

Exploring Technology in the ESL Classroom to Promote Motivation and Communicative Competences

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Nuno Filipe Valentim Castanho

ABSTRACT

Technology has become, in recent years, a fundamental part of the lives of most people across the majority of fields of work. The field education is not an exception to this growing tendency and schools, educators, teachers and students alike had to adapt to a new way of both teaching and learning. It is, however, important to ask if technology can promote motivation and communicative competences in the classroom and, if so, in what ways and how to best achieve this promotion. Based on the opinion and suggestions of several authors, throughout my practicum several activities were performed in order to check for this promotion across all areas of the English language. The students were surveyed on their relationship with technology as well as their opinion on the classes where they used technology actively and whether technology helps them to feel motivated. Thus, according to the findings, technology may indeed help to motivate students by making them feel more connected to the subjects studied and by bringing their interests to the classroom. Technology might also promote communicative competences especially when it comes to the development of vocabulary and writing, as well as the development of sociocultural subjects.

KEYWORDS: Technology, English as a Second Language, Motivation, Communicative Competences

RESUMO

A tecnologia têm-se tornado uma parte fundamental da vida da maioria das pessoas independentemente da sua carreira. O campo da educação não é exceção a esta tendência crescente e escolas, educadores, professores e alunos tiveram de se adaptar a novas formas de ensinar e aprender. É, no entanto, importante perguntar se a tecnologia pode promover a motivação e as competências da comunicação na sala de aula e, se sim, como e quais as melhores estratégias para obter esta promoção. Com base nas opiniões e sugestões de diversos autores, durante a prática de ensino supervisionado, foram realizadas várias atividades com o intuito de verificar esta promoção em todas as áreas da língua inglesa. Os estudantes foram questionados sobre a sua relação com a tecnologia, as aulas em que usaram a tecnologia ativamente e se a tecnologia os ajuda a estar mais motivados. Assim, com base nas descobertas, a tecnologia poderá motivar os estudantes fazendo-os sentir mais conectados às matérias estudadas e trazendo os seus interesses a aula. A tecnologia poderá também promover as competências da comunicação em inglês especialmente a promoção de vocabulário e escrita, assim como o desenvolvimento de assuntos socioculturais.

PALAVRAS-CHAVE: Tecnologia, Inglês como segunda língua, Motivação, Competências da comunicação

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1. Introduction

Technology (n. /tek'nɒl.ə.dʒi/) is defined by the Cambridge Dictionary¹ as the practical application of scientific discoveries or knowledge. In other words, we can say technology encapsulates all the methods, systems and devices that stem from scientific knowledge when it is being used for practical purposes.

Technology is present all around us and has become familiar and frequent. However, in 2020, when the COVID-19 pandemic hit and classes stopped being face-to-face, teachers were forced to rethink how they teach, how students receive their information, whether the type of materials they use are the most adequate and whether the methodologies they were taught to follow work in a non-presential context. It became necessary to adapt years of experience in a physical classroom into a virtual one and do so in a matter of weeks. Technology was no longer just present, it was vital.

When the pandemic got slightly better both teachers and students were allowed to go back to classes in a physical form (albeit with various rules) and do things as they have been doing for decades and, thus, technology stopped being vital to classes and it went back to being present. A constant lingering presence that has, for the most part, no place in the classroom besides the occasional computer on the teacher's desk.

But what if this situation was different and technology was used in classrooms even further, becoming a bigger acting agent in the learning and teaching process? The main aim of this thesis is to answer these and other questions regarding the use of technology in the ESL classroom (my experience during the practicum included both in-person classrooms and online classrooms and that is, therefore, what the reader should consider when ESL classroom is mentioned throughout this paper) and, in particular, how it can influence students' communication competences, which will be explored during [chapter 2.2.](#) of this paper.

It is, however, important to define what is meant by educational technology in this paper. The Association for Education Communications and Technology (AECT) defines education technology as “the study and ethical practice of facilitating learning

¹ <https://dictionary.cambridge.org/dictionary/english/technology>

and improving performance by creating, using, and managing appropriate technology processes and resources” (Januszewski & Molenda, 2007). According to Bozkurt (2020), the definitions of educational technology drastically evolve depending on the socio-economic developments and transformations in the world. Thus, in this paper, the reader should have in mind these ideas while also considering what Ross & Lowther and Ross, Morrison & Lowther (as cited by Bozkurt, 2020) have stated when the authors regard technology as a tutor, teaching aid and a learning tool.

It is equally crucial to define what is meant by technology in this paper since one can argue that many things can fall into that definition. Thus, the reader should have in mind that by technology it is meant all applications, software and hardware that can access the internet and that can be used in the ESL classroom and, therefore, should not have any physical limitations. As examples of what is meant one can name smartphones, laptops, desktop computers, and similar devices, since most of these contain internet browsers capable of researching, applications that allow for collaborative work (Google Slides, Google Docs, amongst others), applications that allow for music and video streaming or reproduction, and similar applications that could be relevant to activities performed in the classroom. The reader should also have in mind that throughout this paper schoolbooks will be mentioned very frequently with some direct comparisons between these resources (which I will call of traditional resources or materials) and technological resources.

This thesis is divided into two parts: the first, a literature review, includes a theoretical analysis where I will assess some ideas behind the use of technology in the classroom and its influence on students’ motivation and language competences, as well as the role of the teacher and possible challenges one can face; the second part relates to an analysis of the practical application of the theories mentioned in the first part, based on my experiences throughout my practicum in a secondary school in Portugal, during which I applied some of the hypotheses present in the literature review and built a questionnaire to better understand the influence of technology on the school life of the students, with particular interest on how it affects their motivation, studying habits and their performance inside the ESL classroom.

2. Literature Review

The following chapter comprises the theoretical background related to theories and ideas of several authors, in particular the influence of technology on students' motivation, how technology can promote communicative competences in ESL classes, the role of the teacher in these classes, possible resources and strategies and the possible challenges one might face.

2.1. Technology and motivation

Motivation is a key element for the success of a student (Pazilah, Hashim, & Yunus, 2019). For the most part, teachers are aware of this fact as well as that they cannot teach someone who does not want to learn (Rosická & Hošková-Mayerová, 2014). This is part of the reason why educators, schools and scholars try to understand what the best possible ways are to motivate students, regardless of their abilities and what they consider valuable or important.

Before we look at how technology might influence motivation, it is of importance to define the latter term. Gardner (2007) tells us that it is very difficult to give a simple definition of motivation. However, when it comes to language acquisition or learning, the author mentions that one should consider two motivational constructs: language learning motivation and classroom learning motivation (p. 10). The first type of motivation relates to the motivation to learn or acquire a second language, being a general characteristic of an individual who wishes to learn a second language, rather than being a trait. This type of motivation, Gardner states, has multiple implications on an individual's language learning process since it heavily depends on oneself.

The second type of motivation described by Gardner relates to the language classroom itself, meaning it is heavily influenced by the tasks, the classroom environment, the teachers, the materials, the content of the curriculum, the personal characteristics of the students, amongst other factors.

In the same publication, Gardner also states that the two main sources of motivation to learn a second language in a school context are the educational context

and the cultural context. The first source relates to the quality of the curricula and the program, the ability of the teacher, the environment of the school, the adequacy of the materials, amongst others, and is generally attributed to most school subjects. The latter however is likely only attributed to language learning since it relates to culture and the individual, meaning, as one learns a language, one also is learning different cultures. Therefore, an individual's background, culture, beliefs, personality, amongst others, should be considered since one's view of language learning can be different from culture to culture.

Having this definition in mind, one can state that there is a plethora of ways to motivate students and keep their attention throughout the classes and the school year, from the use of music, videos, and other interactive materials, since these can possibly improve the social abilities and psychological well-being of students (Ilter, 2009). Even though one can consider that these types of materials might not motivate certain students, through my observations ([chapter 3.2](#)), classes taught ([chapter 3.5](#)), and questionnaire ([chapter 4](#)) applied to the students during my practicum, I perceived that these materials were the ones preferred by the students showing that the great majority does find them to be motivating.

Technology is also part of the strategies to increase motivation. If we consider that, for the most part, the young generation is technology-driven and savvy, at least to a certain extent since most people are in contact with technology on a daily basis, technology could become one of the vehicles to increase motivation and interest (Pazilah et al., 2019). Ilter (2009) tells us that "using computers (...) gives students the sense of freedom and encouragement" and that "students can be active, motivated and involved in the language learning process" with the help of technology.

Part of the reason why this increase in motivation might happen is that, by using technology, students can be presented with a more interactive, almost personalised and up-to-date experience, when we compare the types of activities students have access to online with the ones presented in a traditional schoolbook (Ilter, 2009). Activities can target students' interests which brings their world to the inside of a classroom (Mayora, 2006), can encourage students, create autonomous learning potential and bring enthusiasm to the class (Ellinger, Sandler, Chayen, Goldfrad, & Yarosky, 2001).

This is, indeed, confirmed by Ilter (2009) through a study where 350 students participated and had classes using online resources such as films, music, amongst others, as opposed to classes where these types of materials were not used. The author found that 74% of students agreed the technological materials used in class increased their motivation and 77% of students agreed that materials downloaded from the internet make them more active in their learning process. Similarly, Godzicki, Godzicki, Krofel, & Michaels (2013) performed a study focused on motivation amongst elementary and middle school students, aged between 6 and 14 years old. The authors found that motivation went up 9% amongst students when teachers implemented any kind of technology in the activities performed, with the students stating that they felt these activities were relevant and suited them. Additionally, Francis (2017) states that technology might create an inclusive environment in the classroom, which can allow for students with learning disabilities to feel included and move at the same pace as those with regular education.

However, in order to test these theories myself, [chapter 4](#) of this thesis contains the analysis of a questionnaire that was applied to the students with which I worked during the practicum, which contains some information regarding the link between technology and motivation.

2.2. Technology to promote communicative competences in ESL classes

Besides motivation, technology can also help with the promotion of communicative competences in ESL classes. Starting in the 20th century and gaining momentum on the 21st century, several authors have suggested that the use of technology can help ESL students by engaging them in speaking, reading, listening, and writing in a much easier way (Anderson & Speck, 2001).

As early as 1996, the American Council on the Teaching of Foreign Languages stated that “the World Wide Web, will help students strengthen their linguistic skills” (p. 31). These linguistic skills are mentioned by Harmer (2017) as the way we see language (p. 265). These skills include writing, reading, listening and speaking and cannot, according to the author, be separated since a speaker uses all of them to

communicate, hence the author's theory of input and output when it comes to language since what we produce (speaking or writing) is heavily influenced by what we receive (listening or reading). Thus, we might be able to interpret linguistic skills as Saussure's (1922) distinction between *langue* and *parole* and Chomsky's (1965) distinction between competence and performance (which are explored later) and, therefore, this term is comparable to communicative competences.

The notion of communicative competences (CC) is similar to that of linguistic skills. The CEFR states that the notion of communicative language competences encapsulates four main aspects which contribute to the development of language proficiency and development: strategic competence, which relates to the activities performed; linguistic competence, relating to the general range, vocabulary range, grammatical accuracy, vocabulary control, phonological control and orthographical control; pragmatic competence, which relates to flexibility, thematic development, coherence, propositional precision and spoken fluency; and sociocultural competence, which relates to appropriateness and the exploration of socio-cultural subjects (Council of Europe, 2018, p. 130). It is, however, important to note that the publication also states that these competences are intertwined and thus cannot be detached from one other since a learner practices them all when studying a language. The Portuguese document "Aprendizagens Essenciais", which lists (using the national curriculum and the CEFR as foundations) what a student must be able to do by the end of the school year, defines communicative competences as the ability to comprehend, interact and produce in an oral and written manner (República Portuguesa, 2018)². Authors like Hymer (1972) and Savignon (1983) see communicative competences from an interpersonal standpoint, meaning CC are the skills that allow us to communicate, understand and interact with other people.

Guy (1997), on the other hand, divides the language into two separate aspects, the first of them being the system of the language, which comprises all elements and processes that the language holds resulting in the general capacity of the speaker, with the second of the aspects being the result of that system or, simply put, the actual usage of the language by the speakers. The author also tells us that this division is comparable

² My translation. Originally in Portuguese.

to Saussure's distinction between *langue* and *parole* (1922) – with *langue* being the set of rules with which the language operates, including vocabulary, grammar, and the sound system; and *parole* being the actual spoken and written communication that stems from that set of rules – and Chomsky's distinction between competence and performance (1965) – where the same division still applies, with competence being the mental knowledge the speaker has of the language, while performance is the actual usage of the language in concrete situations.

Hanks (1996) says that technology is among the factors that transform language teaching into a “communicative practice” which, in turn, might reflect and reproduce a community's speech and values. With this statement, Hanks might have meant what some authors like Urban (1998) call of “circulation” of the language, in which speech and the use of language are said to have a cycle, both in the world, since it is used by people, and about the world, as it could reflect different cultures and values.

Perhaps simplifying the definition, Grabe and Stoller (2002) express that since language is essential for communication, CC are language skills such as listening, writing, speaking, and reading and consider them to be essential to any student.

These are the approaches I took into consideration during my practicum and is, therefore, what the reader should have in mind when CC are mentioned throughout this thesis.

With these definitions in mind, one can say that the adoption of certain strategies can help with the promotion of communicative competences, one of each being to speak in English (the target language in the case of this thesis) during classes regardless of students' levels, which creates a learning environment that mimics interactions with native speakers of English, which is considered to be one of the key elements for language acquisition (Mayora, 2006). Indeed, McColl & Thomas (2021) tell us that learning activities involving speaking in the target language are often realistic but not real, meaning students might be able to say exactly what teachers want them to say during that activity but they might not be able to express themselves beyond that or outside the classroom. Thus, the authors suggest that the use of the target language is

gradually introduced in the lessons, informing the students the process is assessed like any other activity and that it has to have a real purpose. Moeller & Robers (2013) seem to agree with this statement when the authors suggest that the use of the target language in the classroom creates a more accurate experience since it allows for a connection between the lessons and the students' life outside the classroom.

Technology appears to be another of the strategies that can improve the teaching of ESL and communicative competences. Wang (2005) states that there are many advantages to using technology in the ESL classroom since the students could gain the possibility of checking their spelling mistakes and correct themselves using online dictionaries and, use the internet to research and to communicate with others online, possibly improving their communicative competences by doing so. However, it is important to consider how young the internet was at the time Wang has made this statement and the colossal technology advances made in the meantime and whether this statement still applies to the classrooms of today. Thus, one can consider the statements of Douglas (2011). The author states that the use of technology in the classrooms could be a continuous process that has started decades ago with the general access of the population to computers, which then evolved into the use of the internet in an active way and finally culminates into the active use of technology in the classrooms by both teachers and students alike.

However, one must have in mind that, in order to be successful, technology needs to support the curricula, especially because communicative competences are a big part of curricular goals (Rosická & Hošková-Mayerová, 2014).

Appropriately using technology in the classroom might promote students' relaxation, spontaneity (Mansor & Rahim, 2017), courage, confidence, and freedom (Bilyj, 2019). Mayora (2006) suggests that the appropriate use of technology in the classroom makes students more autonomous since they can work at their own pace and meet their own needs. This suggestion is also shared by Ellinger et al. (2001) given the authors state that appropriately using technology allows students to choose their own materials (so that these are relevant and purposeful for them) which, in turn, might increase students' mental and creative abilities (Tolstoukhova, Kryucheva, Iakobiuk, & Kulikova, 2019). Perhaps complementing this statement, Baig, Bashir, Javaid, & Iqbal

(2021) state, as a result of a study applied by the authors, that the use of technology has helped all the students who participated to improve their writing and could, thus, play a significant role in the promotion of the students' communicative competences. Furthermore, Mayora (2006) states that technology might also help with large class sizes and mixed-ability classrooms since it offers an almost personalised experience and grants a higher possibility of collaboration amongst students (Bilyj, 2019).

Technology can also offer a much wider variety of materials, especially authentic ones, which "creates a more vivid, visual and authentic environment for English learning" and "stimulates students' initiatives" (Pazilah et al., 2019), in particular when teachers match the resources with students' interests and learning styles (Mayora, 2006). However, it is crucial to define what is meant by authentic materials in this paper and what the reader should, thus, have in mind when the notion is mentioned. Huda (2017) states that the notion of authentic materials aligns with the need for real-life communication in the ESL classroom and that these types of materials are the ones that mimic real-world communication and situations. Bila (2020) defines authentic materials as materials that are built by native speakers for real purposes of their own that are not designed to be used with a classroom in mind. According to the author, these include but are not limited to, newspaper articles, songs, movies, Youtube videos, broadcasts, amongst others, and have the main purpose of preparing students for their social life. Richard, as quoted by Huda (2017), lists some of the advantages of using authentic materials in the classroom. These include, according to the author, the ease to provide cultural information, high exposure to the target language and the facilitation of tailoring to the needs and interests of the students.

Indeed, the use of stimulating, engaging and recent materials to which students can relate to, breaks the mould created by traditional resources (Tolstoukhova et al., 2019). One can argue, nevertheless, that the materials present in schoolbooks might also be stimulating, engaging and pulled from the internet which might be true. However, through my observations and experience during the practicum, some of the materials present in the schoolbooks were outdated, with some of them being nearly a decade old (as described in [chapter 3.5.1](#)) which might hinder the connection between these and the students.

The curation of materials from online sources offers the vast possibility of visual and illustrative materials which might help students' communicative competences, as previously stated, especially when teachers use video since these types of resources help with both, verbal communication and non-verbal communication (learners have access and are presented with facial expressions and body language besides the use of the language itself) (Abunowara, 2014). This notion is also backed by Harmer (2017) as the author states that the use of video allows for students to be in contact with paralinguistic behaviour (p. 308). The author goes on to give examples of this behaviour when he says that, through the use of video, students can observe the relationship between facial expressions and intonation and how language influence people's posture and movements, which also allow for sociocultural explorations.

Technology might also allow for a change in the strategies used in a classroom, since, depending on how the teacher explores technology, it might make the traditional teacher-centred teaching pattern cease (Pazilah et al., 2019), and might shift the focus to the students whilst promoting a task-based learning (Mayora, 2006). It is, however, important to define what is meant by task in the context of education. Throughout this thesis, the reader should have in mind that Lee's (2000) two definitions of task will be used³:

A task is (1) a classroom activity or exercise that has: (a) an objective attainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange; (2) a language learning endeavour that requires learners to comprehend, manipulate, and/or produce the target language as they perform some set of workplans. (p. 32)

Considering that speaking and listening are considered to be two of the most important communicative competences of the language, it might be relevant to consider the use of technology in the classroom to offer immediate access to how native speakers

³ Please note that throughout this thesis, the word tasks and activities are interchangeable.

talk (Kramersch & Andersen, 1999) and significant language situations (Mayora, 2006) that students will possibly find useful and relevant and can then use in real-life situations or in potential conversations between them and native speakers.

This discovery of the language, which should be understood as the students' exploration of and, whenever possible, exposure to real-life situations, speech, and discourse, is especially pertinent when we consider one of the most relevant aspects of today's curricula: sociocultural exploration. Today's teachers are no longer solely teaching the core and linguistic side of a language but also helping students navigate the new sociocultural aspects that emerge from learning a new language, and technology is one of the pieces to achieve the success of that navigation. Kramersch and Andersen (1999) state that:

Through multimedia in particular, language is no longer just a list of grammatical paradigms or lexical items. Rather, it is intimately associated with all kinds of verbal and paraverbal behaviors, an acoustic and visual context that is indissociable from the larger societal context in which the words are uttered. Language, in a sense, has become culture. (p. 31)

Technology offers the possibility of bringing culture, behaviours, costumes, and events that were previously only understood or explored by direct experience, to the classroom via the internet, creating, not only, a rich cultural experience but also a prolific resource for communication in the language classroom (Abunowara, 2014).

Thus, it might be fair to say that technology has the possibility of changing the field of education (Rosická & Hošková-Mayerová, 2014; Pazilah et al., 2019) and, when it comes to English, we can now personalize learning to better target students' interests and needs which can prepare them for the future and improve their communicative competences. In fact, Dudeney, Hockly, & Pegrum (2013) include personal literacy on the list of digital literacies created by the authors, suggesting that teachers should teach their students how to shape their personal presence online in order to achieve their goals and to better involve themselves in a network. Students also seem to agree, saying that devices like smartphones are indispensable from the classroom (Tolstoukhova et

al., 2019) and some authors like Ilter (2009) go further and suggest that computer-based lessons are more enjoyable and useful than traditional classes. This is also one of the points I tried to understand during my practicum and tried to confirm on the questionnaire presented to the students.

2.3. The role of the teacher

Since teachers are an integral part of the classroom and education, one cannot exclude this variable from the equation. Regardless of using technology as a teaching tool in their classrooms or only in their work outside the classroom, most teachers will, undoubtedly, agree that technology has passively changed the way they work.

