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USE OF INFORMATION AND
COMMUNICATION TECHNOLOGIES
TOOLS IN THE FOREIGN LANGUAGE
CLASSROOM IN SECONDARY
EDUCATION IN COLEGIO TECNICO
PROFESIONAL FRANCISCO J. ORLICH.

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Use of Information and Communication Technologies Tools in the Foreign Language Classroom in Secondary Education in Colegio Técnico Profesional Francisco J. Orlich.

Por lo que libero a la Universidad de cualquier responsabilidad en caso de que mi declaración sea falsa.

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In their hearts, humans plan their course, but the Lord establishes their steps.

___ **Proverbs 16:9**



Chapter I

INTRODUCTION

1.1 Abstract

The role of ICT in education is becoming more and more important in the 21st century. In this investigation, a literature review is about the effective use of ICT in education, Goals of ICT Education Program in Costa Rica for the last years, and advantages and disadvantages of using ICT for language teaching practice.

The results provide both the quantitative and qualitative analysis of the literature showing a change among educational practices of ICT in learning motivation getting a positive impact on teaching and learning, offering new possibilities for learners and teachers to improve academic achievement.

This didactic proposal is to apply some workshops with some digital resources. The workshops are cooperative and active by developing useful skills for future life performances with topics of students interests. So, the role of teaching is to make sure that students understand, organize and provide feedback choosing, analyzing and practicing new words, phrases, grammar, pronunciation, among others.

Students are true protagonists of the act of education. Therefore, the global priority at this time is English language has become a demand in the country. As a result, people of different nationalities generally use this language to communicate with each other, so that the different abilities to speak, read, and write it, have become conditions to get a good job to give effectively to solve the lack of bilingual staff that requires the employers in Costa Rica. Be prepared is important to find better jobs, travel abroad, communicate with others, and know another cultures.

1.2 Purpose of the Study

The age of communication has caused a great change in society, mainly in the way of learning and acquiring English as a second language. It can be saying that high school students belong to the generation known as "digital natives", that means, they were born, grown and lived within the virtual age. English teachers, years ago, were not focused on trying students to speak the language, Therefore; teachers were only focusing on grammar, in the structure of language, but not in communication learning experiences.

The target of this resource is to improve students in listening and speaking skills by applying practical workshops to guide them to use information and communication technologies activities in a high school in Alajuela, Costa Rica. Therefore, it is appropriate to give a definition of what is knowing as information and communication technologies:

Information and communication technologies are understandable as to the whole of all those technologies about communication, storage, processing and transmission of information and that provide new knowledge for an improvement "In the professional, personal and educational development." (Adell, 1997:7)

In forward, to refer to the whole topic that is information and communication technologies, I will use the contraction Information and Communication Technologies (ICT).

The main reason why choosing this topic is because of the boom and importance of (ICT) applying in English in our current society. This is not to argue that teachers do not need the common materials such as textbooks, blackboards, and, English dictionaries, but what they really need is to communicate in their daily chores. It is great to see how students react to the activities, their learning, and their involvement in the language.

1.3 Objectives

1.3.1 General Objectives

- ◆ To determine the impact of Information and communication technologies (ICT) in the acquisition of a second language.

1.3.2 Specific Objectives

- ◆ To apply English speaking and listening skills workshops with information and communication technologies that will equip students to create an English blog.
- ◆ To measure the effect of technological tools in the learning process of teaching a foreign language.
- ◆ To foster a positive attitude towards learning English using technology.

1.4 Research Question(s)

It is very important to make awareness in students that they need to study and practice English for their entire lives; it can change the pattern that public high schools in Costa Rica do not provide enough learning for students to speak English. They never look for content, do not visit interactive blogs or watch movies in English as the Conversational English teacher has recommended them to do.

Therefore, based on the use of new technologies, it is believed that it tries to decrease absences of students in English classes that have been a problem since many years ago. Most of the time, students are not participating in class, they are gossiping, looking towards the windows of the classroom, taking nap or playing with the cell phone, not answering questions asked by the teacher. Therefore, it results necessary to include ICT into the class of English to learn in a good-looking way.

- ◆ Why is it important to use ICT as a pedagogical communicative support to improve the learning of English as a foreign language (EFL)?

