

**UNIVERSIDAD NACIONAL DE EL SANTA
FACULTAD DE EDUCACIÓN Y HUMANIDADES
ESCUELA PROFESIONAL DE EDUCACIÓN SECUNDARIA
ESPECIALIDAD: IDIOMAS- INGLÉS Y FRANCÉS**



**“INFORMATION COMMUNICATION TECHNOLOGY (ICT) FOR
THE ENGLISH COURSE IN PUBLIC EDUCATIONAL
INSTITUTIONS AT SECONDARY LEVEL, CHIMBOTE, 2018”**

**TESIS PARA OBTENER EL TÍTULO PROFESIONAL DE LICENCIADO EN EDUCACIÓN;
ESPECIALIDAD IDIOMAS: INGLÉS – FRANCÉS**

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**UNIVERSIDAD NACIONAL DE EL SANTA FACULTAD DE
EDUCACIÓN Y HUMANIDADES. ESCUELA ACADÉMICA
PROFESIONAL DE EDUCACIÓN
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HOJA DE CONFORMIDAD DEL ASESOR

El presente informe de tesis titulado: “**INFORMATION COMMUNICATION TECHNOLOGY (ICT) FOR THE ENGLISH COURSE IN PUBLIC EDUCATIONAL INSTITUTIONS AT SECONDARY LEVEL, CHIMBOTE, 2018**” ha contado con el asesoramiento de la Dra. Lila Marisa Maguiña, designado mediante Resolución Decanal N°023-2018-UNS-DFEH, de fecha 23 de enero de 2018, quien deja constancia de su aprobación. Por tal motivo firma el presente trabajo en calidad de Asesor.

Dra. Lila Marisa Maguiña Alvarado
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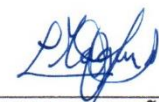


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El presente informe de tesis titulado: **“INFORMATION COMMUNICATION TECHNOLOGY (ICT) FOR THE ENGLISH COURSE IN PUBLIC EDUCATIONAL INSTITUTIONS AT SECONDARY LEVEL, CHIMBOTE, 2018”** tiene la aprobación del jurado evaluador, designado mediante la Resolución Decanal N°0288-2021-UNS-DFEH, de fecha 03 de septiembre de 2021, quienes firman en señal de conformidad.



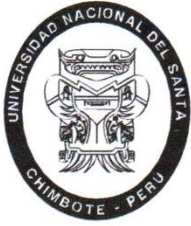
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DE TESIS

En el distrito de Nuevo Chimbote, mediante plataforma Zoom, <https://uns-edu-pe.zoom.us/j/87092346419?pwd=S002NGFyWThtc0lEM29RRVQ2M25rQT09> siendo las 12 00 m. del día viernes 10 de setiembre de 2021, se instaló el Jurado Evaluador del Informe Final de Tesis designado mediante TRANSCRIPCIÓN DE RESOLUCIÓN DECANATURALVIRTUALN°288-2021-UNS-DFEH de fecha 03 de setiembre de 2021, integrado por la **DRA. BETTY RISCO RODRIGUEZ** en su condición de Presidenta, **DRA. LILA MAGUIÑA ALVARADO** en su condición de Secretaria y la **Mg. DORA CALVO GASTAÑADUY** en su condición de Integrante; dando inicio a la sustentación del Informe de Tesis, cuyo título es: **“INFORMATIONCOMMUNICATION TECHNOLOGY (ICT) FOR THE ENGLISH COURSE IN PUBLIC EDUCATIONAL INSTITUTIONS AT SECONDARY LEVEL, CHIMBOTE, 2018”** perteneciente a las bachilleres **JERLYN JHONATAN LA PORTILLA TANGO**, con código de matrícula N° 201333812 y con código de matrícula N° 201333820 de la EP de Educación Secundaria; Idiomas: Inglés-Francés, teniendo como **ASESORA a la DRA. LILA MAGUIÑA ALVARADO**, según T/R.D. N° 018-2018-UNS-DFEH de fecha 23.01.2018.