For the successful use of technology to promote communicative competences, teachers need to adopt different attitudes and take on different roles and responsibilities that they do not have when they use only traditional methods. The successful use of technology in the classroom heavily depends on the teacher's ability to plan, design and curate the best resources to be used in class (Abunowara, 2014) and, as such, teachers need to adopt the role of a facilitator, adviser and organiser, both of resources and learning objectives, in order to fully help students develop their communicate competences rather than just being the main source of knowledge (Mayora, 2006; Rosická & Hošková-Mayerová, 2014). It is then understood that, in order to be successful, the way language teachers conduct their courses needs to evolve with the way students prefer to learn (Mansor & Rahim, 2017) and needs to push students' traits to prepare them for the future (Rosická & Hošková-Mayerová, 2014).

Technology has changed the way we work and, when it comes to teachers, it offers different and effective ways to reach and connect with their students, enhancing the relationships between the two parties (Rosická & Hošková-Mayerová, 2014). In fact, Koehler & Mishra (2008) have suggested the model of Technological Pedagogical Content Knowledge (TPACK) attempting to describe the essential qualities teachers should possess in order to integrate technology in their teachings. TPACK, according to the authors, encapsulates three important knowledges - Technological Knowledge (TK), Content Knowledge (CK) and Pedagogical Knowledge (PK) – and thus already take into

consideration the use of technology in the classroom. Puentedura, as quoted by Hockley (2013), suggests the SAMR model can be used to create mobile learning activities in the classroom. This model proposes that technology can be used in classroom activities by means of substitution (in which technology acts as a substitute tool with no change in its function), augmentation (in which technology acts as a substitute tool but with an improvement in its function), modification (in which technology allows for the redesign of a task) and redefinition (in which technology offers the possibility of creating tasks which were not possible before). Thus, both models suggested are likely relevant to any teacher who might want to use technology appropriately in their classrooms.

2.4. Possible resources and strategies

In order to understand how to best develop communicative competences in the ESL classroom using technology, it is important to identify some of the strategies and resources one can use. Throughout [chapter 3](#) I go into detail about the activities I have presented to my students and how successful they were considering what the learning goals were. I would, however, like to present the reader with some suggestions from various authors.

Harmer (2017) offers us a variety of valuable teaching strategies which are divided by communicative competence for an easy consult, including suggestions for tasks and activities, how to best apply them during the lessons, as well as the theory behind their importance. Bilyj (2019) states that students would benefit from the use of programs that promote vocabulary and listening skills since these, in turn, develop speaking skills. Tolstoukhova et al (2019) express that the use of mobile phones can help with keeping students' interest levels high, as well as gaining knowledge about the subjects by keeping the information accessible despite place and time whilst linking formal and informal education.

Smartphones are, indeed, regarded as one of the most valuable technology resources in the English classroom. Kukulska-Hulme (2019) concluded that smartphones could be able to support collaborative speaking and listening activities, while Lan, Sung

& Chang (2009) state that the use of smartphones increases overall collaboration between students in the language classroom.

Social media websites like Facebook, Twitter and Instagram are now regarded as educational tools (Bilyj, 2019) since they offer the possibility of real-life interactions with different users, many of which native speakers of English, in different formats including written and audio-visual. Harrison and Thomas (2009) attest to this when the authors say that, through forums of discussion and real-time conferencing and calls, students train their communicative competences, since they are training all four of the linguistic skills defined previously (writing, listening, speaking and reading) as well as other competences like vocabulary and grammar.

Finally, a group of students have also confirmed the usefulness of technology and gave suggestions on how to better meet students' needs and preferences in the ESL classroom in Kasapoğlu-Akyol's study (2010) starting by the use of electronic dictionaries to learn new vocabulary and improve reading and writing skills; news websites to help reading, writing and grammar; and the use of chat programs like Facebook Messenger to familiarize themselves with informal language while training their writing and speaking.

2.5. Possible challenges

Despite all the stated advantages and benefits of using technology in the classroom, it is important to consider possible challenges that may arise from its use, so that both teachers and students can avoid or correct them.

Tolstoukhova et al. (2019) mention that the rising cost of technology, namely smartphones, can be an impediment to a lot of students, especially if they belong to a lower-income family. The same authors mention that it is important to consider the safety of students online and the possible risk of personal information being leaked or disclosed, which makes internet security a vital topic to be approached by the teachers when they choose to use technology in their classrooms.

Bilyj (2019) mentions how the high degree of freedom that comes from the use of the internet can lead students to waste time, as well as to laziness and passivity. Mayora (2006) states that there might be a danger of boredom and passive learning since technology can be quite impersonal, while Gebhard (2009) remarks that there might be a risk of students seeing multimedia resources as entertainment rather than a learning tool.

It is also important to consider the possible challenges teachers can face when using technology in the classroom. Abunowara (2014) mentions how the use of technology can be very time consuming to teachers since it might take them much longer to locate and prepare materials, especially when compared to the time and effort spent when a teacher decides to use schoolbooks. Dudeney & Hockly (2007) and Gebhard (2009) mention several other resistances teachers have pointed, including how they might be forced to teach using the schoolbook, the possible difference in technical knowledge between them and students (which can make them feel resistant and embarrassed), lack of confidence and lack of facilities at the school they teach.

It is, then, up to each teacher to weigh and consider all the challenges and benefits technology can bring to their classroom, as well as consider their work situation in order to make the best decision to help their work and their students.

This chapter provided a theoretical overview of technology and its potential connection to increasing motivation in the classroom, as well information regarding the use of technology to promote communicative competences, including the definitions of communicative competences as well as other important concepts explored. The chapter also included some words on the role of the teacher in the classroom when it comes to using technology as an active teaching tool, possible resources and strategies one can adopt for their own classes, as well as some potential challenges one might face when using technology in the classroom.

The following chapter will, consequently, see some of these notions and ideas put into practice since it contains information about the practicum I was part of and in which some of the strategies mentioned were performed.

3. Practicum

As previously mentioned, this thesis is divided into two parts: a theoretical part ([chapter 2](#)) and a practical part, which contains information about my eight-month-long practicum where I applied some of the theories and strategies mentioned in order to confirm if they work in a practical context.

The following part contains information about the school I worked at, notes on my observation and research, both on the 3rd cycle and the secondary cycle, activities that were made during the classes I taught and information about a project developed during the practicum.

3.1. Context

Before delving into the research and activities implemented, it is important to analyse the environment where these occurred.

The practicum happened at the Secondary School and Third Cycle Romeu Correia, the main school of the Romeu Correia cluster of schools, which is located in Almada, Portugal, more specifically in the parish of Feijó. This school, similarly to other Secondary and Third Cycle schools in Portugal, offers classes to students aged between 12 years old and 18 years old, these being distributed between six school years, from the 7th grade to the 12th grade.

The school has 387 students enrolled in the secondary level with most students being Portuguese and Caucasian with some minorities and other nationalities present in very small percentages. Of these, 71 students (18,3%) receive financial aid from the Portuguese Government which translates to free or discounted lunches, a budget to spend on school supplies and a discount on public transportation⁴. If we consider the rising cost of technology that has been observed in recent years, all these factors are

⁴ This information was shared by the school's headmaster directly through a private e-mail, meaning there is no entry available for it in the bibliography.

important since they give us a clear picture that most of the school community can have access to technological devices and use them in the classroom.

The practicum occurred under the guidance of teacher Luz Baião, an English teacher who teaches several secondary level classes, including a year 10 class of which she is the director of. Upon our first meeting in October of 2020, and following UNL-FCSH's guidelines, it was established I would have to first choose two of the teacher's classes to observe until December of 2020 and then one of them to teach, in January of 2021.

The classes chosen were 10^oA1 (which the teacher Luz Baião was the director of and the one I actively taught⁵) and 11^oA2 (which I almost exclusively observed but also taught some classes to). Even though teacher Luz Baião does not teach the 3rd cycle, I was given the opportunity to observe two lessons of classes that were taught by other English teachers in this school – one lesson of a year 7 class and another lesson from a year 9 class, both of which I will mention in the [following chapter](#).

During the practicum, I was also invited and encouraged to visit the different infrastructures of the school, meet the other teachers and workers, collaborate with teacher Luz Baião on her work as a class director (which included organising students' files, understand how absences and behaviour notes are dealt with, as well as when and what kind of information must be reported to the students' parents or guardians), and participate in various meetings, including meetings with other class directors, students, parents and guardians, and other teachers (class councils).

3.2. Observation and Research

As previously stated, my first tasks included observing several classes. I set out to do this task with an action research approach in mind, where I would use my observations to then plan and put in practice some of the findings, always having the

⁵ The reader should note that, until otherwise stated, the lessons and activities described during this chapter were created and made for this class.

exploration of technology to improve communicative competences as the main purpose.

It was, however, important to me to first understand what the action research (AR) process and approach entailed. Anne Burns (2009) states that the main goal of AR is to link an ideal situation or way of work to the real, present way this situation is done and then improve it. In the teaching world, action research is a way to connect researchers and teachers and to increase collaboration between educators by paying attention to existing problems (as well as finding new ones), sharing and reflecting on different solutions and, critically apply them (Burns, 2009).

With AR in mind, the observations done allowed me to make a critical analysis of the work of the teachers whose classes I observed, voicing my opinions, creating open discussions with the teachers in order to understand why and how they performed certain activities, and understanding how I could incorporate certain elements into the classes I would teach later on in the practicum.

Most of these observations were done with the use of technology in the ESL class in mind and how they improved or did not improve communicative competences in the classroom. However, I also took note of the activities done, students' interactivity patterns, teachers' speech patterns and vocabulary used, how instructions were given, clarity, among others.

3.2.1. 3rd Cycle

As previously mentioned, secondary cycle⁶ classes were the ones I observed the most (for the entire duration of the practicum), however, I also had the opportunity to observe two 3rd cycle⁷ classes during one of their English lessons, which I found of extreme importance since the two cycles of studies are vastly different, both in terms of curricula and students' abilities.

⁶ Secondary cycle classes include 10th, 11th and 12th grades with students usually being between 15 and 18 years old.

⁷ 3rd cycle classes include 7th, 8th and 9th grades with students usually being between 12 and 15 years old.

The first lesson I observed of this cycle was of a year 7 class, which was on the vocabulary of the house, including rooms and furniture. I was informed by the teacher⁸ that technology is not used in the English lessons and that all lessons are taught in Portuguese since, according to the teacher, the students do not have the language proficiency to understand and keep up with spoken English.

There were several strategies that the teacher implemented that I found curious, namely the fact that the teacher gave the students the first five minutes of the lesson to use their mobile phones and be in silence in order to calm the students down after their break. This type of strategy, although perhaps unorthodox, resulted in the behaviour improving drastically during those five minutes. During the remaining time of the class, the teacher would continuously remind the students that if they were to behave, they would get another five minutes on their phone later on. This use of technology as a reward for good behaviour was particularly intriguing to me since it showed that the teacher was perhaps looking at technology as mere entertainment or as a concession (rather than a tool for teaching and learning) or perhaps trying to build a bridge between the classroom and the outside world.

The class itself occurred with some difficulties especially due to the students' less than ideal behaviour, although with a lot of enthusiasm and high levels of relevant participation. The activities purposed consisted in the use of flashcards with vocabulary, the students drawing their bedrooms and then presenting them to the class, as well as some exercises from the schoolbook. Four students were called to the front of the class to present their drawings and talk about their bedrooms including what kind of furniture was in them. All presentations were in Portuguese, with the actual vocabulary being mentioned in English with the teacher's help. This was particularly surprising to me since, as mentioned in [chapter 2.2](#), the use of English in the ESL class is considered to be a fundamental part of creating a higher proficiency in the language as it mimics real-life situations with other speakers of English, thus I hold the view that this lesson could have been improved by the use of English, especially during the students' presentations. The difference in the ability to communicate in English is even more astounding when we compare this lesson with lessons observed in the secondary cycle classes ([chapter 3.2.2](#)),

⁸ The teacher chose not to be named in this thesis.

although that could be explained by the age and level of English of the students since these students were around 13 years old and secondary cycle students are usually aged between 16 and 18 years old.

As previously mentioned, smartphones or other types of devices are not allowed during the English lessons of this year 7 class. This prohibition was particularly striking during the part of the lesson where the students solved various exercises from their schoolbook and needed to use the dictionary to find vocabulary they were not familiar with or the necessity to write a sentence using words or expressions they had not learnt yet arose. Instead of using an online dictionary, the students relied on a single printed bilingual dictionary owned by one of the students, making the process of finding the needed vocabulary much more time consuming, difficult and, sometimes, even impossible (given some words were not included in that edition of the dictionary). At one point in this process, one of the students asked the teacher why they could not simply look up the words in an online dictionary, but the student's inquiry was simply ignored by the teacher.

This lesson was, therefore, of particular importance for my observation and for the action research process described previously, since the class showed the result of continuous lessons where technology is not used and, consequently, the students' proficiency, communication competences and efficiency seemed to evolve much slower than of those where technology is used, according to the authors quoted on [chapter 2](#) and my observations described on [chapter 3.2.2](#). I also found that the type of materials and activities used were also quite traditional and, although students showed enthusiasm and motivation, one can wonder what more interactive, digital, and authentic materials could achieve.

The next and last 3rd cycle ESL lesson observed was of a year 9 class on the different types of books and literature.

This lesson consisted of an initial brainstorm about the students' reading habits and some exercises from the schoolbook which included a listening activity, written exercises and a game to explore classical art. The students were not allowed to use their

phones during the lesson, but the teacher used the digital version of the schoolbook which was projected so that the entire class could follow the activities.

Although students could not use their phones in the classroom, I could observe that most students were secretly using their devices which distracted them from the activities at hand, lowering their participation in the lesson to very low levels and increasing bad behaviour and conversations amongst the students which were not related to the lesson. This fact is closely related to what was explored during [chapter 2.1](#) regarding motivation in the classroom and how technology can help to increase it, since, as previously suggested “students can be active, motivated and involved in language learning process” (Ilter, 2009) when they use their smartphones. It is my understanding that this lesson would have benefited from the use of technology especially when we consider the topic of the lesson and how easy it could have been to create authentic materials or adapt the ones from the schoolbook into more interactive ones that would keep students interested and motivated.

This is especially true when we consider how students’ attitudes drastically changed when the listening activity and the activity that included a game began. Especially during the latter, students’ levels of interest, curiosity and focus seemed to increase, although, it is my belief that the activity could have been improved, perhaps by the use of an online gaming educational platform (Kahoot, for example) which would stimulate students’ curiosity and learnings by creating healthy competition amongst them.

At the end of this lesson, the teacher insisted on sharing impressions about the activities, the class, and the lesson itself which was enlightening and contributed to the action research process described previously, helping both of us have a different perspective and working to improve lessons we will teach in the future.

3.2.2. Secondary Cycle

The observation of the secondary cycle classes occurred during the full duration of the practicum and all lessons were taught by teacher Luz Baião. These lessons were radically different from the lessons of the 3rd cycle, since teacher Luz Baião never used

the schoolbook, choosing to create her own materials and activities, and used smartphones and other types of technology as an active learning and teaching tool, encouraging the students to research unknown vocabulary or a topic discussed during and after a particular lesson. It is also important to mention that all classes were taught in English rather than in Portuguese.

The lessons always followed the same structure, regardless of the year of study or the activities planned (except on the lessons where tests were applied) which, in my view, gave the lessons an expected structure and an organisation with which, both the students and I, got familiar. As a result, and because I found them to be important, I carried over some of the methods teacher Luz practised during her lessons, to the ones I taught during the practicum.

The classes would always begin by a student saying the numbers of the lesson, taking attendance and reporting to the teacher, which, in my opinion, gave the students a sense of responsibility right from the beginning of each lesson. Following, teacher Luz Baião would proceed to the expository part of the lesson, which would lead into students developing a project, completing exercises, researching, or debating a topic of interest for the lesson at hand, amongst other activities.

Two of my roles in all lessons observed was to take notes about the activities, as well as the behaviour of the students and their relationship, connection, and receptivity (or lack thereof) of a particular methodology or practice, particularly regarding the use of technology in the classroom, as well as share my impressions with teacher Luz Baião during our weekly meeting. I was, however, also encouraged to freely participate in the lessons whenever I chose or was pertinent to do so. This process was of remarkable importance since it allowed me to truly observe the theories and hypotheses explored by the authors mentioned during [chapter 2](#) and during the classes I took during the first year of the master's programme, as well as to explore and actively participate in the process of action research.

From my observations during these lessons, I could conclude that technology did indeed help students in a plethora of domains, but especially when it came to communicating with each other and with the teacher since they could use WhatsApp or similar apps to communicate with one another (by creating group chats which included

the students present in a particular group) and continue to have group projects⁹, use search engines to look up information and then report to the teacher and check online dictionaries for the definition of unknown words or concepts.

The weekly meetings between teacher Luz Baião and I were of equal importance since we would share information and impressions about the lessons I observed, as well as the students, and I could freely give my opinion on the activities and methodologies used. This sharing and reflection contributed to shaping my lessons since I would take note of the activities I would like to experiment so that I could improve the lessons. Teacher Luz Baião would also mention how the meetings and the sharing of my research would help her teaching processes since the teacher could or would adapt certain activities if she agreed they could be improved, based on my reflections and impressions, which is, as described previously, the main objective of the action research process.

3.3. Planning

Regardless of actively using technology as a teaching tool in their classes, one of the most important activities a teacher must do is the planning of their lessons, in order to avoid unproductivity and inefficiency (Zahorik, 1970).

From the very beginning of the practicum, I was instructed to create several different types of plans, starting with a year-long plan, a 20-class plan¹⁰ and, finally, a plan for each lesson I taught. Each of these plans would have to contain the same type of information: objectives, both general and regarding language proficiency; the content of each class, semester or unit, which could be sociocultural, linguistic or both; a detailed description of the activities for each class, semester or unit; evaluation and schedule; and materials to use. All the plans were created by me with the guidance of teacher Luz Baião, who would offer suggestions for the improvement of all sections of the plans.

The first plan I was instructed to create by teacher Luz Baião was a year-long plan for a year 10 class, using the Portuguese curriculum for ESL as support (please refer to

⁹ Due to the COVID-19 pandemic, students were not allowed to move freely in the classroom and could only sit on the seat assigned to them which made group activities only possible by using smartphones.

¹⁰ According to FCSH-UNL rules, the minimum number of classes a student must teach during the practicum is 20 lessons of 45 minutes each.

[appendix 7.1](#) to read this plan). I found this exercise to be difficult but incredibly useful since it offered me the possibility of getting acquainted with the program, transforming it from a long descriptive document into a file I could quickly refer at any time to give me guidance and direction, since it encapsulates all the topics a year 10 class must explore, including sociocultural and linguistic content, as well as general and language proficiency objectives.

Following the conclusion of the year-long plan, it was time to create a 20-lessons plan (please refer to [appendix 7.2](#) to read this plan). This plan allowed me to transform ideas from an abstract concept into concrete information, creating a much more detailed and tangible plan that would already include some activities I would like to perform with the students, as well as more specific objectives. In my view, this plan was both the most difficult to create, since the classes seemed to be too far away in time to plan for, but also the most useful since I could see my ideas starting to take shape, especially activities that would use technology and what I would want the students to achieve by the end of each one, be it the development of a specific communicative competence in English or the expansion of a sociocultural feature.

With both plans done, it was then time to gather all the information and reflection and create my own lessons from all the knowledge collected.

A lesson plan was created for every lesson I taught during the practicum which was of extreme importance since it gave me clear structure, detailed information about what type of activities the students would perform, what type of content was to be explored and what objectives students were to achieve by the end of the lesson, as well as organization, making me feel much more productive during the practicum.

Following, I would like to present the reader with a short description of the year 10 and year 11 classes I taught these lessons to, as well as the most important activities performed which contributed to the confirmation of the theories described on [chapter 2](#).

3.4. Class description

As previously mentioned, after observing lessons during the first phase of the practicum (from October to December 2020), having created a plan for the entire school year and a 20-lesson plan, and having reflected upon what was the best course of action on how to apply the theories mentioned during the [literature review](#), it was time to choose a class to teach and put these ideas into practice.

The class chosen was a year 10 science and technologies class (10^oA1) which had 27 students with mixed abilities in English and whose class director was teacher Luz Baião. In total, during the practicum, 26 lessons of 90 minutes each were taught by me to this class, including lessons online during a COVID-19 lockdown using Microsoft Teams.

Besides this year 10 class, teacher Luz Baião also offered me the opportunity to teach her three year 11 classes whenever I would find suitable, when the subjects explored in class were of particular interest for me (some of these revolved around sociocultural topics, which I describe in detail in [chapter 3.5.1](#)), and when the teacher was not available to teach for personal reasons (in these instances, I taught the classes by myself). I found the opportunity of going from observation to practice on year 11 classes rather enriching and developing since it gave me a look into a different curriculum, objectives, concepts, and topics that are not necessarily explored on year 10. In total, 4 lessons of 90 minutes each were taught by me to these three year 11 classes, adding up to 12 lessons.

Following I will describe some of the activities used in these lessons and how important these were to confirm how technology can promote communicative competences in the ESL classroom.