1.5 Definition of Terms

ICT: It is an abbreviation for information and communication technology, refers to all those technologies related to communication, storage, processing and transmission of information and that provide new knowledge for an improvement in the profesional, personal and educational development". (Adell, 1997).

Network: It is a communication system to be able to make an efficient, fast and accurate communication for the transmission of data from one computer to another making an exchange of information as an orderly data and sharing resources available on the computer.

Software: the instructions that control what computer programs do.

Recordings: speech, music, or moving pictures that have been to be recorded, to be listened to or watched later.

Voki avatar: is a web 2.0 application for classroom use, ideally with young learners and teenagers that provides an editable avatar allowing the students, or the teacher, to give a character a voice.

Blog: It is a regular record of your thoughts, opinions, or experiences placed on the internet for other people to read.

Filmora video Editor: This tool provide an interface which people are able to perform all those basic editing processes that are needed in videos, audios, and photos cutting, merging, and adjusting them.

Quizlet: It is a study application that allows students to find information via learning tools and games, flashcards, and tests.

Wikis: It is a virtual community, whose pages can be edited directly from the browser, where the same users create, modify or delete content that they generally share.

1.6 Significance of the study

Costa Rican people need to be able to learn English because at present, many companies, both Costa Rican and international, require bilingual personnel. Currently, in any job is required at least a basic knowledge of English to be hired. Students have fear of speaking in another tongue; this project will help teenagers to use ICT tools like blogs, podcast, videos, and audios to improve such student learning.

This research seeks on showing truth that a second language could be teaching in a more interesting way, giving a chance to training students during ICT workshops concluding with a student blog. Using ICT tools, students become owners of its knowledge building their learning, understanding that teachers are only facilitators of the process. It is great to see how the idea that ICT is valuable and helpful for including English programs, applications and resources that allow the development of English skills.

Teachers can use these resources because they are interactive to work with activities that are clear, focused and attractive for students. For this purpose, this research paper will show the importance of the use of ICT in the teaching process of English language learning in the students of a high school in Alajuela, Costa Rica.

Chapter II

LITERATURE REVIEW

2.1 Literature Review

2.1.2 References

The proper living conditions of the societies of the XXIst century allow people to learn constantly because of need of students to be able to learn from and working collaboratively from many cultures, religions, ideologies, and lifestyles environment situations.

Navés and Muñoz (2012) explain that: a place where the advantage of being able to speak different languages is becoming more and more obvious and necessary... If a speaker is fluent in two or more languages, more flexible thinker he is. (p.63)

Through time, audiovisual media such as television, video, DVD, and all kind of technology resources, have been very useful aims in teaching English as a foreign language. ICT helps students to ease their English language; consequently, students can practice and study by themselves working more effectively according to their real purposes and progress.

English language is an opportunity to interact with other cultures, another language, and another kind of communication. Teachers should implies strategies that let the student to have a meaningful class; otherwise, they will turn into simple parrots. The key to the success of students in order to learn a language is to use it in a real-world way through culture, sports, world events, movies, songs, art, and music as the actual holders of the language.

Students demand less emphasis on more common teaching methods like rote vocabulary and memorization. In addition, they have their basic vocabularies, expressions and phrases that make the language come to life. So it is important to spend time working to provide the needed context that makes the language stick in the brain of students which has been made from all experiences of life consciously or subconsciously to connect or attach new information to old.

2.1.3 Importance of Technological Resources in the Classroom, Teacher Training and Management of Technological Tools.

Manuel Área Moreira (2005; 2006) held that the study, analysis and evaluation of the impact of information and Communication Technologies (ICT) on teaching as a pedagogical innovation... in high schools is being given a relevant thing in education of recent years. Therefore, teachers are into the technology society and must train students for it. **(P, 4).**

ICT have changed both the way of teaching and the way to learn and of course the role of the teacher and the student, they will have to change their communication strategies and assume their role as facilitator of the learning of students to help them plan and achieve the goals.

Ana Luisa Machado, OREALC Manager / UNESCO, raises that a teacher who does not handle the technologies of information and communication is in clear disadvantage about to the students... The technology advances in the everyday life more quickly than in schools, inclusive in remote and poor areas. **(P, 5)**

For many teachers, the use of ICT suggests learning to use technologies, the need to update equipment and programs, and to take time away from the workplace, which many teachers do not intend to access.

