estes métodos ou outros meios digitais na sala de aula para a tua aprendizagem?

Sim

Não

**APPENDIX 4 – TRANSCRIPT RESULTS OF THE OPEN-ENDED QUESTIONS DONE TO STUDENTS.**

**Student 1:**

**Question 1: What part of the class did you enjoy the most?**

*Answer: The music video*

**Question 2: Why did you like that part the most?**

*Answer: I love dancing and singing and the video was cool.*

**Student 2:**

**Question 1: What part of the class did you enjoy the most?**

*Answer: The drawing.*

**Question 2: Why did you like that part the most?**

*Answer: I liked it because I got to draw my pet dog.*

**Student 3:**

**Question 1: What part of the class did you enjoy the most?**

*Answer: The game was really fun.*

**Question 2: Why did you like that part the most?**

*Answer: That secret character that appeared in the game was really funny and it made me laugh.*

**Student 4:**

**Question 1: What part of the class did you enjoy the most?**

*Answer: Presenting my drawing.*

**Question 2: Why did you like that part the most?**

*Answer: I got to show my pet and the sticker I got for presenting my drawing was super cute.*

**Student 5:**

**Question 1: What part of the class did you enjoy the most?**

*Answer: The game we played with the pets.*

**Question 2: Why did you like that part the most?**

*Answer: Because I liked answering the questions about the pets.*

**Student 6:**

**Question 1: What part of the class did you enjoy the most?**

*Answer: The café game.*

**Question 2: Why did you like that part the most?**

*Answer: That one weird animal from the game was funny and I liked him a lot.*

**Student 7:**

**Question 1: What part of the class did you enjoy the most?**

*Answer: The game we played on the board.*

**Question 2: Why did you like that part the most?**

*Answer: Because I love video game. Can you give me the name of the website for me to play at home?*

**Student 8**

**Question 1: What part of the class did you enjoy the most?**

*Answer: The part where we drew our pets.*

**Question 2: Why did you enjoy that part the most?**

*Answer: I like drawing so, drawing my pet was my favourite part.*

**Student 9:**

**Question 1: What part of the class did you enjoy the most?**

**Answer:** *I liked the game with the pets the most.*

**Question 2: Why did you like that part the most?**

**Answer:** *Because it was fun to feed the animals and use the money from the café.*

**Student 10:**

**Question 1: What part of the class did you enjoy the most?**

**Answer:** *The café on the website with the pets.*

**Question 2: Why did you like that part the most?**

**Answer:** *I thought it was fun.*

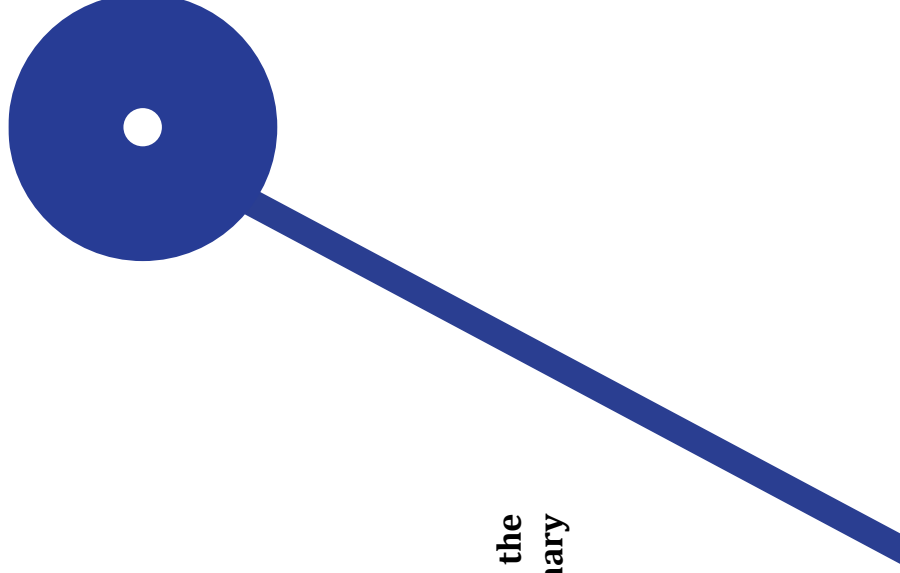
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**Usage of ICT and its tools in the  
teaching of languages for primary  
school students**

Diogo Amorim Pinto