Terminada la sustentación, los tesisistas respondieron a las preguntas formuladas por los miembros del Jurado y el público presente.

El Jurado después de deliberar sobre aspectos relacionados con el trabajo, contenido y sustentación del mismo y con las sugerencias pertinentes y en concordancia con el artículo 40° del Reglamento General para Obtener el Grados Académico de Bachiller y el Títulos Profesional en la Universidad Nacional del Santa; declaran **APROBADOS** a las tesisistas:

BACHILLER	PROMEDIO	PONDERACIÓN
JERLYN JHONATAN LA PORTILLA TANGO	24	16
ZADITH MATOS TORRES		

Siendo las 12:00 m. del mismo día se dio por terminado el Acto de Sustentación y en señal de conformidad, firma el Jurado la presente Acta.

Nuevo Chimbote, 10 de setiembre de 2021


Dra. BETTY RISCO RODRÍGUEZ
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DEDICATION

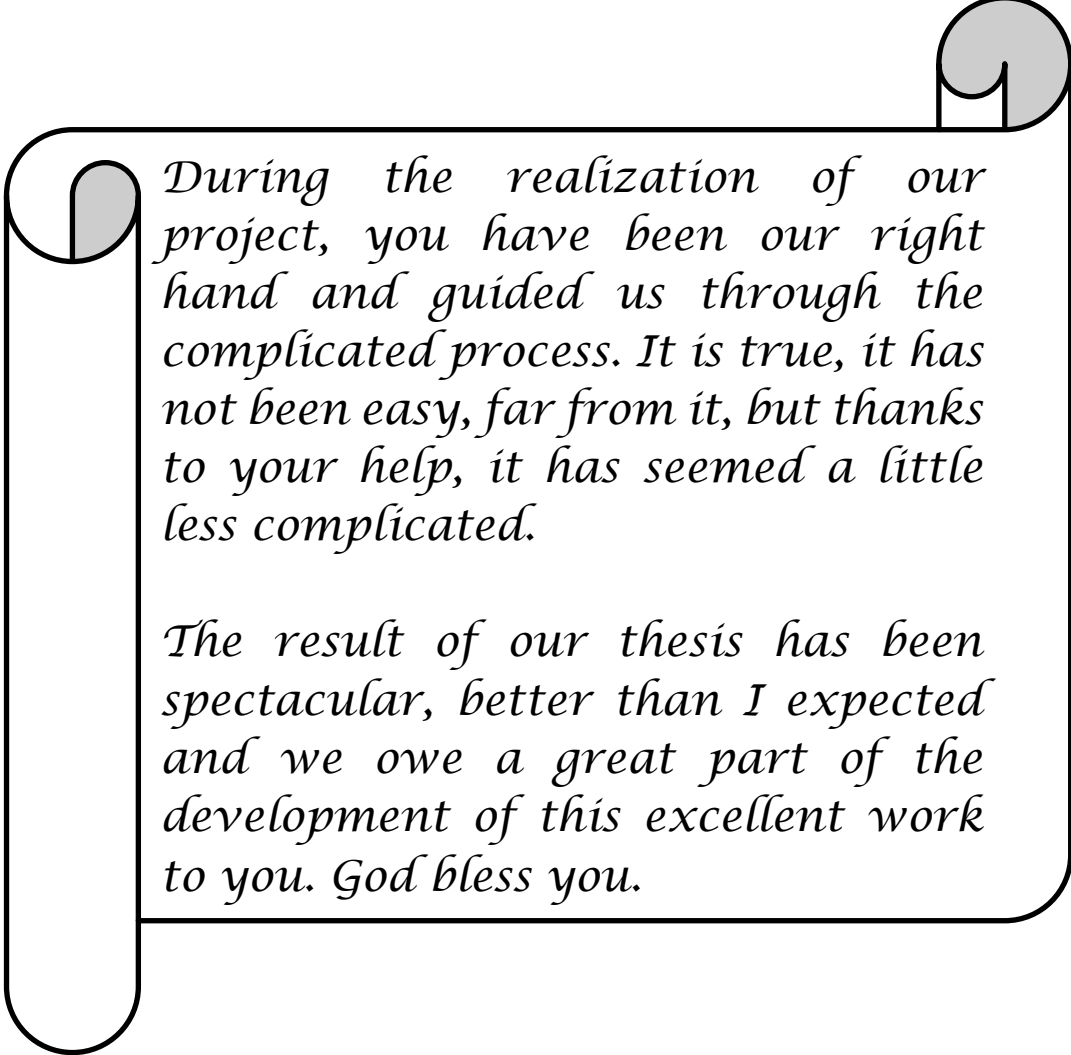
*Each challenging work, needs our own efforts, as well as the guidance of the elderly, especially those who are in our hearts. This humble effort we dedicate to my dear ones
PARENTS,*