Agreeing to **Mumtag (2005)** The use and implementation of ICT in the curriculum allows new ways of teaching and learning... because teachers can acquire greater and better knowledge allowing innovation **(P, 1).**

ICT offer many resources for teaching support (didactic materials, virtual environments, Internet, blogs, wikis, Web Quest, forums, chat, developing creativity, innovation, collaborative working environments, encouraging meaningful, active and flexible learning.

2.1.4 Goals of ICT Education Program in Costa Rica In the last years

The Ministry of Public Education (MEP) launched the National Program of Mobile Technologies for Education, Techno aprender, with efforts and innovation in the processes of teaching and learning including that in English classroom education.

The program includes the delivery of technological hardware, teaching development, the legacy of physical infrastructure, ideal equipment and connectivity in the educational centers to reach a quality education as digital living, and technological innovation. Techno aprender leads devices such as tablets, projectors, and interactive whiteboards, hearing aids, kits of adaptive technology such as multifunctional printers, and laptop computers.

Sonia Marta Mora Escalante, ex Minister of Education **(2014-2018)** told that "Education is a dynamic getting of knowledge that point toward a continuous and lasting approach to the educational systems with digital technologies, which provide a wide understandable overview of educational opportunities for the new generations,"... Besides, tecnoaprender is a way where it is possible to allow problem solutions causing positive change attitudes in classrooms of public institutions. **(p.1)**.

Unesco has prepared a framework program in information technologies, with the level of ICT skills that teachers need to integrate in their professional practice. It integrates not only knowledge of classroom technologies and course planning, but also tools to improve the organizational and management capacities of both the classroom and collaborative groups.

So teachers have the ability to create networking environments for students to keep, share and develop their work collaboratively, and learn how to use technologies with flexible learning strategies focused on students.

The support of educational authorities like the principal and the administrative part is essential, but they point out the fact of having their support in the projects, making the progress easier as well as the existence of teachers who want to participate, to improve, the interest of the students, and hard training programs. In Costa Rica, students can interact with technology in pairs, in groups or individually, two or three students per computer that is the most frequent thing in the country in rural or urban zones.

ICT TOOLS	
Advantages	Disadvantages
Students can use ICT to organize their work and make it more clear.	Teachers need to be familiar with a number of resources and sometimes they lack enough preparation.
ICT can support different teaching methods, this adjusts the way students can learn.	ICT equipment is expensive and needs trained staff to keep it correctly
Some computer programmes such as teaching programmes provide immediate feedback on work completed by students.	using ICT means children can become dependent on computers and technology and not learn how to do things by hand
Some applications can save time and effort such as programs that teach english vocabulary, these are quicker and more effective than using paper.	plagiarism has increased as students find pre written work online leading to students unfair results on coursework
encorages collaborative work, so students can work together	The application of some activities requiring ICT may be time-consuming and some students might be reluctant to use new technologies and that fear needs to be overcome.
increases the participation of the students making the "class" more than an "exhibition of Contents"	the price of some of these tools is very high, setting up the devices can be very troublesome, people are worried that personal information may become public knowledge
Increases motivation both teacher-students and students-students, flexibility (in terms of topics, timing, learning styles), development of collaborative work, increases the participation of the students and proposals based on self-learning	Risk factors with computer viruses, malware, spam, trojans attacking, It can affect mental and physical health playing violent games, cyber bulling, and most of the students think why reading books if there so much information in internet.
Evaluation	
ICT can lead to many developments in education as it can make learning more interactive and easier for both students and teachers, however there are problems with costs and safety and the worry of encoraging teenagers to become dependent on technology using it a lot at home as well.	

2.1.5 Advantages and disadvantages of using ICT for language teaching

Education plays a fundamental role, not only because it allows students to acquire competences to survive in this society focused on technological knowledge, but provides to their own learning experience advancing the quality of life of the society. The use of ICT makes education reach more people and in a more personal and easy way because wins the teacher, the student and the whole society

Referring to education, should be taking into account the infinite information that can have talking about teaching techniques, ICT helps to implement and achieve a quality education because technology seeks to improve learning processes, through the achievement of educational objectives, the effectiveness and meaning of learning.

Integrating the technology into the classroom goes beyond the simple use of the computer and its software, requires the active participation by the student, the interaction of frequent way between the teacher and the student, the participation and collaboration in group and the connection to the real world.