3.5. Activities

As previously mentioned, during the practicum, I was responsible for planning lessons, creating or curating authentic materials, activities and assignments, and teach them to the classes I chose. I performed these tasks, especially the creation of the plans and the activities, with the intent of confirming whether technology could help students' communicative competences in the ESL classes. Thus, in the next sub-chapters, the

reader will have the possibility of consulting some of the activities performed in the lessons I taught, complete with the lesson plan associated with the lesson, as well as my conclusions on how said activity did or did not help communicative competences. The following part of this thesis is therefore divided by the different competences present in the Portuguese ESL curriculum which will make it easier for the reader to consult. However, it is important to mention how all these competences are intrinsically connected during each lesson taught and plan written and are all, therefore, explored in every class.

It is also important to mention, as a general note, that all lessons taught by me were done so using English exclusively since, as mentioned before, offering students the possibility of interacting in the target language might develop their competences much more effectively when compared to the use of the students' native language. English was also used amongst the students when working in groups or pairs, and when answering questions either me or teacher Luz Baião invited them to answer.

As established previously, the use and creation of [authentic materials](#) play a crucial role when one chooses to use technology in the ESL classroom, in order to obtain a high level of success, thus all materials and activities presented in the lessons were curated or created by me and no schoolbooks were used in the lessons.

3.5.1. Sociocultural

As mentioned in [chapter 2](#) of this thesis, the sociocultural competence is one of the most important parts of the current curricula. Teachers need to be able to know how to properly navigate the topics that must be explored in order for their students to achieve success.

Even though schoolbooks seem to approach the topics, the materials and activities used seem to be outdated or no longer entirely relevant for the cultural and social climate we live in today. The schoolbook adopted by the Romeu Correia School for the year 11 ESL classes, *Upgrade* by Filipe, Rabaça, & Simões (2014) includes topics such as gender equality and racial discrimination but uses data, texts and articles which are now nearly ten years old (from 2013) not mentioning, for example, the Black Lives

Matter movement, LGBTQ+ rights and movements or women's rights movements. The activities that accompany these texts and data are, in my view, superficial and do not stimulate the students to reach their full potential and to truly understand the subjects at hand.

Similarly, the schoolbook adopted by the school for the year 10 ESL classes, *MashUp* by Torres & Vieitas (2013), in my view, looks to be even more superficial and sometimes even trivial in its approach to sociocultural topics, only mentioning teenagers of today (even though the "today" mentioned is of 2013, the year the schoolbook was published) and not delving into multiculturalism or interculturalism.

Both of these schoolbooks and possibly others seem to lack frequent updates to their content in order to make them relevant and pertinent for the students learning from said books. Technology might be, thus, a way to keep the content up-to-date and contemporary since it gifts teachers the possibility of choosing materials that are relevant to topics students are interested in and can get more information about them in an easy and swift way. The use of technology to explore these and other sociocultural topics can also improve the communicative competences of students and increase their awareness of the world around them since, through researching online and discussing these topics in class, students use all their linguistic skills, including reading, listening, speaking and writing. However, it is important to mention that, regardless of being up-to-date or not, most resources and texts that appear on schoolbooks are usually linked to exercises that have a focus on practising the language and the communicative competences. Thus, it is not my intent to disregard the important work done by teachers, writers, editors and other professionals who create and help with the construction of schoolbooks. Perhaps an interesting activity to perform with students would be to research more current and up-to-date materials (that relate to the topics mentioned by the schoolbooks) with the intent of "updating" the texts and documents present in these manuals.

With this in mind, in all lessons taught by me that involved a sociocultural topic, students used their smartphones as a learning tool mainly to do research online but also to communicate with each other in the classroom.

One of the lessons taught to the year 10 class described previously related to the exploration of different costumes and cultures around the world. This lesson had several objectives, namely the discovery and analysis of the differences and similarities between their own culture and others, and the understanding of how certain elements connect different cultures (please refer to [appendix 7.3](#) to read the lesson plan for this lesson, as well the materials used). In order to do this in the most interactive way, the students were presented with several pictures and were told to choose two pictures of their liking or were most curious to them. Following, the students had to research the pictures they chose and prepare a quick presentation to the class including the reason why they chose the pictures, what was depicted in the pictures, and what differences and similarities they found to their own culture, amongst other information the students found relevant.

If the reader is considering the use of this or similar activities that involve online research in the classroom, it would perhaps be of interest to refer to the search literacy strategies mentioned by Dudeney et al. (2013) in which the authors state how powerful search engines (such as Google and similar ones) can be to facilitate students' research projects. The exploration of this digital literacy in the classroom can offer students the ability to better filter the information received, to learn how to research online using images and tags and, how to utilize convenient shortcuts and mechanics that allow the students to get the information they need in a quicker, more efficient way.

Following each presentation, several questions were asked to the students so that they would discuss and think about concepts such as discrimination, cultural appropriation, prejudice, and stereotypes. All research and communication in this lesson were done by using the students' own smartphone devices.

This was, in my view, a highly successful lesson in which students learnt and researched about different cultures, increasing their awareness of others around the world. This exploration would not have been possible without the use of the technology in the classroom since the schoolbook does not contain this information and, the students are not in direct contact with the great majority of cultures and sub-cultures explored in this lesson on their day-to-day lives. Thus, technology not only opened the door to discovery and creativity but allowed for communication and discussion in the

classroom, both amongst the students and between students and the teacher, potentially promoting communicative competences particularly those associated with speaking and listening, especially since the students were given the space to choose and discuss something of their interest, therefore possibly making them more participative and engaged. The feedback received from this lesson was highly positive, with the students mentioning the exploration of different cultures as something they enjoyed doing in class, with some students mentioning the fact that they wanted to explore even further (indeed, one of the [findings](#) of the questionnaire applied to these students was exactly this aspect) and one student writing a voluntary essay about the similarities between Buddhism and karate.

Trying to find even further evidence of how technology can help with both the exploration of sociocultural aspects and communicative competences in ESL, I designed a lesson for the year 11 classes taught by teacher Luz Baião revolving around multiple topics that are current and relevant, namely segregation in the USA and the social movements (mentioned in detail during [chapter 3.5.2.](#)), both old and current, as well as LGBTQ+ movements. In the former (please refer to [appendix 7.4](#) to read this lesson plan and the materials used), students were presented with an LGBTQ+ rights timeline created by me. Following, the students were presented with a map of Europe depicting a rate of each country based on their protection of human rights of which, in groups, the students had to choose one country and research how that rating was achieved, and prepare an oral presentation for the class, mentioning the most shocking or surprising moments to the group, as well as other relevant information.

Similarly to the activity described before, done with a year 10 class, this activity was only possible by using the students' mobile devices since their schoolbook, as mentioned previously, does not contain up-to-date data and, as such, might no longer be relevant to the students. In fact, said schoolbook does not mention the subject of LGBTQ+ rights entirely, which, in my view, is a critical error since the students mentioned in class that this topic is of particular interest and value. Therefore, using technology in this class, allowed the students to explore and discover facts and statistics about LGBTQ+ rights, as well as allowing for communication both between students and between students and teacher, thus potentially increasing the students' communicative

competences by using a topic that is current and that the students might be able to relate to.

3.5.2. Reading and writing

When it came to reading and writing activities, it was important for me to understand just how important these two aspects of the language are in order to offer the students the best guidance possible.

Thus, with the assistance of several authors but especially of Harmer's *The Practice of English Language Teaching* (2017), I understood that building or using materials which the students find interesting was crucial for the success of the exploration of these aspects of the language.

I found quite quickly that using technology as an active tool in the classroom to develop reading skills proves to be a challenging task since the current devices do not enhance the reading experience per se. Thus, the use of technology was used to procure the most relevant materials for the students, as a tool to consult unknown vocabulary (this aspect of the language is explored on the [following chapter](#)) and as a support for writing activities.

On a particular lesson built by me for the year 11 classes (please refer to [appendix 7.5](#) to read this lesson plan and the materials used on it), the students were prompted to read an article on Rosa Parks. Following Harmer's reading sequences suggestions (2017, pp. 288-302), this lesson contained a presentation on the topic of segregation in the USA which was shown to the students before reading the article with the purpose of introducing the topic and checking the understanding and knowledge the students already possessed on the subject. Following, the students were instructed to read the article which contained several underlined names and concepts that were relevant for the understanding of the text or might be relevant for the students' own exploration of the topic outside the lesson. After reading the article, the students were asked numerous questions which included how they felt on the topic, whether they knew some historical figures or moments mentioned, and their opinion on this and relating subjects. This moment was particularly important since students will likely engage a lot

more in the class and discussion if they feel a connection to the subject and if they can express their feelings towards a topic in a free and unrestricted way (Harmer, 2017).

Finally, a concluding presentation was given to the students, and they were instructed to write some paragraphs containing their feelings towards this subject using their mobile phones. These texts were read for the entire class on the following lesson.

In my view, reading is one of the most difficult aspects of the language to improve using technology given there is no way (to my knowledge) to do so apart from being able to choose relevant texts and articles from the plethora that is published online every day, rather than the texts published in the schoolbooks which might not be as suitable or relatable for the students, as well as to teach the students the difference between texts written to be read on paper and those to be read on a website, with special focus on hyperlinks, multimedia formats, layouts, amongst other elements associated with these types of materials. When it comes to developing writing competences, technology can be quite useful since it offers students several applications and websites that help correct their language and explain their mistakes, given the students the opportunity to improve with every paragraph written. Students also have access to online dictionaries, thesauruses and applications that include text-to-speech technology which offer the possibility of listening to certain unknown words and how to pronounce them correctly.

3.5.3. Vocabulary

The exploration of vocabulary using technology in the classroom is one of the most effective ways to achieve the promotion of this aspect of the language. As previously seen, to be able to consult an online dictionary or thesaurus in class is quite powerful since it allows for students to explore unknown language at their own accord but also because it makes this exploration much faster and effective when we compare it to the printed equivalent of these supports.

Indeed, students seem to agree with this statement, naming vocabulary as the aspect technology helps develop the most, as the reader will be able to attest during [chapter 4](#) where a description of the questionnaire applied to the students is given, as well as a description of the findings that stemmed from this survey.

In almost every lesson taught by me or teacher Luz Baião (perhaps excluding the lessons where students were given tests or any other form of formal evaluation), students were encouraged to look for the meaning of unknown vocabulary to them and share the findings with the class. This also applied in occasions where new vocabulary related to a certain topic was introduced.

Some of the lessons, however, and especially the ones that introduced a certain topic of discussion, were filled with the exploration of new vocabulary. On a particular lesson planned and taught by me to the year 10 class on the evolution of media (please refer to [appendix 7.6](#) to read the lesson plan and consult the materials for this particular lesson), the students were shown pictures of multiple types of media and devices and how these evolved through the decades. As the presentation was shown to the students, several questions were asked to understand what vocabulary the students already knew regarding this topic and, if they did not know a certain word, device or media, the students were then prompted to look for that definition and share with the rest of the class.

In this lesson, the students also had to complete a worksheet where the main objective was to put certain inventions in chronological order which made the students having to use their phones or other devices to look up, not only the inventions mentioned but also additional information by them. This activity was of particular importance for the subject at hand since it gave the students a notion of the progression of media (which was the main objective of the lesson) but also made students understand how powerful the use of technology can be in the classroom since, without its use, this activity would likely have not been completed as quickly as it was.

In my view, the use of technology to explore, learn, define, and look up new or unknown vocabulary is crucial, potentially offering the students learning possibilities where one word or definition leads to another, perhaps increasing students' motivation and curiosity, whilst avoiding the possibly restrictive limits of the vocabulary offered by the schoolbooks or the time-consuming process usually associated with a printed dictionary or encyclopaedia.

3.5.4. Listening and speaking

As stated previously, listening to the language is considered to be one of the most powerful ways to acquire proficiency in said language or to gain practice since one can come in contact with it be it in form of dialogues, music, scripted sketches or other types of speech arrangements.

Indeed, Harmer (2017) dedicates some pages of his book to discuss the sounds of the language, including pitch, intonation, stress, among others and tells us that hearing voices in the target language other than that of their teacher, helps students understand speech patterns, absorb the language, and improve their own speaking competence.

In my application of listening activities during the practicum, I took into account some of the suggestions of Harmer when it came to choosing audio tracks and video clips as well as some of the author's suggestions regarding the types of exercises and techniques to develop in class.

Due to its importance, during the practicum, multiple classes containing activities with listening activities were planned. For the purpose of this thesis, I will describe two of them. It is also important to mention that, since all lessons were taught in English, the students always had contact with the spoken language, even when the activities they performed were not necessarily listening activities.

One of the first lessons planned by me was a year 11 class on consumerism and bioethics (please refer to [appendix 7.7](#) to read this lesson plan and the activities performed). In this lesson, the students had access to a song and its music video and had the task of analysing both. Following Harmer's statements on how music is useful for the development of the language (p. 320), the students began by listening to the track and, whilst doing so, had to fill in the gaps on the lyrics sheet provided, which were related to the topic at hand and the words missing were of particular importance to contextualise the subject. After doing so, the students were asked several questions in order to test their understanding of the lyrics and ask their opinion on the subjects at hand. Following, and using Harmer's suggestion to freeze-frame certain parts of the video, the students watched the music video for the song and were asked several

questions regarding what was happening on a specific frame, what they thought was going to happen next and their opinion on the subjects depicted.

Another lesson where listening exercises were performed was during a year 10 lesson created and taught by me on the possible reasons as to why people learn English (please refer to [appendix 7.8](#) to read this lesson plan). The students were divided into three groups and each group had to focus on a particularity of the video, write it down on a Google Slides presentation using their smartphones, and finally report it to the class. In order to complement the video and to test the students' understanding, several questions were also asked.

Besides using online video and an online collaborative platform, one must wonder how technology has influenced both of these lessons and listening activities in general. I believe that technology helps bridge the gap between the students' preferences and the subjects that must be discussed in class. Harmer (2017) continues and says that when choosing audio, particularly a song, it can become difficult for teachers to pick one that the students are interested in since what is popular one week might not be on the following week. This problem can become even bigger if the teacher only uses the schoolbook, risking the use of possibly outdated songs or clips the students no longer are interested in. The use of technology might solve this problem since the teacher can easily check which songs or videos are trending at the time of the lesson and, by doing so, check what is popular and what is not amongst the students, adapting the lessons accordingly.

Technology can also be useful for students since it allows for extensive listening, a concept that Harmer mentions in his book (p. 303). Similar to "extensive reading", this concept refers to students listening to materials in the target language at their own free time, for example at home, with friends, commuting, amongst other instances. This allows students to come into contact with the target language for longer periods of time (when compared to the time of the lessons) and feel empowered in their own choice of material, allowing for possible increase in motivation, vocabulary, use of grammar, amongst others. The use of streaming platforms such as Spotify, Apple Music, Tidal or Youtube which are widely available on almost every mobile device, allow for the students to choose and consume the music, podcasts and videos they enjoy, as well as

sharing their preferences with friends or others online. Applications like Genius allow the students to check the lyrics of their favourite songs while listening to them and offer explanations for the lyrics, mimicking a lesson where lyrics are used for the understanding of a topic. Thus, if the reader is considering the use of any of these strategies or applications in the classroom, it would perhaps be of interest to create a lesson or number of lessons in which students are taught how and encouraged to carry out extensive listening outside of the classroom by presenting the students with suggestions of good websites, podcasts, songs and other audio materials, as well as encouraging the students to share their own interests with the class.

When it comes to speaking, the use of English in the ESL classroom to communicate, as mentioned previously, is considered to be one of the most important factors for the successful acquisition and use of the target language since it allows students to have permanent contact with the language. Thus, in the practicum, as mentioned before, the lessons planned by me were all taught in English, as well as the interactions both between the teacher and the students and amongst the students themselves.

Speaking in the target language was, therefore, continuously observed in the classroom, even though the use of technology to achieve its promotion might not have been observed directly. However, technology may have an important role in the promotion of this competence, for example by the use of speech-to-text activities and features available on multiple websites and applications, from Google Workspace applications such as Google Docs or Google Slides to social networks like Facebook, Instagram or others, by the practice of presentations, by the possible improvement of new learners by using repetition, by the aid of speech impaired students or students with other disabilities, or even by creating small videos in the target language and upload them to platforms such as TikTok.

Indeed, as corroborated with the questionnaire applied to one of the classes and that is analysed in [chapter 4](#), according to the students, speaking is one of the aspects that might improve the most when technology is used in the classroom.

3.5.5. Grammar

The exploration of grammatical items using technology was, deliberately, not done in this practicum for two main reasons: teacher Luz Baião did not find that there was an online resource that is useful or linguistically accurate enough and would rather the students use worksheets created by the teacher or by me which included the theory as well as activities; besides that, the use of technology during grammar lessons was not used in order to discover whether the students would like for it to be used or whether it would be beneficial.

Therefore, the grammatical activities created by me were crafted to only be accomplished by using the knowledge acquired during the lessons, and by using the resources available in the classroom and the worksheet themselves. However, students could freely use their mobile devices in order to research the grammatical item online by using a search engine or online grammar guide or to quickly clear any doubts about an exercise.

Indeed, according to the questionnaire applied to the class and that is analysed in [chapter 4](#), the students consider grammar to be one of the aspects that technology helps the most to develop, even though it was not required to be used during the grammar activities (please refer to [appendix 7.9](#) to check two grammar worksheets created by me which were applied to the year 10 class) performed by the students. This data might suggest two different ideas: the development of students' autonomy and motivation might have been achieved; and that the students might have recognised that technology does indeed help the promotion of their own communicative competences.

Regarding autonomy and motivation, this particular class had total freedom to check or not check their mobile phones during the lessons, regardless of the type of activities they were instructed to perform. Most of the students, according to the questionnaire, chose to do so and recognised that the use of this technology helped them during the lessons for a variety of reasons (please refer to chapter 4 for more information on the [questionnaire](#)). This can also suggest that the students actively use technology during the time they are studying at home in order to help them achieve better results on subjects they may not understand as well or during activities or essays

they need to complete, since the students chose to do so in a controlled environment like their classroom.

This autonomous use of the technology by the students might relate to their own acknowledgement that technology helps the development of their communicative competences since, one expects, students will always try to use or apply techniques that suit them better, regardless of what these might be.

On the flip side, however, one can wonder if one of the reasons why students are autonomously checking their mobile devices during grammar lessons and exercises is if the students did not fully understand the teachers' explanation or guidance. Nonetheless, even considering this possibility, students still chose to use technology for guidance and assistance, which may suggest that the students see technology as a valuable tool during their lessons.

3.6. Technology Project – Creating a website

During the practicum and according to FCSH-UNL's guidelines, a project must be developed with the students which incorporates the entire community at the school, including other students and teachers, parents and guardians, and other relevant elements. This project can be anything the intern so chooses as long as it is relevant to either the subjects included on the curriculum or related to the theme the intern is investigating during their PES¹¹ and can be as practical or as theoretical as the intern desires. However, due to the COVID-19 pandemic, these projects had to, naturally, be adapted because of the social distancing mandates, lockdowns, and other imposed restrictions.

Consequently, it was important to think about the development of a project with the year 10 class I taught that was both COVID-19 safe and could involve the entire school community. Thus, the idea of creating a website related to technology was established since it is a topic that relates to this thesis, to the subjects the students explored during their ESL classes and is also easily accessible to the entire community.

¹¹ Prática de Ensino Supervisionado.

As a result, the main objective of this project was the creation of a website that contained information related to any theme connected to technology that could be useful to other students and teachers and was, subsequently, written by the participating students using an educational approach. Please refer to the following link to read the website: <https://sites.google.com/view/projeto-tecnologia/home-page>

After discussing this idea with teacher Luz Baião, we agreed that the participation in this project was voluntary, but it was subject to evaluation, meaning the students who participated received a grade which had the same weight in the students' evaluation as any other assignment the students had done during the school year¹². The voluntary nature of this project was very important to me since it was expected that the students who chose to participate liked the project and were excited to create a website.

Thirteen out of twenty-seven students signed up to participate, resulting in three different groups and themes: social media (containing six students); cyberbullying (containing two students); and nanotechnology applied to ICT's (containing five students). The groups were created based on the student's preferred topic which were also suggested by the students. Despite expecting more students of the class to join the project, I considered the students who enrolled were very motivated to create a website and that the themes they had chosen were relevant and important.

Following the formation of groups and the establishments of the themes, it was time for the students to plan their work and were, thus, instructed to create several chapters and sub-chapters after properly researching their theme (please refer to the [website](#) in order to check all sub-chapters created by the student). Subsequent to this process, the students started to write their sections of the website which were proofread by me and subsequently corrected by the students. The students were also instructed and encouraged to illustrate their sections of the website however they chose to do so and use links to external sources, videos, or any other type of content.

¹² In order to keep fairness in the students' evaluation, the students who chose not to participate in the project had to do a different assignment, which was worth the same percentage as the project on their evaluation.

With all writing, corrections, and illustrations complete, it was time for the students to present the project. The groups had two different presentations to do: the first being to present their section of the website to the classmates who did not participate in the project; the second presentation involved the remaining elements of the school community.

The first presentation occurred in the classroom during one of the lessons and the students prepared quick demonstrations highlighting what the classmates could expect to find in their sections when visiting the website.