Whose affection, love, encouragement and prayers of day and night make me able to get such success and honor,

At the same time, grateful to all the TEACHERS for their hard work that they gave us.

JERLYN AND ZADITH

GRATEFUL



During the realization of our project, you have been our right hand and guided us through the complicated process. It is true, it has not been easy, far from it, but thanks to your help, it has seemed a little less complicated.

The result of our thesis has been spectacular, better than I expected and we owe a great part of the development of this excellent work to you. God bless you.

SUMMARY

This research work entitled "Information communication technology (ICT) for the English course in public educational institutional at secondary level, Chimbote, 2018" has as main objective to describe what information communication technology (ICT) the English teachers use in public school of secondary level.

The methodology of this research has a qualitative approach and an ethnographic design.

The research had at least twenty free participants (volunteers)

To collect information, some data collection instruments, observation guides, an open and semi-structured interview were used.

English teachers in public schools are very well updated in the use of technology. Each of them has their own way of teaching and how to incorporate the use of ICTs into student learning.

RESUMEN

El presente trabajo de investigación titulado "Tecnologías de la información y la comunicación (TIC) para el curso de inglés en la institución educativa pública de nivel secundario, Chimbote, 2018" tiene como objetivo principal describir qué tecnologías de la información y la comunicación (TIC) utilizan los profesores de inglés en la escuela pública de nivel secundario.

La metodología de esta investigación tiene un enfoque cualitativo y un diseño etnográfico.

La investigación contó con veinte participantes voluntarios. Para la recolección de información se utilizaron los siguientes instrumentos de recolección de datos: una entrevista abierta y semiestructurada y guías de observación.

Los profesores de inglés de las escuelas públicas están muy actualizados y hacen el uso de las tecnologías como: proyector multimedia, laptop y páginas web de los cuales el más usado es Youtube, British Council and ESLcollective. Cada uno de ellos tiene su propia forma de enseñar en las diferentes etapas en el proceso de la enseñanza y aprendizaje al incorporar el uso de las TIC en el aprendizaje de los estudiantes.

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CHAPTER ONE

INTRODUCTION (PROBLEM STATEMENT)

CHAPTER ONE: INTRODUCTION (PROBLEM STATEMENT)

1. PROBLEM STATEMENT

1.1. Basis of the research problems

In recent decades, it has been seen that the use of information and communication technologies by public school teachers at the secondary level, has been essential to provide a good education since we are in an era of globalization in such a way that, uses are made of technological resources that are used to motivate or encourage each of the students today.

Although unfortunately, it has been observed that in some public schools they do not have well equipped virtual classrooms, in such a way that the use of technological resources is limited to teachers to provide a more dynamic class.

Technological resources facilitate teachers during their teaching at the beginning, in the middle or at the end of each one of their lessons.

In order to know what technological resources the secondary teachers use in their classes we have papered a questionnaire. Eight questions were asked to twenty teachers from public schools of secondary level to write a list of the technological resources they use and to recommend other pages and / or applications to learn English better.

1.2. Research questions

- What kind of technological tools does the English teacher use in his/her class?
- When does the English teacher use technological tools?
- What kind of web pages does the English teacher use in his/her class?
- How often does English teacher use technological tools to motivate his/her students and innovate his/her class?