NinaMK (2015) suggested that, “we are teachers of the language of global communication”...besides we should look at our class carefully and decide who can do what. Some students are good at drawing, others at writing, while yet others may have a lush imagination. Naturally in any group, there are too shy students, or unsure of their own abilities. **(p.3)**.

For teachers, technology is vital because if it is dominated, the teaching process will be better for students. From here starts the importance of being updated in the field of education and much more influence of technology in the educational centers for useful and productive things, but always trying to avoid laziness, violence, cyberbullying, and pornographic in students.

Chapter III

PROCEDURES

3. Procedures

3.1 Rationalization for Qualitative Research (or Quantitative Research)

In order to know and identify the opportunities, achievements, changes and limitations in learners as participants including a mix of quantitative and qualitative techniques to get ICT reality.

3.2 Methodology –Data Collection Tools

Five workshops with the help of a group of 10 students of eleventh grade were made, and two English teachers of English oral communication.

3.3 Sites and Participants

This paper collects information about Colegio Técnico Francisco J. Orlich, Sarchi Norte, Valverde Vega, founding in 1970.

Students: ten students of eleventh year participate in the workshops about ICT.

Teachers: two English teachers of eleventh-year participate filling a survey.

3.4 The plan of the study Data Analysis procedures

In this part, the researcher explains examples of ICT materials for learning English.

3.4.1 Workshops

Reporting News When the Weather is the News (Recordings)

Ask students to think about when they have been affect by the weather. Perhaps if there was flooding, hurricanes, thunderstorms among others. Students report their news using recorders to each one describing the weather. They write down whom the weather affected, and how? Moreover, when it started and finished.

Regular Verbs (Quizlet)

The researcher teacher asks students to listen carefully in groups. They identify, guess, and pronounce the final sound / id/, /t/, /d/ of regular verbs from Quizlet computer software. Then, they throw a plastic ball in the respective container if the

answer is correct, in case they don't guess, they do not place the ball. Finally, the winner team will be who has more plastic balls in the container.

Mystery, a Woman Lost (Filmora)

Students in groups of three predict the content of the story, so what may have happened to the teacher. Then, they show a video on how the mystery was solved and what happened to make practical video performances.

Voki Avatar

The researcher records a small text to be reproduced by the avatar and send to students the exact URL with the avatar created, so that students can listen to and start with the activity. The audition will be heard twice. Students have to answer a series of questions about what the Avatar or Voki has said. The questions will be given before hearing the audition, so students can read them before listening to the reproductions.

Blog

Teachers get students to write about topics that they find interesting as final activity, students make a blog about their hobbies, interests, songs, movies, family, physical activities, willingness, habits, customs, likes, and dislikes.

Chapter IV

FINDINGS

4. Findings

4.1 Data Analysis

The findings of this research give the output needed by the researcher to answer the research questions according to the questionnaires shown towards the complete data.

Based on teaching experience, the age of participants are 31-40 years go along by 41-50 years. Based on academic level, the higher degree is MCS- Master Degree followed by the lowest Licenciatura Degree. Most of the respondents have 6-10 years of teaching experience with followed by 11-15 years of experience with. **(See annexes chart #1)**

It indicates that these two female teachers are aware of the goodness and usefulness of ICT. Therefore, 100% of the Teachers Apply ICT in their English Classes, 50% use information and communication technologies weekly, and the other 50% daily. **(See annexes chart #2)**

50% of the teachers have received training about information and Communication Technologies and 50% of them never received that. Both teachers use the equipment given for high school and if they need another kind of tool, they bring their own.

Both teachers argue that they use TV, recorders, computer and projector multimedia for their English classes. None of the teachers use DVD, internet, and digital whiteboards. They do not use more tools.

100% of the teachers evaluate students with written test; oral test, group works, and research works and only one uses small recorders. 50% indicated that motivation when working with ICT is completely favorable and the other 50% participation that it becomes favorable.

About the last two open questions, one teacher states that when she has the tools for the teaching process, it would be a wonderful experience because

students love technology, and they achieve the process so quickly. The other one argues that the high school provides some equipment, nice rooms, favorable environment that helps to engage students with the contents, it is easier for students to understand how to use structures and they listen native accent. Finally, both notified that should be a bond between materials, teachers, and students.

It is also important to show collecting data of ten students of English in a public high school.

The participant respondents are five male students and five female students of eleventh grade.