The second type of presentation occurred multiple times and consisted in a selected group of students to visit several classrooms and areas of the school. This group of students had to quickly explain to their schoolmates and the teacher present in that classroom what the website was about, and what was included in it, concluding the presentation with the sharing of the link to the website and encouraging people to visit it and to leave a comment.

It is important to mention, as a concluding thought about this project, that all groups who participated obtained a positive grade, with one of groups receiving an 18/20 grade and another group receiving a 20/20 grade. There is a striking difference when we compare these results with the results of the students who did not participate in the project and had to write and present another assignment. According to teacher Luz Baião's evaluation, 64% of these students obtained a negative mark on their assignment. Thus, these numbers can suggest that the ability to write about a topic of interest for the students, in combination with the use of an online platform that offers total freedom and can expand creativity, might improve the students' grades and performance and, as such, should be considered as a possible reliable strategy to use in the classroom.

4. Questionnaire

As part of the practicum, I was advised by teacher-trainer Luz Baião to apply a questionnaire to the year 10 class I had taught during the months I worked and studied at Secondary School Romeu Correia. This chapter contains the objectives of the questionnaire, how it was applied, what was found and the possible conclusions and analysis.

It is, however, important to understand what is meant by questionnaire. According to Bryman (2012), in fundamental terms, questionnaires or research interviews are strategies which allow for the collection of data both of quantitative and qualitative research (p. 209) and its subsequent treatment and analysis.

This questionnaire follows some of the guidelines associated to structured interviews and self-completion questionnaires which, according to Bryman (2012), have the main goal of standardizing the questions so that differences between the questionnaires or interviews are minimized and all participants get the same exact questions thus reducing the risk of errors or variables. Because it is a self-completion questionnaire, the participants have filled out the form themselves.

The reader should note however, that this questionnaire branches out and some questions are only to certain students since part of it only applies to a group of students and not the entire class (for example, the part of questionnaire which aims to gather data about the [participation on the technology project](#) could not have been responded by the students who did not participate in the project).

4.1. Objectives

The application of this questionnaire had four main objectives namely, to discover what were the students' preferences (which theme or subject from those studied during the school-year students enjoyed the most and what type of activities they preferred to do in their ESL classes), what was the students' relationship with and opinion on technology (relates for example to the use of their mobile devices in class

and whether they enjoy using it), what was the students' opinion of my job as their teacher and whether the students thought technology helps to develop their communicative competences and motivation.

4.2. Application

This questionnaire was applied during the last lesson I planned for the students in order to give me a better understanding of the students' preferences and opinions. On the lesson before the application of the questionnaire, the students were instructed to review all the themes, subjects and activities explored and performed in the lessons I planned and taught during the practicum, both in-person classes and online classes so that they could remember everything discussed in the classes.

All questions were written by me and approved by teacher Luz Baião¹³. The questionnaire was applied to all the students in the year 10 class I taught which equals to 27 students. This questionnaire was anonymous and did not check for gender or other data that could potentially reveal the student's identity, ability in the classroom or other personal or identifiable characteristics.

The questionnaire was composed of 23 questions, with 7 of these allowing the students to freely write their answers and opinions, whilst the remaining ones were close-ended questions (please refer to [appendix 7.10](#) to read the questionnaire in full) since additional information was required in some questions. The questionnaire was applied online using Microsoft Forms and the students used their own mobile devices to complete it.

4.3. Findings

This sub-chapter contains some of the answers to the questions asked on the questionnaire and a small analysis of the answers. For better navigation, the sub-chapter is divided into four different sections depending on which element analysed, mimicking

¹³ Please note that, as per suggested by teacher Luz Baião, all questions were written in Portuguese and all translations done during this thesis are done by me.

the questionnaire itself. Please note that not all questions will be analysed or mentioned since some of them were yes/no questions with the sole intent of branching out into different questions. Please refer to [appendix 7.11 and onward](#) to check the answers to the questionnaire.

4.3.1. The opinion on the subjects and activities

The first part of the questionnaire contained questions related to the subjects discussed and the activities performed in the lessons (please refer to [appendix 7.11](#) to check the full answers and the charts built from this part of the questionnaire)¹⁴.

On [question 1](#) of the questionnaire, the students were asked to sort the subjects seen in class in the order they preferred with option 1 being the one subject the student enjoyed the least and option 6 being the one the students liked the most. The subjects include globalization, the exploration of different cultures, fake news, amongst others.

According to the answers, the students were divided between two of the subjects – cyberbullying and different cultures around the world – with both options getting 28,6% of the students' preferences. On the opposite side of the spectrum, and surprisingly, since it was also the subject most students preferred, 25% of the students did not like to discuss cyberbullying in class nor globalization.

In order to get an even better understanding of the reason why the students enjoyed the subjects mentioned on question 1, question 3 of the questionnaire asked the students to write what activities they preferred to do in the classroom (please refer to [appendix 7.15](#) to read all the answers given by the students to the open-ended questions asked in this questionnaire¹⁵). Most of the students mentioned activities in a group where they had to research online and then present to the rest of the class as the ones they liked the most, with some other students mentioning the analysis of several pictures, creative writing, video watching and listening to music.

¹⁴ The reader should note that, as the questionnaire was applied using an online platform, the answers are stored in that platform and all graphs included in appendix 7.15 replicate the ones built automatically by said platform.

¹⁵ Please note that the answers are in Portuguese and that these might contain spelling and grammar mistakes.

Based on these answers one can suggest that the students enjoyed activities where they could interact with one another and actively use their mobile phones to research or prepare a presentation. If one takes note of the subjects the students preferred, one might understand that these online researches mentioned by the students are heavily connected to the exploration of different cultures in the classroom, which could possibly be, as mentioned previously during the [literature review](#) and the description of the [sociocultural activities](#) performed in class, one of the biggest advantages of the use of technology in the classroom, alongside the promotion of communicative competences that branches from group activities.

It was, however, important to understand the reasons why the students did not connect as much with certain subjects explored in the lessons. On [question 4](#), students were asked to pick what the reason for the lack of connection for certain themes was and according to the students, the reason why they did not enjoy certain topics was due to the subject itself.

On question 5, where students had to mention how the subject they did not like as much could be improved, several students mentioned how they would like more interactive activities like online games (several students mentioned Kahoot) and some students mentioned these subjects could be improved by doing more group work.

The results of both questions 4 and 5 could suggest that students do indeed enjoy a more interactive experience which might be achieved by using technology in the classroom. However, in order to verify this possibility, [question 6](#) asks the students to sort the activities performed in the classroom by their preferences.

Although with some mixed answers, one can conclude that the activity the students did not prefer to do in their ESL lessons was the creation of summaries, followed by grammar exercises, as opposed to listening activities, which is selected to be as the one the students prefer to do, followed by the cooperation on online PowerPoints with their classmates.

These answers suggest that the students might prefer activities where they are allowed to cooperate with one another as opposed to those where they work individually. It is very important to note, however, that, due to the COVID-19 pandemic,

students were not allowed to physically move in the classroom and the way they would communicate in group projects, as mentioned in [chapter 3.5](#), was by using online messaging applications such as WhatsApp. This can suggest that, even though students are not communicating face-to-face, the use of technology in the classroom might have helped students' communicative competences even when using the language amongst each other.

One must also note that the activities not preferred by the students are those where technology was not used, just like stated in [chapter 3.5.5](#). when it comes to grammar exercises, which might suggest that the use of technology is indeed preferred by the students and helps them improve their communicative competences.

To add to this idea, the great majority of replies to question 7, where students were asked to name activities they would like to perform in the future in their ESL classes, mentioned online games like Kahoot and even more listening activities which might suggest students may feel stimulated and motivated by these types of activities, especially because, in comparison, no student mentioned schoolbooks or worksheets.

4.3.2. Relationship with and use of technology at school

The following block of questions relates to the students' relationship with technology and its use at school. This section of the questionnaire is of particular importance since it strives to show whether students enjoy the use of technology in the classroom, if students find it motivating and whether students think technology helps their communicative competences (please refer to [appendix 7.12](#) to check the full answers and the charts built from this part of the questionnaire).

Firstly, it was important to compare the student's current situation (meaning, the customary use of mobile phones in ESL lessons) to their previous habits and to their current habits in lessons of other subjects, to find out whether regular usage of mobile phones in the classroom as an active tool is the norm or a non-standard practice, thus, [questions 8](#) and [9](#) asked the students whether they actively used their mobile phones during lessons of other subjects, and whether the students used to use their mobile phones on ESL lesson of past years, respectively. The data suggests that students' habits

have changed from previous years and that the usage of mobile phones on the classes taught by me and teacher Luz Baião was much higher when compared to classes of other subjects.

With this new information, however, it was of the utmost importance to find out whether students think the use of technology helps their communicative competences and whether they think the use of mobile phones in the English classroom is useful. Thus, [question 10](#) of this questionnaire asks students if they think using their mobile phones in class is beneficial. In an overwhelming response, all students agree that the use of mobile phones in the English class is beneficial to them.

It is, however, important to understand why the students think so and, thus, [question 11](#) aimed to reach that understanding by asking students to sort the reasons why they thought technology was useful in the class by their opinions. By analysing this data, one can observe that the reasons the students say the use of technology is beneficial ties to some of the activities described during [chapter 3.5](#), with the students recognising the potential of their mobile phones to access online dictionaries and to research subjects online, connecting these habits to an autonomous learning experience. One can also link these results, especially the use of an online dictionary, to the lack of this practice [observed by me in the 3rd cycle classes](#) and how flustered the students of those classes seemed to be by not being able to quickly consult a word or definition they did not know using their mobile phones.

This data, however, does not suggest anything related to the students' motivation and it also does not heavily suggest the promotion of communicative competences. Thus, it was crucial to have data that could back these statements. With this goal in mind, [question 13](#) asked the students whether they think using technology in the classroom helps them to feel more motivated. In an almost unanimous response, students agree that the use of technology in the classroom helps them feel more motivated.

It was, nonetheless, important to understand why the students feel motivated and in what way and, thus, question 14 asked the students why they think technology helps them feel more motivated. Some of the reasons mentioned by the students were: that they enjoy the innovation technology brings to the class; that technology helps

them keep their focus on the lesson; that classes become less tedious by eliminating the teacher-centred approach; that, since technology is already a big part in their daily lives, it can feel like they bring a piece of their personal lives to the classroom; and that it shows how much trust the teacher has on the students by allowing the use of mobile phones.

It was also important to understand if the students think the use of technology in the classrooms helps their communication and, thus, on [question 15](#) the students were asked exactly that. Through the analysis of this question, one can attest students agreed that using technology in the classroom helps their communication. However, it was important to know why and, thus, question 16 asked the students to mention some of the reasons why they think that is so. Some of the students mentioned that the use of their mobile phones helps them communicate amongst each other or with other people who are geographically far away, while some other students mentioned that the possibility of checking the meaning of new or unknown words helps them acquire new vocabulary and, consequently, use them in a dialogue or text.

Both of these reasons go in accordance with what the students mentioned in previous questions, but they do not, however, mention other communicative competences and it was, therefore, important to understand whether students consider that other types of competences are helped through the use of technology. Thus, [question 17](#) asked the students to select all aspects in which technology helps them in class. This data in particular can be a great look at which aspects technology might help in the classroom, helping teachers and other educators who are interested in using technology as an active tool to better understand what are the communicative competences that are more developed according to the students. This data can also be useful when developing or adapting curricula that include the use of technology and when planning lessons.

Overall, the questions in this section of the questionnaire suggest that, indeed, technology helps both students' motivation and communicative competences by introducing elements of the students' personal life to their classroom, by helping students stay focused during the lesson, by allowing communication between the

students, and by improving the students' communication in the language through the discovery of new vocabulary and development of grammatical subjects.

4.3.3. Participation on the technology project

As mentioned during [chapter 3.6](#), 13 out of the 27 students in the year 10 class signed up to participate in the project. Thus, [question 19](#) asked the students who participated why they chose to do so. Although with some polarizing results, this data suggests that either the students thought it was an easy project and wanted to participate or that they wanted to have a new experience where they could be creative and build a website. Regardless of the reason, this data might be useful for future projects since it allows for the adaptation of the project itself to best fit the students' preferences.

4.4.4. The opinion of the teacher

This questionnaire also had the intent of discovering what the students thought of my work as their teacher during the practicum. This data does not, necessarily, correlate with the use of technology although it might be useful for future classes and, since the teacher is a major part of the classroom and technology was present in almost all the lessons planned by me, this data might reveal whether the students liked or disliked the techniques and approaches used in the lessons. It is also important to mention that this section of the questionnaire was of especial value for teacher Luz Baião since she continuously evaluated my job as the teacher of this year 10 class. The reader can, thus, check all the answers for the questions of this part of the questionnaire on [appendix 7.14](#) and [appendix 7.15](#).

Despite the fact that this section of the questionnaire does not directly correlate to the students' opinion or relationship with technology and therefore to its use to improve communicative competences and motivation, some of this data might still be of value especially when the students mentioned the type of materials used and the approach using technology in a positive way.

5. Conclusion

Technology has become, for the most part, an integral part of the daily lives of millions of people, regardless of profession or status. To actively use technology in the classroom as a teaching and learning tool, therefore, seems almost logical and, in some cases, a natural progression from the use of technology in other parts of people's lives. This thesis came to highlight some of the possible advantages of using technology in the classroom.

The development of communicative competences and the promotion of motivation are integral parts of the success of any students of English as a Second Language and are, therefore, taken into consideration by teachers, educators, schools, and other elements that are actively involved in school lives of millions of teachers.

The use of technology in ESL education to promote communicative competences and motivation seems to be the next compelling step. When it comes to motivation, the use of technology in the classroom might offer students the possibility of bringing their interests and preferences to the classroom, allowing for more discussion surrounding topics that are of interest and importance to the students which, in turn, motivates them to participate in class a lot more and be more involved. As motivation increases, students might also develop the will to improve the language and explore certain subjects in an autonomous way, for which technology might also help.

Besides the authors cited, the improvement of motivation in the classroom by using technology was also suggested by the questionnaire applied to the year 10 class I taught during the practicum, in which barely all students of the class agreed that this improvement occurs, with the students mentioning that technology solidifies their attention during the lessons, eliminates the teacher-centred approach and makes them feel trusted in.

When it comes to the promotion of communicative competences, using technology might be one of the most powerful strategies one can adopt in the classroom. The active use of technology can facilitate and improve the curation of relevant, pertinent, and important content for the lessons while being able to eliminate

the possibly outdated materials provided by the majority of schoolbooks, offering the students meaningful materials which they will likely relate to much more heavily, especially when we consider the sociocultural aspect of the language.

The use of technology in the classroom might also increase contact with the target language, allowing for a higher contact with native speakers which offers the opportunity to listen to real-life dialogues and participate in them, something traditional schoolbooks will likely not be able to offer.

Allowing the students to use technology in the classroom offers the students the possibility of checking unknown or new vocabulary which, in turn, might make them feel more secure and confident to use that new lexicon in their essays, speaking to the teacher, amongst their classmates or in their lives outside the school walls.

Communication, be it spoken or written, might indeed be one of the most important aspects enhanced with the use of technology in the classroom. This is especially true when we consider the obstacles the COVID-19 pandemic brought to education, both transforming the classrooms into online spaces but also by not allowing students to freely move in the physical classroom. The use of mobile phones allowed, according to what the students have said in the questionnaire, for a higher volume of communication between the elements of the class, making it possible for group projects and other similar activities which required more than one person, to continue in the classroom.

Even in aspects of the language where technology was not used to teach during the lesson and its respective exercises, for example during lessons that revolved around grammar, the students chose to use their mobile phones to look up grammatical rules or to help with homework or other activities, possibly showing that technology is indeed a valuable tool for the students and that they recognise it does help to promote their communicative competences.

Despite the valuable findings that arose from the literature review, the activities performed during the practicum and the analysis of the questionnaire applied to the class I taught, it will be vital and noteworthy for other teachers to try these and other

activities that actively use technology in classes they teach since, it is my belief, that the practical approach is the only way to test these activities and methods.

While humanity has lived with technology, in one form or the other, more primitively or more advanced, for centuries, the incredible and fast advances we have seen in the last few decades have been remarkable and have no tendency to stop or slow down. Therefore, the implementation of technology in education will likely change from its present state, both when it comes to teaching and learning. Thus, it is my desire that this thesis opens the possibility for new and different studies and applications to further improve the quality of education given to our students.

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7. Appendices

7.1. Year-long ESL plan for a year 10 class



Planificação Anual – Inglês – 10º Ano Escolaridade					
Objetivos		Conteúdos		Atividades	Avaliação e Calendarização
<p>Gerais</p> <ul style="list-style-type: none"> - Conhecer e interagir com outras culturas de língua inglesa e outras línguas - Utilizar a língua inglesa para expressar crítica - Integrar a sua experiência e usar conhecimentos adquiridos noutras disciplinas - Demonstrar capacidade de relacionar informação - Relacionar a sua cultura de origem com as culturas com que contacta, relativizando o seu ponto de vista e sistema de valores culturais 	<p>Capacidades da Língua</p> <ul style="list-style-type: none"> - Desenvolver capacidades de interpretação e produção de texto escrito e oral - Compreender um discurso fluído e seguir linhas de argumentação - Compreender texto extenso - Interagir com eficácia em língua inglesa, participando ativamente em discussões - Elaborar textos claros e variados, de modo estruturado, atendendo à sua 	<p>Socioculturais</p> <p><u>1. Um Mundo de Muitas Línguas:</u></p> <ul style="list-style-type: none"> - Contato com outras línguas, experiências e culturas, mobilidade, juventude e línguas, a língua inglesa no Mundo (exploração de culturas através da internet, música, livros, cinema e uso da língua para exploração de diversas culturas) <p><u>2. O Mundo Tecnológico:</u></p> <ul style="list-style-type: none"> - Inovação tecnológica, mudanças sociais, exploração de outros mundos (o homem e a máquina, cidades digitais, comunidades e relações humanas) <p><u>3. Os Media e a Comunicação</u></p>	<p>Linguísticos</p> <p><u>Léxico:</u> Vocabulário relacionado com o conteúdo</p> <p><u>Gramática:</u> Reported Speech, Prepositions, If Clauses, Relative, contrast, purpose and time clauses (connectors), Active and Passive Voice, Modal Verbs, Verb Tenses</p>	<ul style="list-style-type: none"> - Debates - Leitura de textos de diversos tipos - Trabalhos de pares - Trabalhos de grupo - Construção de <i>website</i> - <i>Role-plays</i> - Escrita de textos de diversos tipos - Leitura de textos de diversos tipos 	<ul style="list-style-type: none"> - Avaliação diagnóstica - Observação em aula - Avaliação da oralidade, escrita, interpretação e pensamento crítico através de testes, fichas de trabalho e outras atividades mencionadas - Avaliação sumativa <p>1º Semestre (Setembro – Janeiro) 34 aulas:</p> <ul style="list-style-type: none"> - 1 aula de revisão de conteúdos - 29 aulas de implementação de conteúdos - 4 aulas de avaliação, correção e <i>feedback</i>



<p>- Demonstrar capacidade de questionar atitudes estereotipadas perante outros povos, sociedades e culturas</p> <p>- Demonstrar capacidades de autoavaliação do seu processo de aprendizagem</p> <p>- Demonstrar abertura e independência na busca, compreensão e partilha de nova informação, utilizando fontes e suportes variados</p> <p>- Compreender diversos tipos de texto.</p>	<p>função e destinatário.</p>	<p><u>Global</u></p> <p>- Evolução dos <i>media</i>, a internet e a comunicação global, comunicação e ética (da <i>print media</i> às <i>fake news</i>, privacidade, <i>cyber-crime</i>)</p> <p><u>4. Os Jovens na Era Global</u></p> <p>- Os jovens de hoje, os jovens e o futuro, as linguagens dos jovens (valores, atitudes, trabalho e lazer, modas e tendências)</p>			<p>2º Semestre (Janeiro – Junho):</p> <p>39 aulas</p> <p>-1 aula de revisão de conteúdos</p> <p>- 33 aulas de implementação de conteúdos</p> <p>- 5 aulas de avaliação, correção e <i>feedback</i></p>
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7.2. 20-lessons ESL plan for a year 10 class