- What policies are there in the school to support the use of ICT?
- What are negative aspects of the use of ICT in class?
- What are benefits of using ICT in public schools?
- Do you think is there a difference between public schools and private schools in relation to the use of technology?

1.3. Objectives

1.3.1. General Objective

Describe what information communication technology (ICT) the teachers of the English course use in public educational institutions at secondary level, Chimbote, 2018

1.3.2. Specific Objectives

- Identify the types of technological tools used by the teachers of the public schools of secondary level to teach a class of English.
- Explain how the types of technological tools are used by teachers of the public institutions at secondary level to teach a class of English.
- Discover when the English teacher uses technological tools.
- Design a proposal about technological tools to be used in the English course at secondary level.

1.4. Justification

A lot of investigation has been done on ICTs for student learning in the classroom; but some have focused on the use of technology in teaching. The present investigation focused on studying the technological educational information - ICT used by English teachers in public schools in secondary level in Chimbote, 2018.

Because of the changes in education in our country, ICT is the educational innovation of the moment, which allow teachers and students can make important changes in the daily lessons of the classroom and in the learning process of each one of them. ICTs are used to work in the search for information, using the Internet and certain multimedia software, and offering strategies for their correct use without forgetting that the information seen on the Internet is real, fast and useful, which makes it invaluable. Therefore, ICT offers a series of possibilities that are especially useful in the teaching of English

1.5. Viability

We are in the 21st century, the era of globalization, and it is necessary to learn new methods and educational age to teaching and learning, such as the use of technological tools for a good education feasible. To carry out this study since we have the necessary resources to achieve it.

1.6. Deficiencies in the knowledge of the problem.

Classroom teachers in public schools do not use ICT frequently due to limited access to technological tools in educational centers, and some knowledge cannot be used to be more motivating and give more than 100% in the teaching. It was difficult to find English teachers to be interview as researchers we had make a great effort.

1.7. Qualitative hypothesis

- The use of ICTs by English teachers in public schools allows education to develop in a positive way for learning a foreign language.
- The quality of education determines an increase in the level of education
- There are great differences in the technological equipment and the hours dictated in the English course in public and private schools.

CHAPTER TWO

THEORETICAL FRAMEWORK OF THE RESEARH

CHAPTER TWO: THEORETICAL FRAMEWORK OF THE RESEARCH

1. THEORETICAL FRAMEWORK

1.1. BACKGROUND

1.1.1. INTERNATIONAL

Matute (2013) in his research “Use of information technology and communication in the English class in the public institutions of secondary education of the Urban Casco of the city of Santa Bárbara. San Pedro Sula, Honduras” concluded that “This study takes into account the potential offered by information and communication technologies in public schools in Honduras. He also aimed to know the use of ICT in English language teaching to identify what type of resources teachers use”.

Roig (2001) in his research “The articulation of ICT in education: Analysis and evaluation of web pages of primary school centers considered that “This study aimed to assess the presence and impact of Information and Communication Technologies (ICT) in public primary schools in Spain, to what extent the educational potential offered by ICT in the school curriculum has been developed, what functions were attributed to them and what use was made of them. A descriptive, analytical and comprehensive examination was made of the situation in which the articulation of ICTs was found in Spain, in particular with regard to the websites of primary schools”.

Al and others (2016) in their research “Implementation of ICT policy in secondary schools in Saudi Arabia” determined that “Countries around the world have identified the important role of Information and Communication Technology (ICT) in improving education through curricula reform and the development of a set of national goals and policies to guide the implementation of ICT in schools. Their research showed that in Kingdom of Saudi Arabia (KSA) appeared that a relatively small number of schools

and teachers were implementing ICT to enhance the quality and effectiveness of the learning in the classroom. Thus, this study explored organizational factors; practical or material factors; the individual; and the change process that facilitate and hinder the implementation of ICT policy in secondary schools”.

1.1.2. NATIONAL

Alvarez and others (2008), in their research “Analysis of the use of ICT in the Public schools of the secondary level of Cajamarca district, Trujillo – Peru” concluded that ICTs are essential tools of work and learning where the generation, processing and transmission of information is a factor of productivity, therefore it is necessary to educate for the information society from the earliest stages of life at school. The students and teachers make extensive use of the new technologies outside the educational institution and in view of this the schools must provide facilities to guide the didactic process.

