TEACHING ICT IN PRIMARY CLASSROOMS

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Integrating Information and Communication Technology (ICT) into various subjects has become increasingly important. This is particularly true in the context of teaching reading to Grade in struggling students in the country, where digital literacy is becoming as crucial and important as traditional literacy. The integration of ICT not only uplift and enhances engagement but also fosters a more interactive and collaborative learning environment.

In our education system today, recognized the importance of ICT in enhancing learning outcomes. Incorporating technology into the classroom can help bridge gaps in learning and provide students with diverse resources to improve their reading skills (Espinosa et al., 2023). For Grade elementary learners specially grade 5 pupils, who are typically around 10-11 years old, this integration can make reading more appealing and relatable by connecting it with their everyday experiences.

One effective way to teach reading using ICT is through interactive tools such as e-books and educational apps. These resources often include multimedia elements like animations, sounds, and interactive quizzes that can capture students' attention better than traditional textbooks. Research by Basar et al. (2021) indicates that using e-books significantly improves comprehension skills among young learners by providing immediate feedback and allowing for self-paced learning.

Moreover, platforms like Google Classroom or Microsoft Teams facilitate collaborative projects where teachers and students can work together on reading

assignments or book reports. This collaboration not only enhances their understanding of the material but also develops critical social skills necessary for teamwork.

The internet offers a plethora of resources that cater to different reading levels and interests. Websites such as Storyline Online provide access to a wide range of children's literature read aloud by actors, which can be particularly beneficial for auditory learners. Additionally, online libraries like Project Gutenberg offer free access to thousands of classic texts that teachers can use to supplement their curriculum.

Incorporating these resources allows teachers to create a more inclusive environment where all students can find materials that resonate with them personally. As noted by Tariq (2025), personalized learning experiences are crucial at this stage because they encourage students to take ownership of their learning journey.

While integrating ICT into the Grade 4 reading class presents numerous advantages, it is not without challenges. One significant issue is the disparity in access to technology among students from different socio-economic backgrounds. In many rural and far flung areas of the country, no or limited internet connectivity and lack of devices can hinder effective implementation (Bautista & De Guzman, 2022). Teachers must be mindful of these disparities when planning lessons and consider alternative methods for those who may not have access.

Additionally, educators need proper training on how to effectively incorporate ICT into their teaching practices. Programs for professional development aimed at enhancing digital literacy among teachers are crucial for helping them feel assured in utilizing technology within their classrooms. (Santos & Lim, 2020).

I truly believe that teaching ICT in Grade 4 reading classes presents an exciting opportunity to enhance student engagement and foster a love for reading among young learners in the Philippines. By utilizing interactive tools, diverse online resources, and fostering collaboration among students, educators can create a dynamic learning

environment that prepares them for future academic challenges. However, addressing challenges related to access and teacher training remains crucial for successful implementation.

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