Planificação Média – Inglês – 10º Ano Escolaridade				
Objectivos	Conteúdos		Atividades	Avaliação e Calendarização
<p>Gerais</p> <ul style="list-style-type: none"> - Refletir, analisar e interpretar diferentes culturas e línguas: costumes, práticas e hábitos - Analisar e refletir sobre a importância do inglês como língua universal - Refletir e determinar qual o papel da tecnologia na vida profissional, escolar e num mundo dito tecnológico - Compreender e analisar o papel das inovações tecnológicas - Desenvolver raciocínio ético sobre o uso da tecnologia nos <i>media</i> e na vida social - Perceber a evolução dos <i>media</i> e como a internet os engloba - Perceber a importância da privacidade nas redes sociais - Compreender o papel das <i>fake news</i> e <i>clickbait</i> na internet - Perceber e criticar o uso negativo ou excessivo da tecnologia pelos jovens 	<p>Socioculturais</p> <p><u>1. Um Mundo de Muitas Línguas</u> - Exploração de outras culturas usando pesquisas online e <i>vlogs</i></p> <p><u>2. O Mundo Tecnológico</u> - Inovação tecnológica e mudanças na vida social - A pandemia e o seu papel no mundo tecnológico</p> <p><u>3. Os Media e a Comunicação Global</u> - Evolução dos <i>media</i>, a internet e a comunicação global, comunicação e ética (<i>privacidade, cyber-crime</i>)</p> <p><u>4. Os Jovens na Era Global</u> - Os jovens de hoje, os jovens e o futuro (valores, atitudes,</p>	<p>Linguísticos</p> <p><u>Léxico:</u> Vocabulário relacionado com o conteúdo</p> <p><u>Gramática:</u> Reported Speech, Active and Passive Voice, Modal Verbs, Verb Tenses</p>	<ul style="list-style-type: none"> - Debates - Leitura e produção de textos de diversos tipos - Trabalhos de pares e grupo - Pesquisas - Google Slides e Google Docs para produção de apresentações e documentos cooperativos - Criação de <i>posts</i> usando o Instagram - Vídeos, séries, áudios 	<ul style="list-style-type: none"> - Observação em aula da oralidade - TPC - Fichas de trabalho - Avaliação sumativa <p>20 aulas</p> <ul style="list-style-type: none"> - 14 aulas de exploração de conteúdos - 4 aulas de revisão gramatical - 1 aula para o teste escrito - 1 aula de feedback sobre a avaliação sumativa

<ul style="list-style-type: none"> - Interpretar, compreender e criar diversos tipos de literacias digitais (<i>texting</i>, multimédia, <i>gaming</i>, <i>mobile</i>, <i>remix</i>) - Refletir e analisar o papel das redes sociais na mudança de atitudes e valores dos jovens <p>Capacidades da Língua</p> <ul style="list-style-type: none"> - Desenvolver capacidades de interpretação e produção de texto escrito e oral: textos, <i>posts</i>, apresentações online, artigos, partes de texto extensivo, <i>vlogs</i>, <i>websites</i> e <i>gaming</i> - Compreender um discurso fluído e seguir linhas de argumentação em vídeos, artigos e transcrições - Interagir com eficácia em língua inglesa, participando ativamente em discussões sobre tecnologia e o seu papel na vida dos jovens e em geral - Utilizar a língua inglesa para expressar crítica 	<p>trabalho e lazer, modas e tendências)</p> <ul style="list-style-type: none"> - Os jovens e as literacias digitais (<i>texting</i>, multimédia, <i>gaming</i>, <i>mobile</i>, <i>remix</i>) 			
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7.3. Lesson plan and materials for a year 10 ESL class on teenagers around the world

Lesson Plan:

Plano de Aula (10º Ano) – 27 de Abril de 2021 Teens Around the World				
Objetivos	Conteúdo		Atividades e Tempo	Recursos
<p>Gerais</p> <ul style="list-style-type: none"> - Descobrir e analisar as diferenças entre o seu próprio país e outros - Pesquisar e refletir sobre as diferentes culturas presentes no Mundo - Perceber quais os elementos que ligam um jovem da sua cultura a outros. <p>Subsidiary</p> <ul style="list-style-type: none"> - Despertar curiosidade noutras culturas e costumes <p>Linguístico</p>	<p>Sociocultural</p> <p>Os Jovens na Era Global – Teens Around the World</p>	<p>Linguísticos</p> <p>Vocabulário: <i>muslim, punk, maori, burka, hijab, kilt, kimono, harajuku, sari,</i> entre outros.</p>	<ul style="list-style-type: none"> - Introdução à aula, sumário, presenças (5 minutos) - Slideshow de imagens com adolescentes à volta do Mundo (pp1) 1. Em grupos de 4-5, os alunos escolhem uma ou duas imagens que considerem interessantes ou lhes desperte curiosidade. 2. Os alunos devem fazer pesquisa sobre a cultura presente na imagem, incluindo: <ul style="list-style-type: none"> o Razão pela qual escolheram o Diferenças o Semelhanças o Razão pela qual a pessoa na imagem se veste ou age daquela forma 3. Apresentar à turma (45 mins pesquisa + 40 mins apresentação) 	<ul style="list-style-type: none"> - Ficha de trabalho - Telemóvel

PowerPoint presentation:



1 ★ 00:10



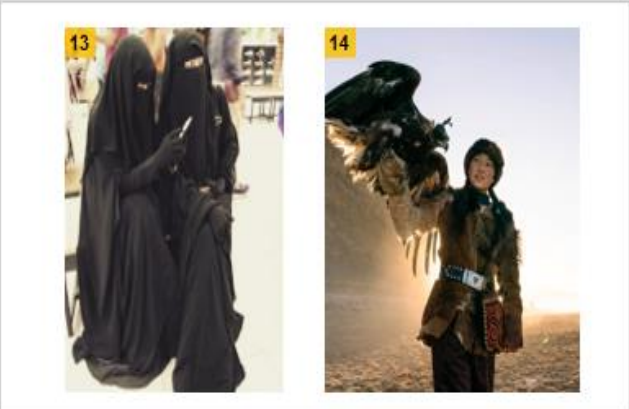
2 ★ 00:10



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5 ★ 00:10

7.4. Lesson plan and materials for a year 11 ESL class on LGBTQ+ rights

Lesson plan:

Plano de Aula (11º A) – 25 de Maio de 2021 LGBTQI of today				
Objetivos	Conteúdo		Atividades e Tempo	Recursos
<p>Gerais</p> <ul style="list-style-type: none"> - Conhecer a história LGBT - Refletir sobre os direitos da comunidade LGBT na Europa dos nossos dias <p>Subsidiary</p> <ul style="list-style-type: none"> - Desenvolver espírito crítico - Desenvolver humanismo <p>Linguístico</p> <ul style="list-style-type: none"> - Desenvolver léxico no âmbito dos direitos LGBT e igualdade - Expressar a sua opinião de forma clara e compreensível 	<p>Sociocultural</p> <p>Um Mundo de Muitas Culturas: LGBTQI of today</p>	<p>Linguísticos</p> <ul style="list-style-type: none"> - Léxico: LGBTQI, <i>intersex</i>, <i>transgender</i>, <i>parliamentarian</i>, entre outras. 	<ul style="list-style-type: none"> - Introdução à aula, sumário, presenças (5 minutos) - LGBTQI History Timeline (pp1 – 35 mins): <ul style="list-style-type: none"> - Cada momento na linha temporal é lido por um dos alunos e discutido com a turma através de perguntas e curiosidades, no sentido de despertar a sua atenção, dar informação sociocultural, alimentar o seu espírito crítico e sensibilidade - ILGA Rainbow Map Report:— em grupos de 4, os alunos escolhem um país e analisam o relatório da ILGA Europe para aquele país. Devem escrever um pequeno resumo, aquilo que os choca mais e aquilo que acham mais curioso. (https://www.ilga-europe.org/annualreview/2021) (15 mins + 25 mins apresentação) - Conclusão e perguntas finais (10 mins) 	<ul style="list-style-type: none"> - Telemóvel

Powerpoint Presentation:

Main LGBT Moments Through History

1

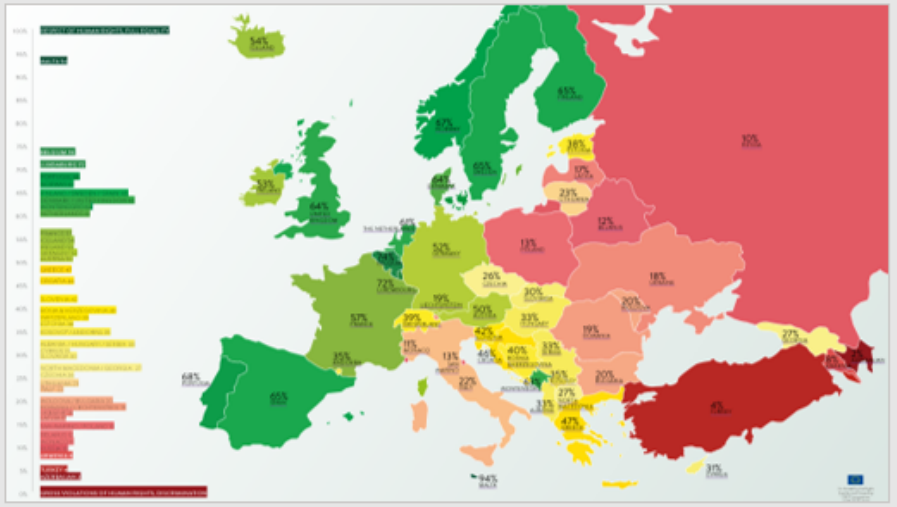
<p>1939-1945 "The Pink Triangle" was the badge given to homosexual men in concentration camps</p>	<p>1952 The American Psychiatric Association listed homosexuality as a form of mental disorder</p>	<p>1961 Illinois becomes the first U.S. state to decriminalize homosexuality</p>	<p>1969 Stonewall Riots</p>	<p>1976 Coos Huijsen of the Dutch House of Representatives becomes the first openly gay parliamentarian</p>	<p>1978 Gilbert Baker creates the first rainbow flag. Each colour is symbolic.</p>
<p>1867 German author Karl Heinrich Ulrichs is the first person to publicly "come out"</p>	<p>1951 Harry Hay founds the first U.S. gay rights group</p>	<p>1955 The Daughters of Bilitis becomes the first lesbian rights group</p>	<p>1965 Dr. John Oliven coined the term "transgender" to describe someone who was born in the body of the incorrect sex.</p>	<p>1970 UK Gay Liberation Front was founded</p>	<p>1977 The New York Supreme Court ruled that transgender woman Renée Richards could play at the US Open tournament as a woman.</p>

2

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<p>1988 The first Coming Out Day on Oct. 11 and the first World AIDS Day on Dec. 1</p>	<p>2000 The Netherlands becomes the first country to legalize same-sex marriage</p>	<p>2009 Jóhanna Sigurðardóttir becomes the first LGBT person to serve as PM</p>	<p>2018 WHO no longer categorizes homosexuality as a mental disorder</p>
<p>1997 Ellen DeGeneres comes out as lesbian, one of the most visible LGBT+ media moments</p>	<p>2004 UK Gender Recognition Act gave transgender people full legal recognition of their gender</p>	<p>2010 Portugal legalises same-sex marriage</p>	<p>2019 Taiwan becomes the first Asian country to legalize same-sex marriage</p>

2021?



7.5. Lesson plan and materials for a year 11 ESL class on racial equality

Lesson plan:

Plano de Aula (11º Ano) – 05 de Abril de 2021 The Fight for Racial Equality (Online)				
Objetivos	Conteúdo		Atividades e Tempo	Recursos
<p>Gerais</p> <ul style="list-style-type: none"> - Compreender a importância dos movimentos e revoltas sociais na procura da igualdade racial, social, etc. - Explorar alguns dos momentos e figuras mais importantes destes movimentos - Compreender e realizar a ligação entre os movimentos sociais do sec. XX com o momento atual. <p>Subsidiary</p> <ul style="list-style-type: none"> - Desenvolver espírito crítico - Desenvolver humanismo e interculturalidade <p>Linguístico</p> <ul style="list-style-type: none"> - <u>Léxico</u>: Desenvolver léxico no âmbito da multiculturalidade e igualdade - <u>Leitura</u>: Desenvolver a leitura com clareza e fluidez. 	<p>Sociocultural</p> <p>Um Mundo de Muitas Culturas: Movimentos e Revoltas por Justiça Social e Racial</p>	<p>Linguísticos</p> <p>- Léxico: <i>segregation, Jim Crow laws, sit-in protests, activist, cabinet, gender-balanced, diversity, feminism, equality, LGBTQ</i>, entre outros.</p>	<ul style="list-style-type: none"> - Introdução à aula, sumário, presenças (5 minutos- 10 mins) - Apresentação – Parte 1 (ptt.1 – 15 mins) - Leitura e análise: “Rosa Parks at 100” (doc. 1) (45 mins) - Apresentação – Parte 2 (ptt.1 – 30 mins) <p><u>Horas assíncronas</u>: Escrever reflexão pessoal sobre o tópico, texto e imagens apresentadas.</p>	<ul style="list-style-type: none"> - Microsoft Teams

Article and some questions asked to the students:

Rosa Parks at 100: a great American rebel for racial justice

On December 1st 1955, Rosa Parks famously refused to give up her seat on the bus to a white passenger in Montgomery, Alabama, thus launching the modern-day civil rights movement. Monday 4 February is the 100th anniversary of her birth. After she died at the age of 92, in 2005, much of the media described her as a tired seamstress, no troublemaker.

But the media got it wrong. Rosa Parks was a first-class troublemaker.

Professor Jeanne Theoharis debunks the myth of the quiet seamstress in her new book *The Rebellious Life of Mrs Rosa Parks*:

"This is the story of a life history of activism, a life history that she would put it, as being 'rebellious,' that starts decades before her famous bus stand and ends decades after."

She was born in Tuskegee, Alabama, and raised to believe that she had a right to be respected, and to demand that respect. Jim Crow laws were entrenched then, and segregation was violently enforced. In Pine Level, where she lived, white children got a bus ride to school, while African American children walked. Rosa Parks recalled:

"But to me, that was a way of life; we had no choice but to accept what was the custom. The bus was among the first ways I realized there was a black world and a white world."

In her late teens, Rosa met Raymond Parks, and they married. Rosa described Raymond Parks as the first activist she had ever met. He was a member of the local Montgomery NAACP (National Association for the Advancement of Colored People), and, when she learned that women were welcome at the meetings, she attended.

It was there that Rosa met and worked with ED Nixon, a radical labor organizer. Rosa Parks was able to attend the Highlander Folk School in Tennessee in 1955. The school was a gathering place for activists – black and white together – committed to overcoming segregation, and for developing strategies and tactics for nonviolent resistance to it.



On December 1st 1955, she left work and got on the bus to go home. "The driver said that if I refused to leave the seat, he would have to call the police. And I told

him, 'Just call the police,'" Parks told Pacifica Radio in April 1956. "The time had just come when I had been pushed as far as I could stand to be pushed."

Her arrest that day sparked the Montgomery Bus Boycott, which would last more than a year. It was led by a young minister who had just moved into town: Dr Martin Luther King Jr. Rosa Parks helped to launch Dr King. Some 50,000 African Americans carpooled, used church vehicles, rode in African-American-owned taxis and walked. The boycott crippled white businesses and the public transit system. Parks and others mounted a court challenge to the segregation, and in June 1956, a federal court ruled segregation on buses as unconstitutional.

Historian Theoharis notes that Parks' biggest hero was Malcolm X. In the 1980s, Rosa Parks fought against apartheid, joining protests outside the South African embassy in Washington, DC. When she met Nelson Mandela after his release from prison, he told her, "You sustained me while I was in prison all those years."

When Rosa Parks died, she was the first African-American woman to lie in state in the Capitol rotunda. I raced down to Washington, DC to cover her memorial service. I met a young college student and asked her why she was there standing outside with so many hundreds of people listening to the service on loudspeakers. She said proudly:

"I emailed my professors and said I won't be in class today; I'm going to get an education."

Amy Goodman (2013, adapt.)
in Guardian

<https://tinyurl.com/fa6d2huh>

Perguntas

- Did you know Rosa Parks before this text? [personal, maybe will say yes from history class or last class]
- Do you agree when the author says Rosa Parks was a troublemaker? [personal, guide to understand that the author means it in a good way since she sparked a revolution]
- The author says Rosa Parks was “raised to believe that she had a right to be respected, and to demand that respect”. Do you think something would have changed if Rosa Parks’s education had been different? [personal, likely will say yes, ask what and why so]
- Take Rosa Parks as an example. How important would you say education is? [personal, ask why or how so]
- Do you think education influences the way you think about the world? And what about your view of what’s right or wrong? [personal, ask why]
- What are some things you think are important to teach students in the field of social issues? [personal]
- Do you know what the Jim Crow laws were? [Jim Crow laws were a collection of statutes that legalized racial segregation. The laws—which existed for about 100 years —were meant to marginalize African Americans by denying them the right to vote, hold high paying jobs, get a higher education [first POC to attend university - 1962] or other opportunities. Those who attempted to defy Jim Crow laws often faced arrest, fines, jail sentences, violence and death]
- Can you think of other moments in history where similar laws were imposed? [personal, mention Nuremberg Laws (Germany), apartheid (South Africa). Ask for opinions and what they know about it]
- Rosa Parks said “*there was a black world and a white world*”. Do you think this is still true today? [personal, ask why. Make them realise laws can change but mentalities do not. Connect to current issues, 2020 BLM riots, police brutality, etc.]

- Why do you think that student said she was going to get an education by skipping class? [Personal, she probably realised she was going to be part of a historical moment. Also, sometimes, you can learn more from personal experiences than in class]
- How do you feel about the fact that this happened only 65 years ago? [personal, mention that most people think these movements or realities happened so long ago when in fact it is very recent and still happening – link to next class]

While Reading:

- Ask if they know who Martin Luther King is [American pastor, activist, humanitarian, and leader in the Civil Rights Movement. Mention "I Have a Dream"]
- Ask if they know who Malcom X is [African American nationalist and civil rights activist]
- Ask if they know who Nelson Mandela is [South African politician and activist. On April 27, 1994, he was made the first President of South Africa and also the first black President of his country. His government focused on throwing out the legacy of apartheid by ending racism, poverty, inequality, and on improving racial understanding. Adopted a new Constitution of South African in 1996 that prohibits all discrimination, based on language, religion, handicap and sexual orientation, not only on racism]

PowerPoint presentation:



1



2



3



4



5



6



7




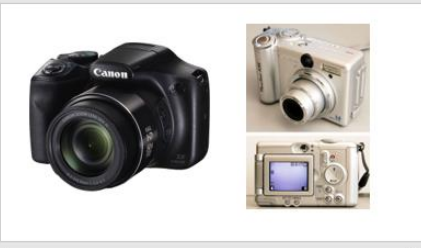
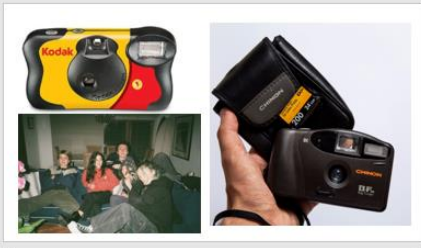
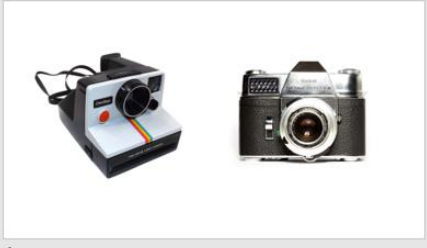
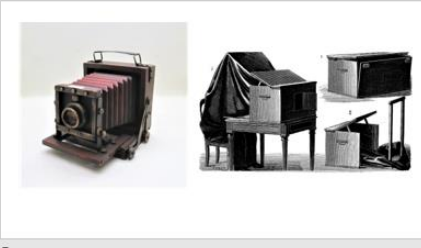
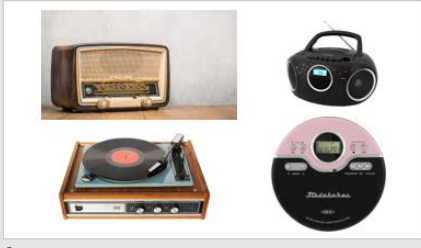
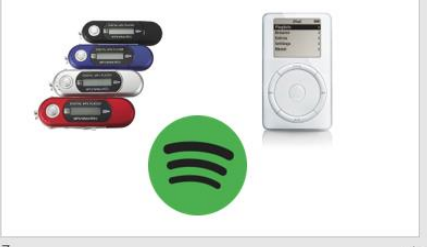
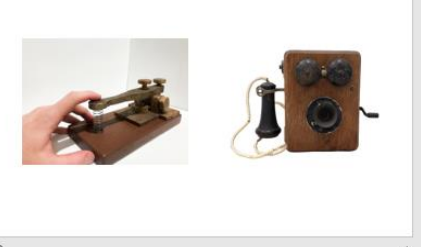

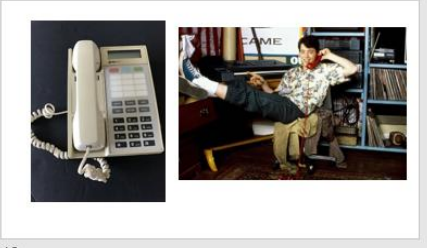


8

7.6. Lesson plan and materials for a year 10 ESL class on the evolution of media

Lesson plan:

Plano de Aula (10º Ano) – 15 de Fevereiro de 2021				
The Evolution of Media (Online)				
Objetivos	Conteúdo		Atividades e Tempo	Recursos
<p>Gerais</p> <ul style="list-style-type: none"> - Compreender o desenvolvimento dos <i>media</i> através dos tempos - Compreender a importância dos <i>media</i> impressos na comunicação global - Compreender a evolução rápida da tecnologia e como esta influenciou os <i>media</i> no século XX <p>Subsidiary</p> <ul style="list-style-type: none"> - Desenvolver autonomia, competência de recolha de informação adequada e organização <p>Linguístico</p> <ul style="list-style-type: none"> - <u>Léxico</u>: Desenvolver vocabulário no âmbito da imprensa e <i>media</i> 	<p>Sociocultural</p> <p>Os Media e a Comunicação Global – A evolução dos <i>media</i></p>	<p>Linguísticos</p> <ul style="list-style-type: none"> - <u>Léxico</u>: press, radio, tv and internet, typewriter, halftone, tabloid, typeface, smartwatch, smartphone, online-only, entre outros. 	<ul style="list-style-type: none"> - Introdução à aula, sumário, presenças, revisão de boas práticas online (10 minutos-15 mins) - Perguntas de ligação entre o tópico anterior e o corrente usando o ppt1 (20 – 25 mins) - Ordenar uma linha temporal com a história dos <i>media</i> (em grupos usando break-out rooms) – 10-15 mins + correção 5 mins) [ficha 1] - Pesquisa: cada grupo pesquisa sobre um dos grupos dos <i>media</i> e a sua evolução (restante aula) (<i>press</i>, rádio, televisão, internet) <p><u>Horas assíncronas</u>: conclusão da pesquisa feita em aula.</p>	<ul style="list-style-type: none"> - Microsoft Teams

PowerPoint presentation:

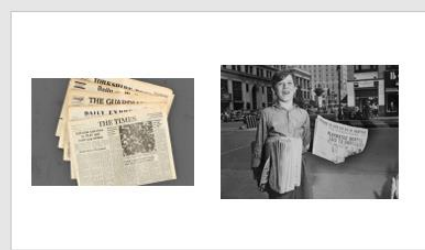
 <p>1</p>	 <p>2</p>	 <p>3</p>
 <p>4</p>	 <p>5</p>	 <p>6</p>
 <p>7</p>	 <p>8</p>	 <p>9</p>
 <p>10</p>	 <p>11</p>	 <p>12</p>



13 *



14 *



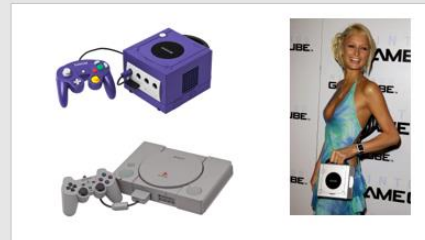
15 *



16 *



17 *



18 *



19 *



20 *



21 *

Worksheet:



Put the following inventions and historical events in the right chronological order. Don't forget to add the year (you don't need to be accurate if there's no information online).