1.1.3. LOCAL

Merino (2011) in his research work “Use of the "tell me more" computer program for the development of the area capacities of the foreign language: English in the students of the second grade "G" of secondary education of the I.E. Santa Maria Reina - Chimbote 2010” concluded that the developed learning proposal had significant achievements in the educational task, as evidenced by the statistical evidence that was submitted to the data.

Hurtado (2011) in his research “Application of a didactic program based on the use of internet links to improve the learning of the English language.

(Thesis), Nvo. Chimbote” showed that the application of the Education program had significant achievement in the educational task, as evidenced by the statistic that was submitted to the data.

1.2. THEORETICAL SCIENTIFIC BASES

A. THE INFORMATION COMMUNICATION AND TECHNOLOGY - ICT IN EDUCATION

ICTs in education allow the development of competences in the process and handling of information, the handling of hardware and software among others, from different areas of knowledge, this is because we now have a generation of students who like everything in virtuality for different reasons and they themselves demand it. (Fernández, n.d.)

The incorporation of ICT in education has become a process whose implications go far beyond the technological tools that make up the educational environment. We are talking about a didactic construction and the way in which meaningful learning can be built and consolidated on the basis of technology; strictly speaking, we are talking about the use of technology in education. (Barriga, 2017)

Technology and its contributions are evolving and changing the fields of knowledge rapidly, and it is here that education, as a discipline, can be seen to be taking on new challenges that deserve further study. (Hernandez, 2017)

ICTs have an impact on education, they are teaching/learning processes that go beyond the traditional classroom hours and the teacher is no longer a simple transmitter of knowledge. Using ICTs represents an opportunity and a challenge to innovate educational processes, Gomez and others (2016) manifested in a very special way in work activities and in the educational world. Many teachers request and want to have computer resources and the internet for their teaching, responding to the challenges posed by these new information channels. The ICTs in Education allow the development of competences in processing and handling of information.

a) ADVANTAGES IN THE USE OF ICT

1. Creation of more flexible environments for learning.
2. Increase interest in the course.
3. Increase in communication modalities.
4. Increase the motivation.
5. They favor both independent learning and self-learning as well as collaborative and group learning.
6. Break the classical training scenarios, limited to school institutions.
7. They offer new possibilities for orientation and tutoring of students.

As a matter of principle, the incorporation of ICTs in educational institutions allows access, generation and transmission of information and knowledge, there is no denying that these benefits should change the teaching/learning process. Students and teachers can use the Internet to take advantage of all the functions it offers.

Moreover, the strategies used by teachers should facilitate a collaborative experience through discussion groups, chat or e-mail. Technological resources include educational activities related to the utilization, selection, use and organization of information to future teachers can progressively develop as citizens of the information society. (Hernandez, 2017)

b) DISADVANTAGES IN THE USE OF ICT.

1. Students have short attention spans
2. Students may open or enter unnecessary websites to play games or watch movies, etc.
3. Intense requirement of self-discipline and self-direction.
4. Good infrastructure and trained staff are needed to use ICT tools for teaching and learning.
5. To take time and effort for teachers to locate authentic materials.

B. ICT FOR TEACHING THE ENGLISH COURSE

English is one of the most important languages that has influenced this era of globalization and knowledge explosion. The use of English language has become vital to enhance learning, to teach English and develop English language skills among students.

ICT is definitely a valuable innovative educational tool that enhances learning. The rapid development of ICT contributes in every aspect to the education process in the English language course and why not in other academic areas. The use of technology has a positive impact on the teaching and learning of English. (Çakici, 2016)

- English teacher against ICTs:

Traditionally the teacher played a role in which he/she was the "source of knowledge". Nowadays, the teacher is much more than that, he/she is considered a "guide to learning", a "facilitator" or "mediator" of learning, "facilitator" or "mediator" of learning, which brings us closer to new educational parameters with respect to the more traditional forms of teaching transmission.