According to the Type of ICT, 10% students never use email, 20% a little, 30% students ever used it, and 10% uses it regularly and 30% always.

Internet on the Mobile Phone is regularly used by 60% students, and always used by 40% students. Forums are never used by 60% students, a little used by 40% students, ever used by 10% students, regularly used by 10% student and always used by 20% student.

60% students have never used chats or blogs of teachers, and 40% students a little use it. Social networkings sites, have ever used by 10% students, regularly used by 50% students, and always used by 40% students.

Internet to Reinforce English Classes has ever used by 40% students, regularly used by 50% student and always used by 10% student.

90% said the English teacher does not have a blog, while 10% said she has.

80% of interviewed students approximately said that Information and Communication Technologies have been appropriately used in classroom, and 20% not agree.

Therefore, 10% students told they learn quickly with ICT, 90% disagree. The majority 90% expressed they watch You Tube, videos, series and movies in English, but they do not look for English web sites to improve their language.

From the data obtained, it also shows that the use of ICT in teaching makes students more active and engaging in the lesson finding easier learning by ICT tools. **(See annexes chart #3)**

4.2 Restatement of Questions and Discussion of Results (taken from the last questionnaire perception of students about ICT)

Qualitative and quantitative data was taking from the questionnaires made to 10 students and two teachers of conversational English classroom. The video with filmora tool about creating a story of a woman lost was the most pleasant resource in the students and they increased their oral skills in English language planning and making media material.

They also had to report the weather explaining the main facts like journalists. They could learn regular and irregular verbs with the quizlet tool in the first meeting. The repeated reviews of the teacher were not pleasant at all, but necessities, so recordings and videos were the second resource more liked by the students because they identify and learn that are able to communicate news about the weather.

In addition, the speaking skill is the most difficult for students because they laughed a little by the nerves when trying to speak. All this was successfully achieved through the use of (voki, videos, audios, softwares like filmora, quizlet, and a blog) in the classroom. Some students prefer to watch videos and other prefer to listen audios. A few are encouraged in writing and reading, so the interactive blog was a bit boring for them because they had to write short paragraphs. In general, participation increased, was positive and improve oral skills of students.

Chapter V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The results shown that in general, using ICT tools help to prepare an active learning environment that is more interesting and effective for both teachers and students. However, most of the teachers in this research agree that ICT helps to improve classroom management because students are well behaved and more focused. Moreover, this study proved that students learn more effectively with the use of ICT as a lesson more engaging and interesting. Accordingly, the students and teachers agreed that ICT could foster learning.

It is a good idea to mix the learning of a second language with technology, but there is a problem in learners because they are so lazy; they do not study at home, as it is required. The lack of oral participation in the classroom became better with ICT, students at the beginning of the workshops were afraid to face the unknown and prefer to be silent as long as possible not to make known their pronunciation mistakes in front of the whole group, but then, they let known and worked very well. The project also focused on encouraging students to lose fear when speaking English because most of them want to speak English to find a job after they graduate from high school to pay their University studies.

Some students like to watch videos and games from different sources, other students prefer to listen audios, and the less choices are for reading and writing. For example, when they wrote the blog, their participation was less interesting. Therefore, new generations demand a great use of technology, and if it were not very well apply, learning would not have gotten better results.

Finally, the integration of ICT in classroom needs increase the aptitude of the country's education system creating the better future work force. In order to enhance the use of ICT in classroom, the government needs to improve and change the teachers' belief about the integration of ICT in classroom efficiently and successfully. Communication devices should be available to students wherever

they are either at high school or at home. Furthermore, the needs for teachers to have good skills and knowledge in using ICT is to promote the great demand of the 21st century teaching skills.

5.2 Implications and Limitations

- ◆ There was not enough Internet connectivity in the English room so; the decision to improve it should be quickly. The teachers infer that English students do not have a schedule for going to the computer laboratory because it is always full of students of other networking subjects. There is a lack of organization by the administrative support of the high school for the effective use of computer laboratories. A lot of use of the textbook, thus some teachers still work with the translator method.
- ◆ Technologies are high costs, besides, computer laboratories are not always available for English teachers to carry their students and some of them do not have computer equipment at home, and most of them are not reaching if new technology is not used. Fear has been always happening in students when speaking English and it is important to take over teenagers from online risks, such as fraud, privacy violations, or online intimidation.