- The first smartphone
- The electric typewriter
- The invention of radio
- The Roman typeface by Nicolas Jensen
- The invention of paper
- The first mobile phone
- The first halftone process, which allowed printing in several tones and the creation of tabloids
- The first smartwatch
- The first social media website
- The first computers and the internet
- The first online-only newspaper
- The Gutenberg Press
- The first cast-iron printing press
- The first laptop
- The invention of television

7.7. Lesson plan and materials for a year 11 ESL class on consumerism and bioethics

Lesson plan:

#1 Plano de Aula - 11º A2 – 15 de Dezembro de 2020 Consumerism and bioethics					
Objetivos		Conteúdo		Atividades e Tempo	Recursos
Gerais - Compreender como o consumo excessivo influencia o ambiente, o planeta e o consumidor - Refletir sobre a ética e o consumo excessivo - Perceber o conceito de bioética e o que a constitui Subsidiary - Refletir e desenvolver capacidade crítica sobre o consumo excessivo, a defesa do trabalhador e questões de bioética	Capacidades da Língua - Compreender inglês cantado - Interpretar letra de música e vídeo - Expressar as suas ideias usando inglês de forma clara e tangível	Sociocultural - O Mundo à Nossa Volta: Ameaças ao ambiente e questões de bioética - O Jovem e o Consumo: Defesa do trabalhador; A ética e o consumo excessivo	Linguísticos - Léxico: bioethics, biohacking, robotics, biofuels	- <u>Introdução</u> à aula, sumário e presenças (5 minutos- 10 mins) - <u>Áudio</u> : Ficha relativa à música (fill in the gaps, sem o suporte vídeo) (15 – 20 mins); Discussão sobre partes da letra (15 - 20mins) - <u>Vídeo</u> : discussão sobre diversas cenas do vídeo. Guiar os alunos para a problemática da ética no consumo excessivo, ambiente e genética, através de perguntas diretas (20 - 30 mins) - <u>(Apenas se houver tempo) Trabalho de pesquisa em grupo</u> : ‘What’s on the horizon for bioethics?’ – grupos exploram dois tópicos de cada categoria da bioética (20 mins) e apresentam os resultados (30 mins)	- Telemóvel - Dicionário online - Ficha de trabalho - Vídeo: Rina Sawayma – XS (https://youtu.be/TO2c06p6m5w) - ‘What’s on the horizon for bioethics?’: https://www.nuffieldbioethics.org/assets/odfs/The-bioethics-horizon-topics-and-descriptions.pdf (adap.)


Listen and fill in the gaps

Rina Sawayama – XS

I want it all, don't have to

1 _____

And when the 2 _____ wants
what it wants what can I do?So I'll take that one, that one... yeah
that one too

3 _____ and

4 _____

Cartiers sets

Tesla Xs

Calabças

I 5 _____ it

Call me crazy

Call me 6 _____

I'm the baddest

And I'm 7 _____ it

[Chorus 2x]

Gimme just a little bit more

Little bit of excess

Oh me oh my

I don't wanna hear no no

Only want a yes yes

Oh me oh my

Gimme just a little bit (XS, XS)

Oh me oh my

Gimme just a little bit more

Little bit of excess

Flex

When all that's left is 8 _____

And the 9 _____ we paid
is unbelievable

And I'm taking in as much as I can hold

Here are things you'll never know

Make me less so

I want more

Bought a zip code

At the 10 _____

Call me crazy

Call me selfish

Say I'm neither

Would you believe her?

[Chorus]

Oh me oh my

Where did it go awry

When all this time

11 _____ was in our eyes

So say goodnight

Forget about it till the end of

12 _____

Yeah I want more more more more

More more more more more

[Chorus 2x]

7.8. Lesson plan for a year 10 ESL class on the reasons why people learn English

Lesson plan:

Plano de Aula (10º Ano) – 18 de Janeiro de 2021 “Why have you been learning English?”					
Objetivos		Conteúdo		Atividades e Tempo	Recursos
<p>Gerais</p> <ul style="list-style-type: none"> - Compreender as diferentes razões que levam à aprendizagem de uma nova língua - Refletir sobre a aprendizagem de uma segunda língua <p>Subsidiary</p> <ul style="list-style-type: none"> - Desenvolver espírito crítico 	<p>Capacidades da Língua</p> <ul style="list-style-type: none"> - Listening for specific information: Compreender e reportar detalhes específicos usando os recursos fornecidos 	<p>Sociocultural</p> <p>Um Mundo de muitas línguas – Razões para a aprendizagem de uma nova língua</p>	<p>Linguísticos</p> <ul style="list-style-type: none"> - <u>Léxico</u>: Relevante do vídeo explorado 	<ul style="list-style-type: none"> - Introdução à aula, sumário, presenças (5 minutos- 10 mins) - Vídeo “ Why did you learn English? ”: https://youtu.be/vhhQMoqe9aw Os alunos são divididos em três grupos, cada grupo tira notas sobre um aspeto do vídeo: razões que levaram as pessoas a aprender inglês, benefícios e conselhos. Escolher uma pessoa de cada grupo que edita um Google Slides com a informação recolhida (5 mins) https://docs.google.com/presentation/d/1 	<ul style="list-style-type: none"> - Telemóvel - Dicionário online - Vídeo - Google Slides

				<p>Hvi89oaIYAPDDLO7pR8L2NzfUJaJc_lft4tyyhT37_8/edit?usp=sharing)</p> <p>- Pequena partilha sobre as notas que os alunos tiraram (questões em baixo) (15-20 mins)</p> <p>- Trabalho de grupo, esclarecimento de dúvidas ou outro (resto da aula)</p>	
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7.9. Two grammar worksheets applied to a year 10 class

Worksheet 1:

	AGRUPAMENTO DE ESCOLAS ROMEU CORREIA	
ES C/ 3º CICLO DE ROMEU CORREIA	Ano Letivo: 2020-2021	

Reported Speech

When and why do we use it?

- The Reported Speech is used when we tell somebody what someone else has said or written in the past.
- Therefore, it is not used when we talk directly to someone, if we are not **reporting** what somebody else has said.

How do we use it?

- There are several elements of a sentence that must be changed when we report speech. This happens because we are telling someone what somebody has previously said. As a result, the verb tenses, expressions of time and place and even syntax must be changed in order to execute it correctly.
- Let's see what changes:

Verb Forms	
Present tenses (Simp/Cont/ Perf)	→ Past tenses (Simp/ Cont/ Perf)
Simple Past	→ Simple Past/ Past Perfect
Must	→ Had to
Have to	→ Had to
Will	→ Would
Can	→ Could
Need	→ Needed
Time Expressions	
Now	→ Then
Today	→ Yesterday/ On that day
Yesterday	→ The day before yesterday
Tomorrow	→ The next/ following day
At the moment	→ At that moment
Last week	→ The previous week
Next month	→ The following month
Place expressions	
Here	→ There
This street	→ That street
Syntax	
AuxV Subj MainV Obj	→ Subj (AuxV) MainV Obj
Imperative	→ 'To' infinite
Let's/should	→ -ing form/ should
I/ my/ me/ myself	→ He/ his/ him/ himself
I/ my/ me/ myself	→ She/ her/ her/ herself
We/ our/ us/ ourselves	→ They/ their/ them/ themselves



Now practise:

1. "I don't speak Italian" Filipa said.
2. "Languages are really fun" the teacher said.
3. "Do you think we should learn Spanish?" Afonso asked Catarina
4. "Yesterday, in class, we watched a webinar in English" David told Inês.
5. "I will speak Portuguese with you" Martim told Sofia.
6. "I can't learn Dutch. It is too difficult" said Gonçalo.
7. "Some languages, like Latin, are extinct" the teacher told the class.
8. "Mandarin is really useful for business in this country, don't you agree?"
Joana asked Nuno.



If- Clauses

When do we use them?

1. When we speculate about events or situations
2. When a situation depends on another
3. When we are polite while requesting, demanding or commanding something
4. When we want to give somebody a piece of advice

There are, at least, three types of if- clauses for examples 1 and 2:

- **Possible**
 - When it refers to the present or future. These can be:
 - **Probable**
 - **Improbable**
- **Impossible**
 - When it refers to the past. These may express regret or a hypothetical result

Besides these, there are also other types of if-clauses, as you can see in examples 3 and 4:

Take a look at the examples below.

1. You can't discriminate. Why do you do it?	→	1. If I were you, I wouldn't discriminate.
2. You are a minority. You can become a victim of racism.	→	2. What would you do, if you were a victim of racism?
3. You didn't have fun because you didn't go to the Holi Festival.	→	3. If you had gone to the Holi Festival, you would have had fun.
4. When you meet strangers, you are at risk.	→	4. If you want to protect yourself, don't meet strangers./If you meet strangers, you'll be at risk.
5. You trust strangers too much. You may get into trouble.	→	5. If you trust strangers so much, you will get in trouble./If you didn't trust strangers, you wouldn't get into trouble.
6. You don't respect people from other cultures. You don't get their respect.	→	6. If you respected people from other cultures, you would get their respect as well./If you don't respect people from other cultures, you won't get their respect.
7. You got reprimanded, because you were disrespectful.	→	7. If you hadn't been disrespectful, you wouldn't have gotten reprimanded.



Now let's practise.

1. You shouldn't say such things. That's very close-minded.
2. Teens of today will be the adults of tomorrow and you should respect them.
3. Try food from other countries! I'm sure you'll like it.
4. They were accused of racism because of the comments they made.
5. He should go to Australia, especially because he loves to surf.

1. _____

2. _____

3. _____

4. _____

5. _____

7.10. Questionnaire applied to a year 10 class

Feedback sobre as aulas de inglês

O seguinte questionário é sobre as aulas de inglês. Considera apenas as aulas que tiveste com o professor Nuno!

* Obrigatório

As matérias

1. Ordena os temas que vimos em aula de 1 (não foi a minha preferida) a 6 (gostei bastante), de acordo com a tua preferência. *

- Cyberbullying
- The English language in the world
- The evolution of media
- Fake News
- Different cultures around the world
- Globalization

2. Considera a matéria que gostaste **MAIS**. Qual achas que foi o motivo para gostares? *

- As atividades feitas
- A matéria em si
- A forma como o professor explicou
- Outro

3. Considera as atividades realizadas ao longo das aulas que gostaste **MAIS**. Que tipo de abordagem/ atividade gostaste mais?

Introduza a sua resposta

4. Considera a matéria que gostaste **MENOS**. Qual achas que foi o motivo para não gostares? *

- As atividades feitas
- A matéria em si
- A forma como o professor explicou
- Outro

5. Considera as atividades realizadas ao longo das aulas que gostaste **MENOS**. Que tipo de abordagem/ atividade seria melhor para ti?

Introduza a sua resposta

As atividades

6. Ordena as atividades que fizemos em aula de 1 (não foi a minha preferida) a 7 (gostei bastante), de acordo com a tua preferência. *

Resumos (escritos ou orais)

Pequenos trabalhos de pesquisa online

Gramática

Leitura

Listening (música)

Análise de imagens e vídeos

Criação de Powerpoints online em simultâneo com os colegas (Google Slides)

7. Que outro tipo de atividades gostarias de fazer na aula de inglês no futuro?

Introduza a sua resposta

Os recursos

As seguintes perguntas são sobre o uso do teu telemóvel como ferramenta de trabalho na aula de inglês.

8. Usas o telemóvel ativamente (para fazer trabalhos ou realizar consultas rápidas, por exemplo) como ferramenta de trabalho nas aulas **de outras disciplinas?** *

Sim

Não

9. Usaste o telemóvel ativamente (para fazer trabalhos, realizar consultas rápidas, consultar o dicionário, etc) como ferramenta de trabalho nas **aulas de inglês dos anos passados?** *

Sim

Não

10. Achas que usar o telemóvel como ferramenta de trabalho **nas aulas de inglês** é benéfico? *

Sim

Não

If the students answered 'Yes' on question #10:

11. Porquê? (ordena de acordo com a tua preferência) *

- 1 É útil para consultar palavras ou definições que não conheço
- 2 É útil para falar com colegas quando faço atividades em grupo
- 3 É útil para fazer pesquisas
- 4 Gosto de ver o meu trabalho em tempo real no quadro (por exemplo, quando usámos o Google Slides)

If the students answered 'No' on question #10:

11. Porquê? (ordena de acordo com a tua preferência) *

- Não gosto de usar telemóvel
- Distraio-me com outras coisas quando o uso
- Não gosto de usar o telemóvel quando faço trabalhos de grupo
- Prefiro uma aula sem telemóvel e com materiais 'tradicionais'

12. Achas que usar novas tecnologias **na aula de inglês** te ajuda a estar mais motivado? *

- Sim
 Não

13. Porquê? *

Introduza a sua resposta

14. Achas que usar novas tecnologias **na aula de inglês** te ajuda a comunicar melhor? *

- Sim
 Não

15. Porquê? *

Introduza a sua resposta

16. Para ti, em que aspetos melhora o teu inglês quando usas novas tecnologias **na aula?**
(Seleciona todos os que se aplicarem a ti). *

- Gramática
 Reading
 Listening
 Escrita
 Speaking (comunicação com outras pessoas)
 Vocabulário
 Não me ajuda

O projeto de tecnologia

As seguintes perguntas são sobre o projeto de tecnologia

17. Participaste na criação do site de tecnologia? *

Sim

Não

If the student answered 'Yes' on question #17:

18. O que te levou a participar no projeto? Ordena de acordo com a tua preferência. *

Gosto de tecnologia

Foi um projeto em que pude escolher o tema

Foi um projeto onde pude ser criativo

Nunca tinha feito um site e quis experimentar

Foi um projeto dinâmico

Achei fácil e por isso quis participar

Gostei da ideia de criar um site para a escola/ colegas

O professor Nuno

Considera agora o meu desempenho enquanto professor na tua turma.

19. Aprendeste algo novo nas minhas aulas? *

- Sim
- Não

20. Ordena por ordem de preferência os aspetos **que gostaste mais** do meu trabalho enquanto teu professor *

Simpatia

As atividades realizadas

A forma como o professor explica

A disponibilidade

Os materiais que o professor usa na aula (powerpoints, fichas, textos, etc)

A pronúncia

21. Ordena (sendo 1, o aspeto com que concordas mais) os aspetos de que **não gostaste** no que toca ao meu trabalho enquanto teu professor *

O professor fala muito rápido

A pronúncia é difícil de perceber

O professor fala muito baixo

As atividades foram muito difíceis

As atividades foram muito repetitivas

O professor parece não saber do que está a falar

O professor não é simpático

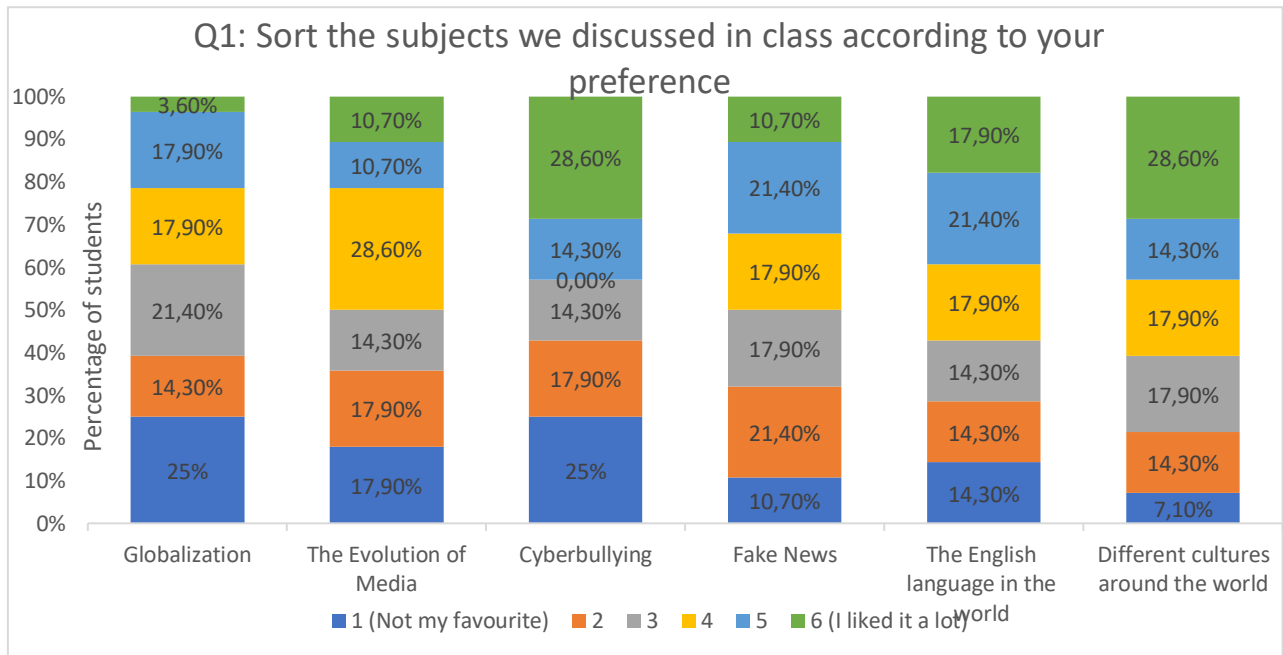
O professor não ouviu as minhas opiniões