The ICTs have changed the concept of teaching and learning. Because students are born into a technological age. This implies that it is necessary for teachers to adapt to the use of the same technologies, to adopt the role of facilitators of learning and to contribute to the creation of an appropriate educational environment that helps students to achieve the learning objectives. (Vivar, 2016)

Nowadays, ICTs have acquired a relevant importance in the teaching-learning process. They have become the transversal axis of the educational action through the set of tools. We can consider the teacher in relation to the use of ICTs, Walker (2014):

1. ICTs do not replace the teacher; they are a tool that the teacher must know how to use to teach how to learn.
2. A classroom teacher is more than just a classroom guidance role, he or she relies on verbs such as encourage, motivate, guide, solve, encourage, incite, negotiate, help and finally evaluate all student activity and the ICTs themselves.
3. It facilitates access to a large amount of information in the classroom. The teacher can incorporate information on current events in the presentation of topics by accessing and displaying it directly from the classroom computer and/or projector.
4. Evaluation is transparent and can be carried out at all stages of the educational process.

C. TYPES OF TECHNOLOGICAL TOOLS

They are medium that use technology to fulfil its purpose. Technological resources can be tangible or intangible.

- MULTIMEDIA

It is a technology that allows you to integrate text, numbers, graphics, still and moving images, sound, high level of interactivity and in addition to the possibilities of navigation along different documents. Benefits of the multimedia, attractive presentation and shocking. Participation in an active way. Tailored information. Different platforms. The possibility of the use of several languages. (Molano, n.d.)

- LAPTOP

A desktop laptop is a laptop computer with the latest technology and specifications (including power and speed) of desktop computers;

combines the main computer unit (eg motherboard, CPU, hard drive, external ports, etc.) (Wikipedia, 2019)

- **TAPE RECORDER**

The tape recorder as a didactic resource of support for the teacher has the function of recording and listening to didactic materials that are recorded on CD, MP3 or on cassettes.

Advantages:

1. Easy to handle.
2. Its cost is not very high is within the reach of many.
3. It has an integrated microphone to record audio.
4. Work with batteries.

Disadvantages:

1. In places where there is no electricity It is very much spent on batteries and have a short duration; therefore, they are hardly used.
2. It does not emit an image therefore for visual students it is not very attractive.
3. Discs or tapes may be damaged. (Bracamontes, 2008)

- **WEB PAGE**

A web page is defined as an electronic document which contains textual, visual and / or sound information that is hosted on a server and can be accessed through the use of browsers. A web page is part of a collection of other websites giving rise to the so-called website which is identified under the name of a domain. (Garcia, 2014)

✓ **YOUTUBE**

It is a very useful web page for all because through it we can find all kinds of information about a given topic. As this is a global people to publish some videos are aware that all persons entering are able to see it and

comment on it, making this a means of communication quite fast and good.
(Tecnología+informatica, 2018)

✓ **FACEBOOK**

It is a social utility that allows you to assemble or join networks web allowing you upload photos, publish notes, get the news of your friends, send videos on your profile, set privacy settings to control who sees your information and join to see people living, studying or working around you.
(Dream Marketing, 2014)

✓ **EMAILS**

It is a network service that allows users to send and receive messages (also called electronic messages or digital cards) via electronic communication networks. (competences and innovations 09, n.d.)

✓ **BRITISH COUNCIL**

British Council, are world experts in teaching English. If you want to learn English for free. They have hundreds of high-quality resources to help you improve your English. Read about how to use the site, take our level test or find a course in person or online near you. (British council, n.d.)

✓ **HELP TEACHING**

This page offers a library of printable worksheets and a free Test Maker that allows educators to create worksheets from an existing library of over 100,000 questions in a variety of formats including multiple-choice, true/false, fill-in-the-blank, and open-ended. (Help teaching, n.d.)

✓ ISL COLLECTIVE

It is a community, composed of ELE professors, who share materials that teacher can elaborate. This community is open to all ELE language teachers, be it a school or private teacher. This page can be used completely free of charge. You can download the ELE worksheets for free. You must upload your own work in the MS Word format (doc, docx, ppt, ppt). (Laszlo, n.d.)