5.3 Strengths

- ◆ The ability to connect with classmates because almost all of them have smartphones, technology reduces time because now teachers can take information on and have it right at their finger tips.
- ◆ When knowledge is getting through video clips, audio sounds, visual presentation and so on, the fear of speaking another language for some students improve with ICT resources and they do not refuse to participate in class with ICT.

5.4 Recommendations

- ◆ Educational communities of all levels must have virtual spaces that allow the educational technology, only in this way it will be appreciated that in truth the technology helps students of all the levels.

- ◆ The MEP must continue making efforts to improve the level of English of teachers in service, for that would result in an output profile of the students more appropriated.
- ◆ The higher institutions should promote exchange programs for teachers and students with countries where the language is spoken goal.
- ◆ The high schools that are offering conversational English must train the teaching staff in charge of the courses in the design and teaching of English for specific purposes suitable for this modality.
- ◆ Higher institutions like universities, should graduate teachers with the following skills: a) having a high or advanced intermediate level in the use of English. B). Be able to design ICT english courses with appropriate materials.
- ◆ Have an extensive list of activities to motivate learners faced in its daily chores. It also takes into account the accuracy in the use of the language as linguistic elements (vocabulary, grammar, pronunciation, among others) that are necessary to express oneself correctly in each task that students are going to face in his future place of work.
- ◆ It is essential that teachers work in their own classroom with the necessary infrastructure.
- ◆ Help students to continue learning through their professional life to succeed and grow personally and professionally.
- ◆ Creation, management, and use of educational blogs and wikis in English departments that are part of the high school.
- ◆ Didactic use by English teachers of tools of the Web as Dropbox or Google Drive that allows to create, share and store information.
- ◆ Training courses in the creation and application of blogs and other Web applications or specific programs for the control and evolution of students
- ◆ Usual communication through the website of the center with the entire educational community.
- ◆ Cable Internet access and wi-fi as well as the installation of projectors, computers and digital whiteboards.

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Annexes

SURVEYS

Chart # 1 Demographic Background of Teachers Respondens

Chart # 2 teacher's perception of ICT

Factors			Frequency
Age of participants	Male	Female	Total
Between 21-30	-	0	0
Between 31-40	-	1	50%
Between 41-50	-	1	50%
More than 50 years	-	0	0
Academic Level	-	0	0
MCS-Master	-	1	50%
Licenciatura	-	1	50%
Degree	-	0	0
University student	-	0	0
Bachelor Degree	-	0	0
Teaching Experience	-	0	0
1-5 years	-	0	0
6-10 years	-	1	50%
11-15 years	-	1	50%
16-20 years	-	0	0
21-25 years	-	0	0
More than 25	-	0	0

Factors	frequency
The Ability of Handling ICT in Teaching	
Daily	50%
Monthly	0%
Weekly	50%
Not used	0%
ICT Training	
Yes	50%
No	50%
Equipment for teachers	
Yes, some of them	50%
She brings her own computer and they provide her a TV screen	50%
Preference of teaching Style	
TV	2
Recorder	1
DVD	-
Computer	2
Projector multimedia	2
Internet	-
Digital whiteboards	-
Others (camera)	1
Evaluation	
Written Tests	2
Oral Tests	2
Group	2
Research works	2
Others (small recordings)	1
Student motivation using ICT	
Completely Favorable	1
Favorable	1
Sometimes	
Most of the time	
Unfavorable	
Not actitude	

Source: Self-elaboration with data collected through the interview applied to two English teachers at a school in Alajucla, May 2018

Chart # 3 Perception of students about ICT

Factors	Gender		Frequency			total
	Male	Female	Total			
Participants	5	5	10			
Type of ICT	Never	A little	Ever Used	Regularly	Always	
Email	1	2	3	1	3	
Internet on the Mobile Phone	-	-	-	6	4	
Forums	1	5	1	1	2	
Chats or Blogs of Teachers	6	4	-	-	-	
Microsoft Office	-	3	2	5	-	
Social Networkings Sites	-	-	1	5	4	
Internet to Reinforce English Classes	-	-	4	5	1	
Do you Think that ICT in High school are Appropriated Used	Yes 8	No 2				
Do your English Teacher Have a Blog	Yes 1	No 9				
Can you learn more quickly interacting with ICT	Yes 10	No -				
Do you watch You Tube, videos, movies, and series in English	Yes 9	No 1				

Source: Self-elaboration with data collected through the interview applied to two English teachers at a school in Alajuela, May 2018.