22. Como achas que posso melhorar o meu trabalho enquanto professor? *

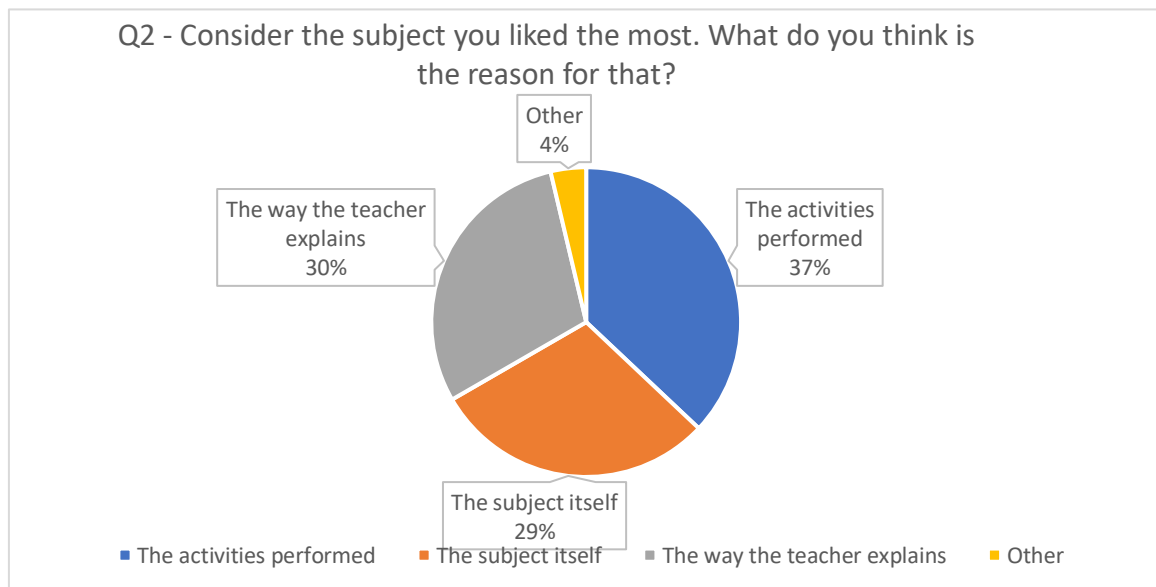
Introduza a sua resposta

7.11. Answers to the questions of the first part of the questionnaire

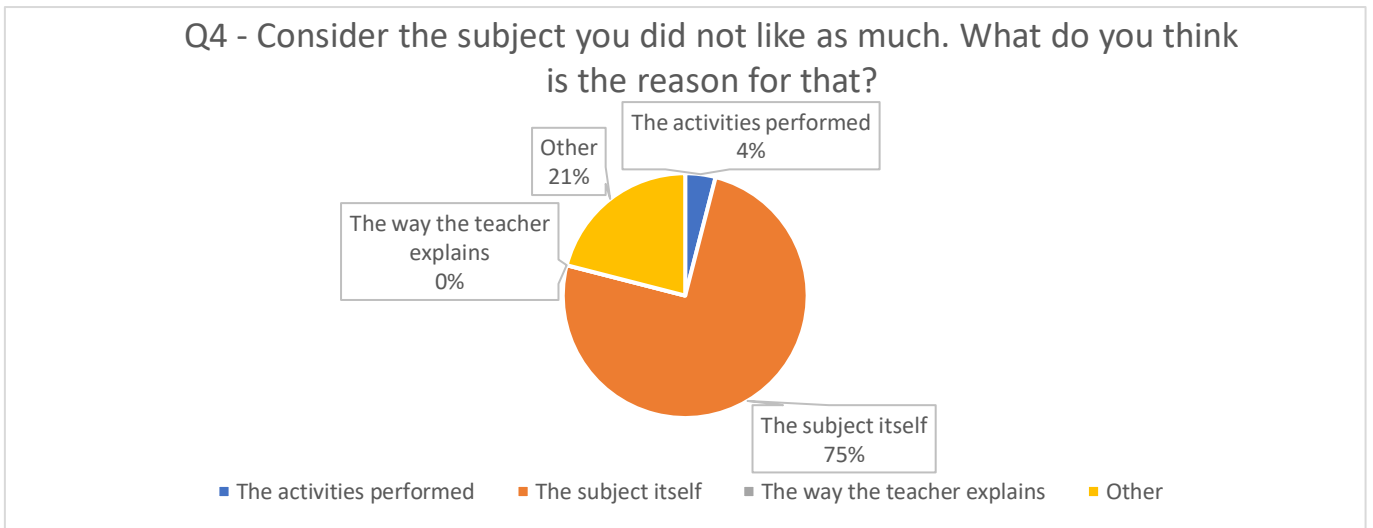
Answer to question #1:



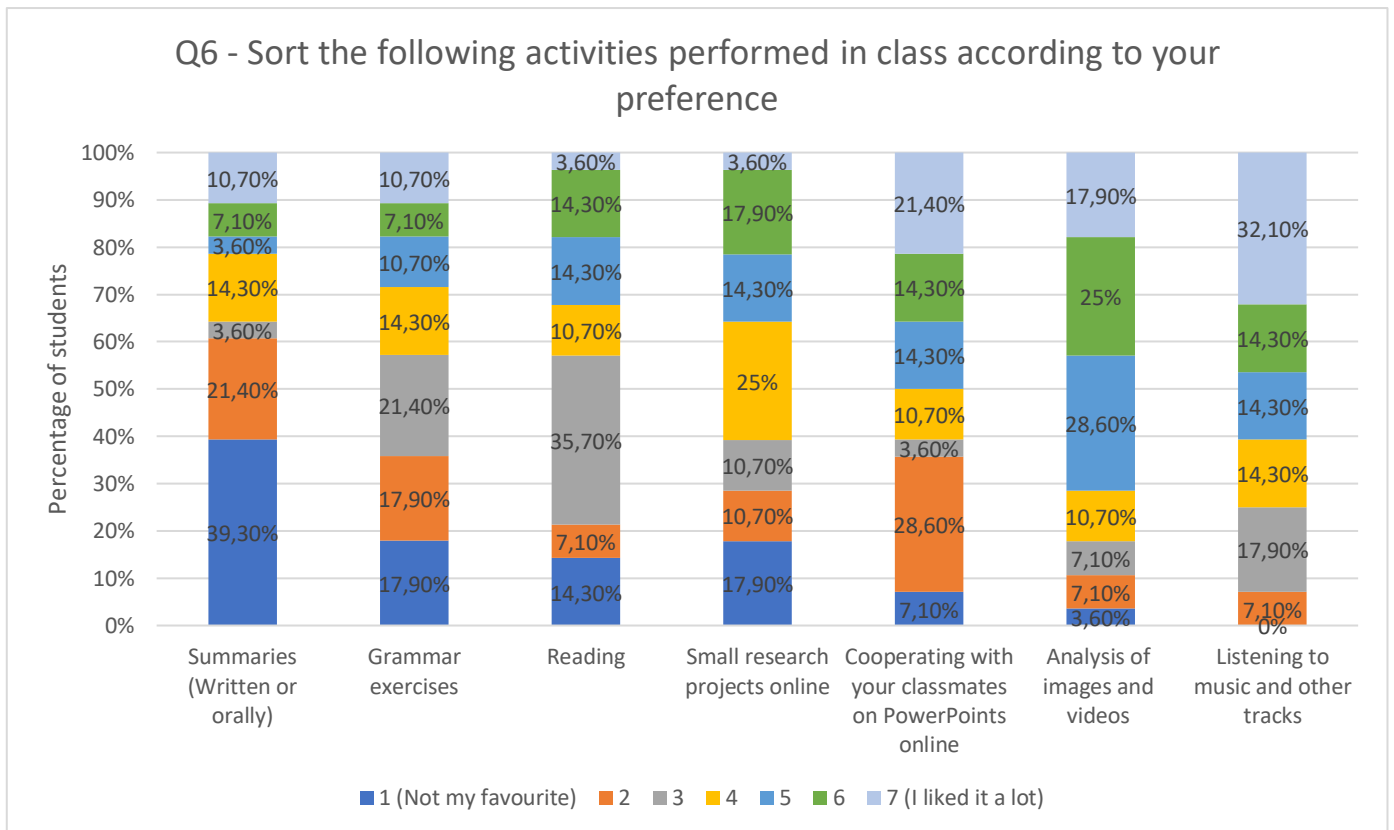
Answers to question #2:



Answers to question #4:

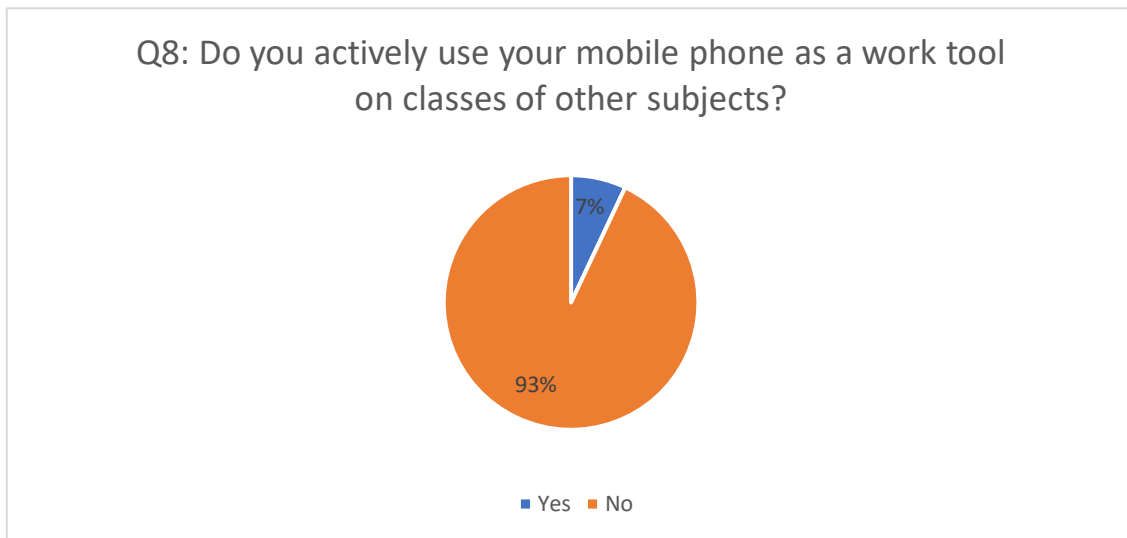


Answers to question #6:

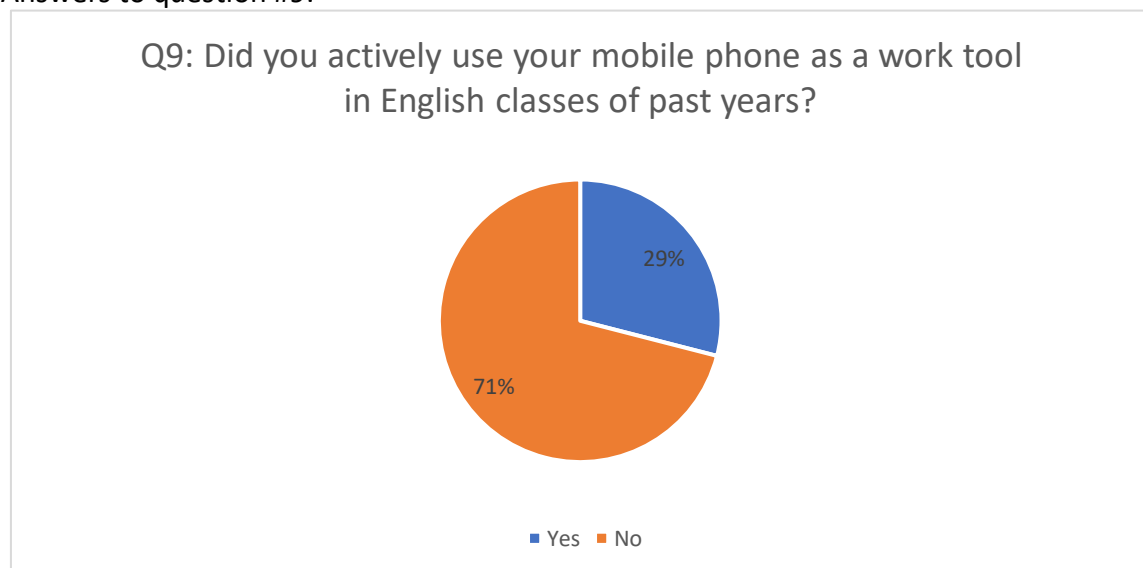


7.12. Answers to the questions of the second part of the questionnaire

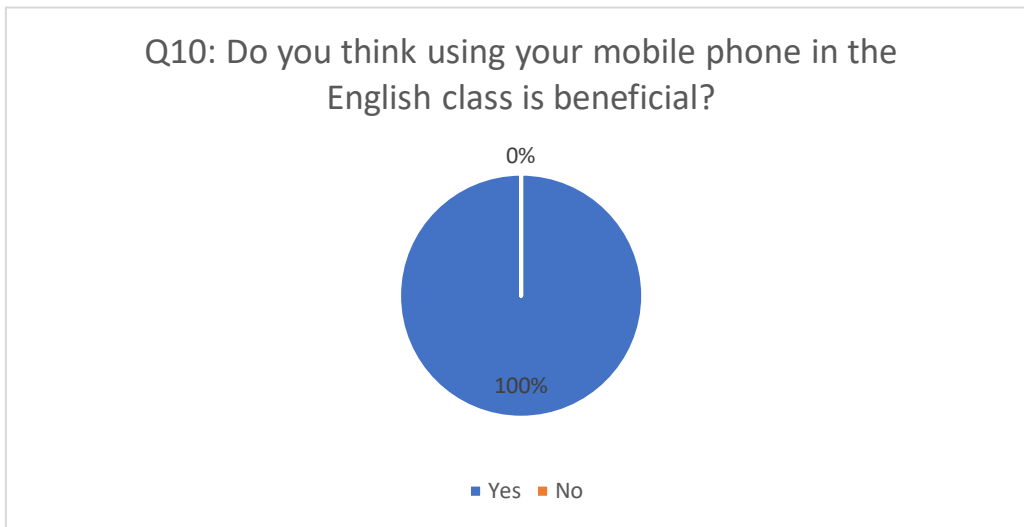
Answer to question #8:



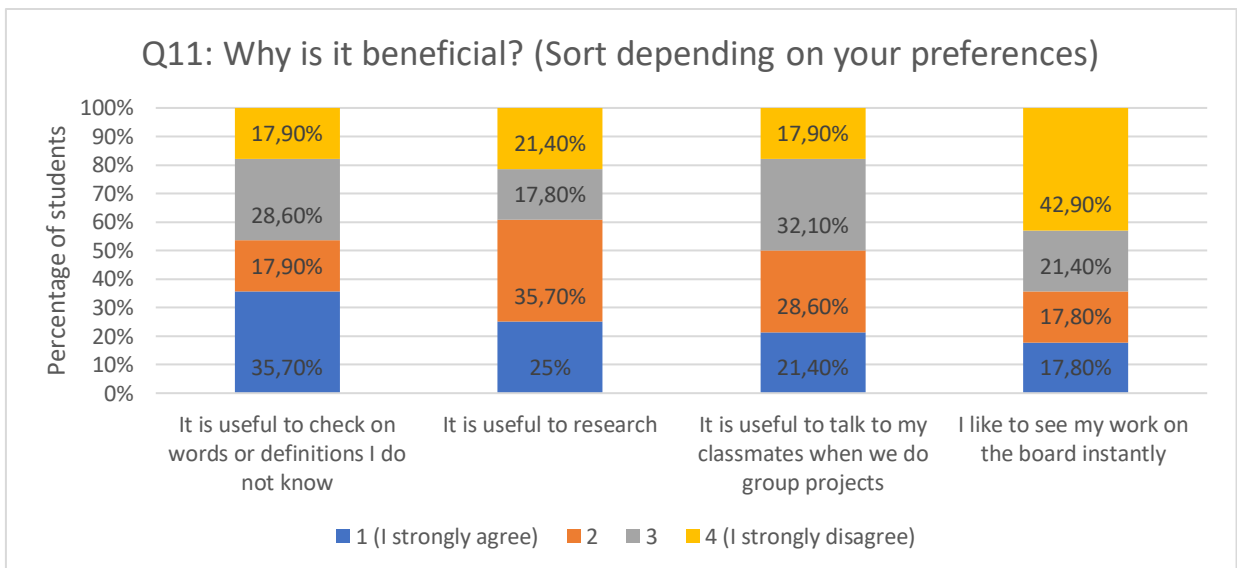
Answers to question #9:



Answers to question #10:

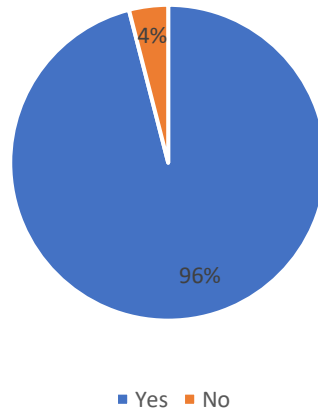


Answers to question #11:



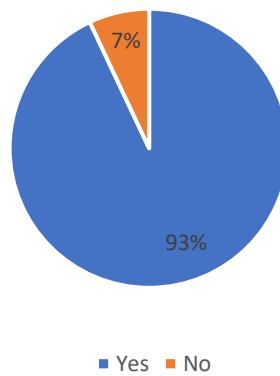
Answers to question #13:

Q13: Do you think using technology in the English class helps you feel more motivated?

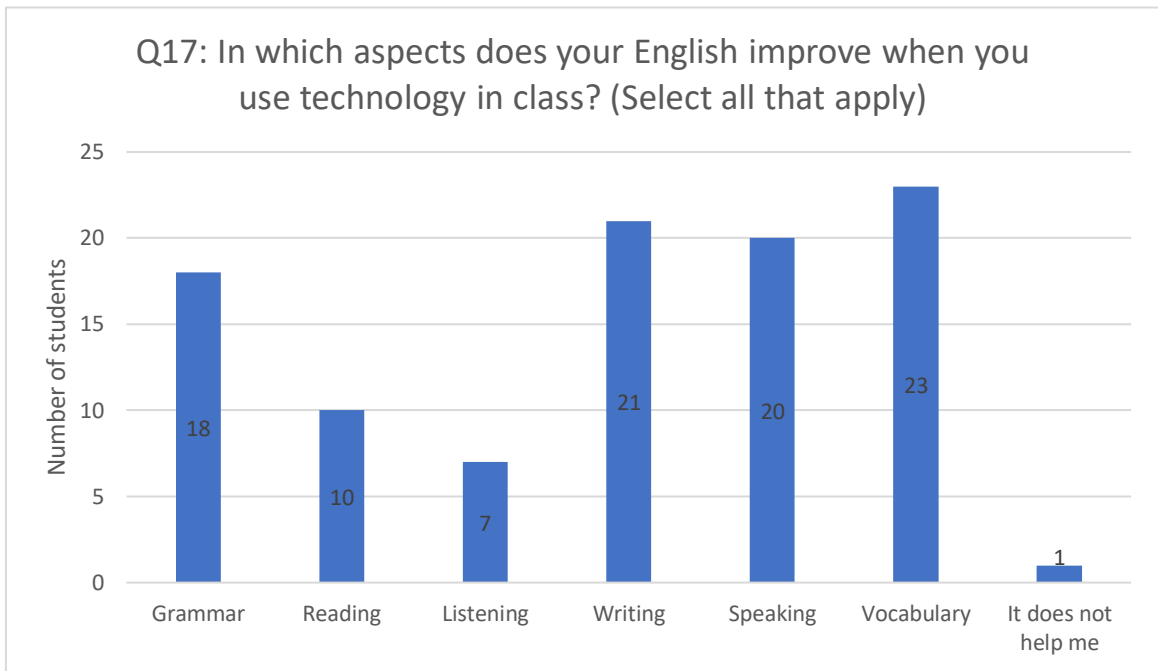


Answers to question #15:

Q15: Do you think using technology in the English classroom helps you communicate in a better way?

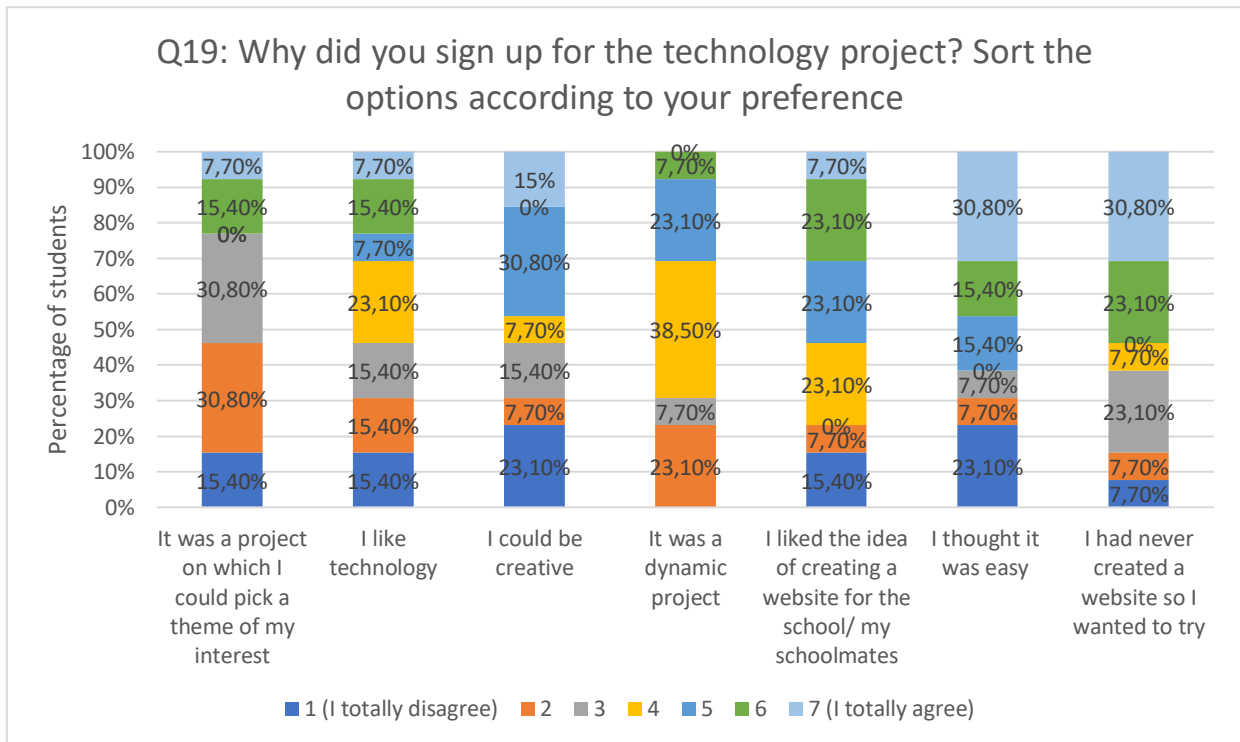


Answers to question #17:



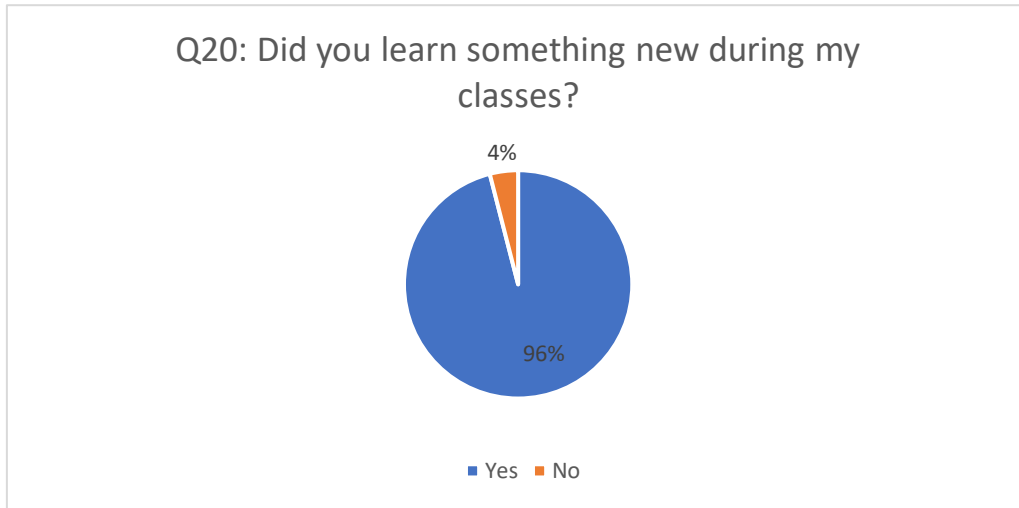
7.13. Answers to the questions of the third part of the questionnaire

Answers to question #19:

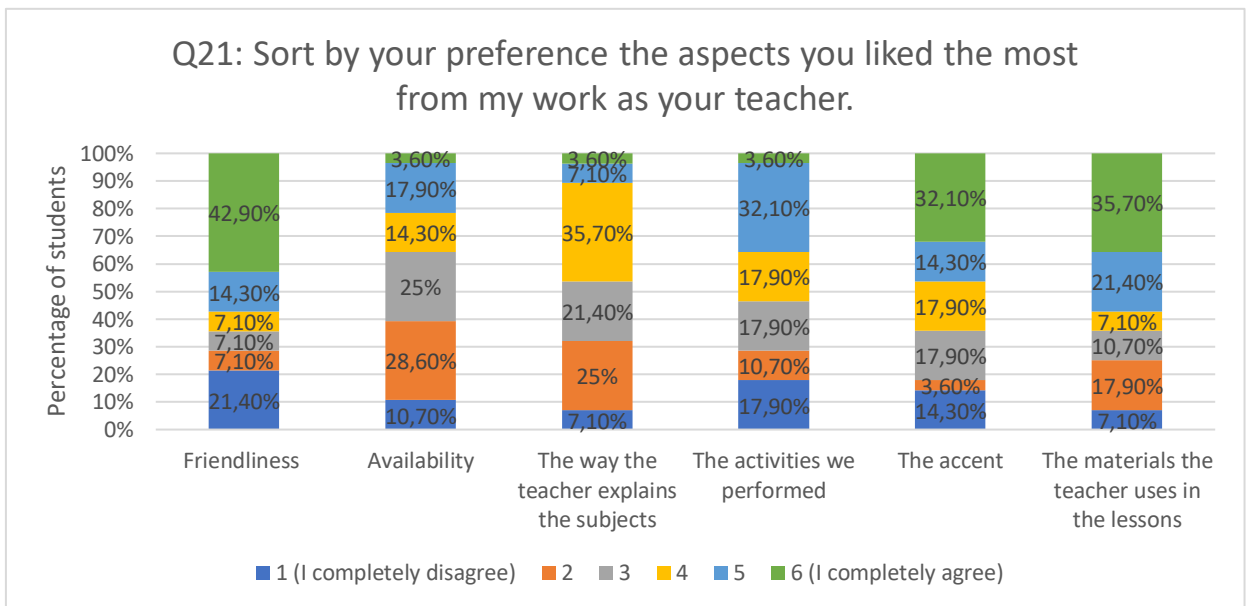


7.14. Answers to the questions of the fourth part of the questionnaire

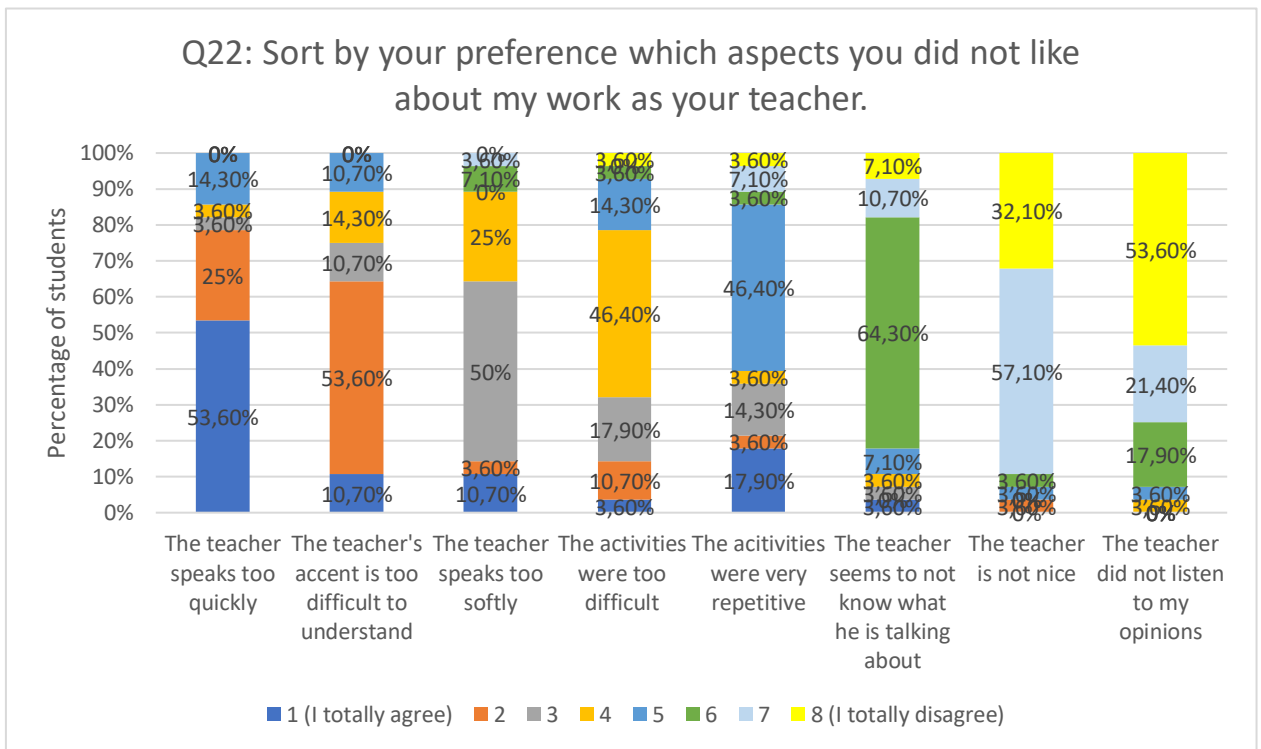
Answers to question #20:



Answers to question #21:



Answers to question #22:



7.15. Students' answers to the open-ended questions of the questionnaire

Questionnaire ID	Q3 - Which type of activities performed in class did you like the most?	Q5 - Which type of activities performed in class did you like the least?	Q7 - What other type of activities would you like to do during your English class in the future?	Q14 - Why? (Please refer to Q13)	Q16 - Why? (Please refer to Q15)	Q23 - How do you think I can improve my work as a teacher?
1	As atividades em grupo	Não sei	Eu gosto das que fazemos atualmente	não me faz muita diferença ter ou não ter	não sei, acho que não me ajuda assim muito	eu dizia-lhe se não nos fosse deixar :(mas não sei eu gostei de si como professor
2	Atividades em grupo	Vídeos		É um método mais inovador	Não tem influencia na comunicação em sala de aula	Não concordo com nada da anterior. Penso que o professor esteja a fazer um bom trabalho, ensinando de forma eficaz os alunos
3	Atividades de grupo	Não me chamou muito a atenção	Não sei	Porque me inova a alma	Porque sim	Não concordo com nada da pergunta anterior , acho que ta bom como está
4	exercicios com as fichinhas e analisar videos e musicas			Eu gostei, porque assim eu evito desconcentrar me durante as aulas.	Sim porque se eu não saber uma palavra eu posso ir pesquisar então fica mais fácil comunicar.	Não acho que o professor possa melhorar mais pois descorado com todas as opções na pergunta anterior.
5				Porque as aulas não ficam tão secantes, onde só estamos a ouvir o professor a falar e a passar coisas do quadro.	Porque facilita muito mais a comunicação e evita-se a confusão das trocas de lugares que fazem perder tempo de aula.	Tentar arranjar mais atividades para se realizar em aula, de resto não tenho mais nada a reclamar. Aproveito para acrescentar que
6	A que eu gostei mais, sem sombra de dúvidas, foi a matéria em que abordamos os diferentes meios de comunicação social e os prós e contras dos mesmos	Talvez seja a matéria em si	Não acho que haja melhor maneira para aprender e memorizar a matéria. Os métodos utilizados, fizeram com que não haja mesmo vontade de aprender ou de participar	Porque de certa forma, as tecnologias já estão bastante envolvidas nas nossas vidas e o facto de haver interação entre a matéria e as tecnologias, ajudam-nos também a utilizar a mesma de maneira benéfica	Porque tendo em conta as condições pandémicas, não podemos mover-nos de sítio. Utilizando a tecnologia, a comunicação de uma ponta a outra da sala torna se mais fácil	Não completei a questão anterior, pois não acho que haja algum comportamento ou modo de trabalho que possa ser melhorado. De acordo com as aulas, o professor é impecável em termos de pronúncia, explicação ou bondade para com os alunos
7	Eu gostei do trabalho de grupo sobre as diferentes culturas		Não sei muito bem o que poderíamos fazer	Acho que, com a tecnologia, é mais fácil para aprender	Por exemplo, nos trabalhos de grupo, dá para falar com colegas mais distantes de nós	Não concordo com nenhuma das anteriores
8	As apresentações e os trabalhos de grupo.	Mais trabalhos de grupo.	Por exemplo kahoot.	Se tiver alguma dúvida sobre qualquer coisa, consigo encontrar a resposta de forma rápida e sem interromper a aula. Também é uma ajuda para a realização de trabalhos.	Nos trabalhos de grupo era uma forma mais fácil de comunicar com os meus colegas.	Acho que não é preciso mudar nada.

Questionnaire ID	Q3 - Which type of activities performed in class did you like the most?	Q5 - Which type of activities performed in class did you like the least?	Q7 - What other type of activities would you like to do during your English class in the future?	Q14 - Why? (Please refer to Q13)	Q16 - Why? (Please refer to Q15)	Q23 - How do you think I can improve my work as a teacher?
9	A atividade de construção de fake news			A utilização das novas tecnologias, por ser algo a que estamos habituados, acaba por motivar mais.	Porque, por exemplo, em trabalhos de grupo feitos durante a aula, é mais fácil para comunicar	Não concordo com nenhuma das afirmações anteriores!!!!
10	Trabalho em grupo	Explicar de uma maneira melhor	Jogos acho eu	É uma ferramenta que pode melhorar o desempenho se for utilizado de uma maneira certa	Pq assim nao vou ter que ficara movimentar me durante a aula a causar distúrbio	Realizar atividades mais dinamicas
11	A forma como o professor interagia com a turma. Mesmo que a turma não desse resposta o professor tentava abordagens diferentes. Sempre achei muito interessante e chamativo	Sinceramente não sei	Não me lembro de nada diferente	Acho que é muito mais interativo e preferi bastante puder usar o telemóvel nas aulas além de ser muito útil para trabalhos mostra o voto de confiança que os professores nos dão.	É sempre melhor usar o telemóvel porque é uma ferramenta que usamos diariamente	Não concordo com nenhuma das afirmações acima. O professor sempre se mostrou disponível para ajudar os alunos, sempre que surgia uma dúvida explicava de maneira diferente até esta ficar esclarecida. Além de ser um excelente professor gosto muito da forma como ele interage com a turma sempre tentando ter a nossa atenção.
12	Falar sobre o bullying			Pois se não perceber alguma palavra posso pesquisar e saber o que significa, e antes isso não acontecia e acabava por não perceber muita coisa	Pois posso pesquisar palavras diferentes das que costumo usar, e assim ter um vocabulário melhor	Não concordo com nada do que está acima, aliás é completamente o contrário, para mim o professor está a fazer um ótimo trabalho e as aulas são muito divertidas
13	as suas aulas são curtidas ;)	as suas aulas são curtidas ;)	Não faço a mínima	Não é questão de estar mais motivado mas é uma ajuda a mais.	Porque posso falar com pessoas no outro canto da sala.	Por acaso nada, eu até gosto de si como professor (Obs: na pergunta acima não concordo com nada)
14	Gostei do trabalho de grupo sobre as diferentes culturas		Não sei o que poderíamos fazer	Achei que se aprende melhor com a tecnologia	Por exemplo, dá para falar com colegas mais distantes de mim	Não concordo com nenhuma das anteriores
15	Eu gostei das atividades de pesquisa porque nos obrigam a procurar mais sobre os temas que estamos a desenvolver.	Eu não gosto muito dos trabalhos em que temos de resumir o que fizemos em aula porque penso que esse trabalho devia ser feito por nós em casa para estudo e não no tempo de aula	Eu gostava de poder fazer algumas atividades que incluíssem jogos para aprendermos	Eu acho que o uso do telemóvel desperta a nossa atenção de modo a que possamos estar mais atentos à aula	Eu penso que através do uso das tecnologias aprendemos a usar novas formas de tecnologia que depois podemos usar noutras atividades	Na minha opinião a única coisa a melhorar é o tempo que poderíamos ter para fazermos alguns trabalhos porque as vezes é complicado fazermos o melhor que podemos no tempo que temos. Mas gostava de dar os parabéns aos professores pelo trabalho realizado connosco e de agradecer pelo modo inovador como dão a disciplina

Questionnaire ID	Q3 - Which type of activities performed in class did you like the most?	Q5 - Which type of activities performed in class did you like the least?	Q7 - What other type of activities would you like to do during your English class in the future?	Q14 - Why? (Please refer to Q13)	Q16 - Why? (Please refer to Q15)	Q23 - How do you think I can improve my work as a teacher?
16	Trabalhos de grupo	Trabalhos individuais	Não sei Tá bom assim	Não sei acho mais interativo do que tar sempre a dar matéria	Ajuda me a saber algumas palavras	Acho que o professor está a fazer um ótimo trabalho, mas acho que secalhar podia dar menos trabalhos de grupo. Até me fez gostar um pouco mais de inglês. Tornou-se interessante Não concordo com cada da pergunta a cima
17	Trabalhos em grupo e também como o professor explicou, foi uma maneira diferente e dinâmica que ajudou a perceber os assuntos abordados em aula.	Talvez alguns temas que seriam mais chatos na minha opinião, poderiam fazer com alguns jogos, por exemplo com o kahoot ou jogos diferentes.	Gostaria de aprender sobre as comidas do reino unido e da América.	É uma maneira inovadora e diferente que requer talvez a nossa atenção por ser um objeto que nós usamos no dia a dia.	Eu não sou muito bom a inglês, então ajuda a perceber como fazer um exercício etc	Eu não concordo com nada da pergunta 20, então por favor não fique chateado pq não é minha opinião sobre o professor 🙄🙄
18	Quando ouvíamos as músicas		Kahoot	Na minha opinião aprender inglês usando as tecnologias motiva o aluno a ajudar.	Pois se não souber o significado de alguma palavra ou não souber dizê la vou ao telemóvel ver o significado.	20. Não concordo com nenhum ponto 21. O professor faz um bom trabalho ao ajudar-nos quando precisávamos, tirava as nossas dúvidas.
19	Eu gostei mais das partes dos trabalhos de grupo foi mais interativo e mais fácil de falar	Por exemplo as apresentações dos trabalhos por casa sobre a média	Acho que não gostaria de fazer outro tipo de atividades	Pois usar o telemóvel nas aulas ajuda a conseguir perceber outras coisas.	Pois ajuda a saber o significado de algumas palavras e assim melhorarmos a nossa fala	Não sei mas penso que por exemplo tentar fazer mais exercícios escritos e não ser tanto falar nas aulas e explicar ou nos perguntar algumas defenições
20	Fazer trabalhos de grupo com os colegas porque tinham maior interação por exemplo nos países com língua inglesa		Fazer mais kahoots	Porque é uma nova experiência	Porque não temos que falar de uma ponta da sala para a outra	Não concordo com nenhuma alínea da pergunta 21 por tanto não tem ordem. Eu gostei muito do professor em todos os aspectos
21				Porque ao não entender o significado de uma palavra posso pesquisar, o que me leva a compreender e assim estar mais dentro do tema da aula	Porque ajuda no trabalho em grupo e na partilha de informação com os colegas	Houve algumas atividades que achei complicadas, mas enquanto professor acho que não é necessário alterar nada
22	Das atividades com vídeos, canções e pesquisas, porque acho que é uma forma divertida de aprender.	Talvez algo mais interativo.	Continuar a fazer as aulas interativas, tal como, analisar vídeos, imagens e canções.	Porque significa que vamos fazer pesquisas e acho que essa é uma boa forma de aprender.	Porque quando estamos a fazer trabalhos de pesquisa por exemplo, podemos comunicar com os elementos do nosso grupo sem perturbar a aula.	Não concordo com nenhuma das opções da questão anterior. Continuar a fazer atividades interativas.

Questionnaire ID	Q3 - Which type of activities performed in class did you like the most?	Q5 - Which type of activities performed in class did you like the least?	Q7 - What other type of activities would you like to do during your English class in the future?	Q14 - Why? (Please refer to Q13)	Q16 - Why? (Please refer to Q15)	Q23 - How do you think I can improve my work as a teacher?
23	Gostei de uma atividade que fizemos sobre o cyberbulling ao analisar imagens.	Uma atividade a analisar imagens de pessoas de diferentes culturas, senti que não foi algo que me tenha interessado tanto	Na minha opinião poderíamos fazer mais listenings	Porque é algo que todos nós estamos habituados a utilizar	Para comunicar com os colegas quando temos trabalhos de grupo	Muito sinceramente acho que o trabalho que o professor faz ajuda-nos muito e está tudo bom
24	Eu gostei mais das atividades que mais gostei foram as de pesquisa na aula.		Gostaria de jogar no kahoot sobre a matéria.	Porque acho que é uma coisa a que estamos mais ligados e assim talvez nos motive mais.	Porque podemos aprender o significado de outras palavras através de pesquisas.	O único ponto q concordei é o de eu não entender a pronúncia, mas acho q a culpa nao é do professor mas sim minha pois tenho de treinar a compreensão. De resto não concordo com nada, é um bom professor :).
25			Talvez analisar um vídeo de um episódio de uma série que esteja relacionado com a matéria.	Porque acho interessante ao fazer as pesquisas saber mais sobre o assunto.	Ajuda-me ao fazer pesquisas e perceber o contexto em que as palavras são usadas para depois as usar corretamente em diálogo.	Acho o seu trabalho enquanto professor muito bom, possivelmente para melhorar poderia sugerir algumas atividades mais dinâmicas tipo kahoots.
26	Eu gostei de um trabalho sobre as fake news, onde tínhamos de construir duas notícias.		Eu penso que estás atividades são muito interessantes e não farias outras	Porque as aulas ficam mais interessantes	Porque eu posso fazer mais pesquisas e ajuda me a melhorar a disciplina de inglês	Eu não concordo com nenhuma aspetos
27	Nas atividades em que vamos vídeos é depois tínhamos de tomar notas do que víamos	acho que só não gostei porque foi uma matéria mais teorica	falar mais sobre certos assuntos	Sim porque estamos a utilizar um dispositivo que nos pode ajudar nas aulas.	Porque podemos mandar mensagens uns aos outros se tivermos a fazer um trabalho ou assim	Eu acho que o professor está a fazer um bom trabalho