Instrument of Data Collection for English Teachers

I Purpose: To know the influence of the information and communication technologies as means to strengthen the academic performance of students in Colegio Técnico Profesional Francisco J. Orlich en Sarchi Norte, Valverde Vega, Alajuela.

II. Indications: Answer the following questions as truthfully as possible. The answers to this document are confidential and purposeful to develop the research as a graduation requirement Universidad Latina de Costa Rica to qualify for licenciatura degree in teaching English.

1. Age of Participants.

Between 21 and 30 / Between 31 and 40/ Between 41 y 50/ More than 50 years

2. Academic Level?

Licenciatura Degree/ University Student /Bachelor Degree/ Master´s Degree

3. Years of English teaching practice.

From 1 to 5 years / From 6 to 10 years / From 11 to 15 years / from 16 to 20 years / from 21 to 25 years / More than 25 years

4. Do you apply Information and Communication Technologies in your English class? Put a check. Yes/No

5. If the answer is affirmative, put a check to choose how often you use them. Put a check

Daily _____ monthly _____ Weekly _____ not used _____

6. If your answer is negative, specify your reasons?

7. Have you received in your educational center training to implement Information and Communication Technologies in your classroom? Yes /No

8. Does the Colegio Técnico Profesional Francisco J. Orlich provide technology equipment for you to use?

Yes /No

9. What kind of technology resources do you like to your English classes?

TV/ recorders / DVD/ computer/ projector multimedia/ internet/ digital whiteboards/others

10. What kind of strategies do you apply to evaluate your English classes?

Written tests/ oral test/ group works/ research works/others

11. **How is students' motivation when using Information and Communication Technologies in your classroom?** Completely favorable/ favorable/ sometimes/ most of the time/ unfavorable/ not attitude
 12. **Could you briefly describe what your experience is in the teaching-learning process in Colegio Técnico Profesional Francisco J. Orlich about Information and Communication Technologies?**
 13. **Where do you believe is necessary to put more effort in the practice of Information and Communication Technologies? Students, materials or teachers.**Instrument of Data Collection for Students.
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Instrument of Data Collection for Students

I Purpose: To know the influence of the information and communication technologies as means to strengthen the academic performance of students of Colegio Técnico Profesional Francisco J. Orlich en Sarchi Norte, Valverde Vega, Alajuela.

II. Indications: Answer the following questions as truthfully as possible. The answers to this document are confidential and purposeful to develop the research as a graduation requirement Universidad Latina de Costa Rica to qualify for licenciatura degree in teaching English.

1. **Male**_____ **Female**_____

2. Check the tools and resources you know from the ones listed below, and write a number in the boxes (from 1- to 5)

- 1) I do not know and I never use
- 2) I know a little but I do not use it
- 3) I have a basic idea ever used
- 4) I know well and I usually use some regularly
- 5) I am expert and use it regularly

Email/ Internet use on the mobile phone / Forums/ Chats Blogs of Teachers /The Office Package/Social Networks/ The Internet to Consult the Digital Magazine of the High School.

3. Do you think that technologies in the high school are appropriately used?

Yes /No

4. Do your English teacher have a blog?

Yes /No

5. Can you learn more quickly using information and communication technologies?

Yes/No

6. Do you watch YouTube, videos, movies and series in English?

Yes/ No

Survey for Students at the End of the Workshops

I Purpose: To know the influence of the information and communication technologies as means to strengthen the academic performance of students in colegio técnico Profesional Francisco J. Orlich en Sarchi Norte, Valverde Vega, Alajuela.

II. Indications: Answer the following questions as truthfully as possible. The answers to this document are confidential and purposeful to develop the research as a graduation requirement Universidad Latina de Costa Rica to qualify for licenciatura degree in teaching English.

1. Do you consider that information and communication technologies were useful to improve your academic performance in your conversational English class? Put a check.

Yes/ No

2. Do you believe that the material used in the workshops was understandable? Put a check.

Yes/No

3. Which Web resource used in the classroom was the best for you?

4. Do you think that your participation in the classroom increased significantly?

Yes/No

5. If this is not the case, why do you think your English skills did not improve?