CHAPTER THREE

METHODOLOGY

CHAPTER THREE: METHODOLOGY

1. RESEARCH APPROACH: QUALITATIVE APPROACH

The qualitative approach has as main objective the description of the qualities of a phenomenon, by which we acquire a data collection that consists of obtaining the perspectives and points of view of the participants of which the researcher asks more open questions (Merriam, 2009) and thus in this way we can discover what information and communication technology (ICT) the English teacher use in public school of secondary level in Chimbote city.

2. CONTEXT: ENVIRONMENT OR CONTEXT ENTRANCE

The immersion process in the field by researchers summarizes:

When we arrived at each public educational institution, first of all, we went to the headmaster room of each school and ask for the headmaster of the educational institution. Most of the headmasters were not in the institutions and they sent us with the person they left in charge.

After consulting with the people in charge, we asked where the English teachers of the area were. In addition, we questioned whether the teachers of the educational institution had a title or if they had virtual classrooms.

The interview with the teachers was a key part in the research, since in addition to the information provided, they indicated to me which schools have technological tools. Some of them gave me exact information about some websites.

Once the names of the schools and data of the teachers were obtained, the task consisted of going to look for them in their corresponding classrooms, letting them know that it was on the part of the headmaster, since as it is logical to imagine, it is not easy to let them enter.

We consider that the most enriching part of the research was having interviewed teachers with more experience in the workplace; to have seen how through their sessions of printed classes, gestures and looks related

their experiences. The same interviewees recommended us to their acquaintances, in order to interview them as well.

For us, having done these interviews was to rescue the sincere opinions of the interviewed and to realize the situation that engulfs public schools. Finally, the teachers were thanked for having collaborated with their busy schedule since without them this research would not be successful.

3. POPULATION AND FINAL SAMPLE

This research work was developed with a limited population that was made up of 20 qualified teachers in the specialty of Languages since they are providing their academic services in the English course in public schools of the secondary level in the town of Chimbote and Nvo. Chimbote.

The sample in qualitative research, involve a few cases because it is not necessarily intended to generalize the results of the study, but analyze them intensively.

In this work, it is volunteer participants and a non-probabilistic sample, since the choice of the elements does not depend on the probability, but on causes related to the characteristics of the research or the researcher's purposes (Johnson, 2014, Hernández-Sampieri et al., 2013 and Battaglia, 2008b)

3.1. RESEARCH INSTRUMENTS

a) INTERVIEWS:

It was a process of interviewing language teachers who were working in public schools between Chimbote and Nvo. Chimbote in 2018. These teachers expressed a good work performance because they shared their knowledge. Through the interviews, they gave us concrete and concise answers, and the use of technological tools were not an obstacle for them, so they were updated to provide a good teaching in the area they were working.

b) INTERVIEW GUIDE:

An interview guide was developed to collect information based on the experiences of our educational learning. This interview material has eight very specific questions so that the interviewee felt free to express his/her ideas or answers regarding ICTs. The interviewee, as in this case the teacher, was free to give his or her opinion and to ask if he or she had any questions, even if this was not the case for the teachers. (Appendix 1)

c) OBSERVATION GUIDE:

Through the observations it was possible to corroborate the information obtained in the interviews. These observations were detailed for each class taught by the English course teachers in the public schools. Within the observation, the students were involved in helping the teachers achieve the goal of using ICTs. The three moments of the classes of the teachers interviewed were observed at the beginning, the development and the end of the classes given by them, in such a way that each event observed in the classes given by the interviewees was written down in detail. (Appendix 2)

4. RESEARCH DESIGN: Ethnographic

This research was qualitative, by which the "ethnographic design" was used. According to Aguirre (1995), "ethnography is the descriptive study of the culture of a community" and according to Caines (2010) and Álvarez (2003) cited by Hernandez (2014), consider that the purpose of ethnographic research is to describe and analyse what people in a given site, stratum or context usually do (participants are analysed in "action").

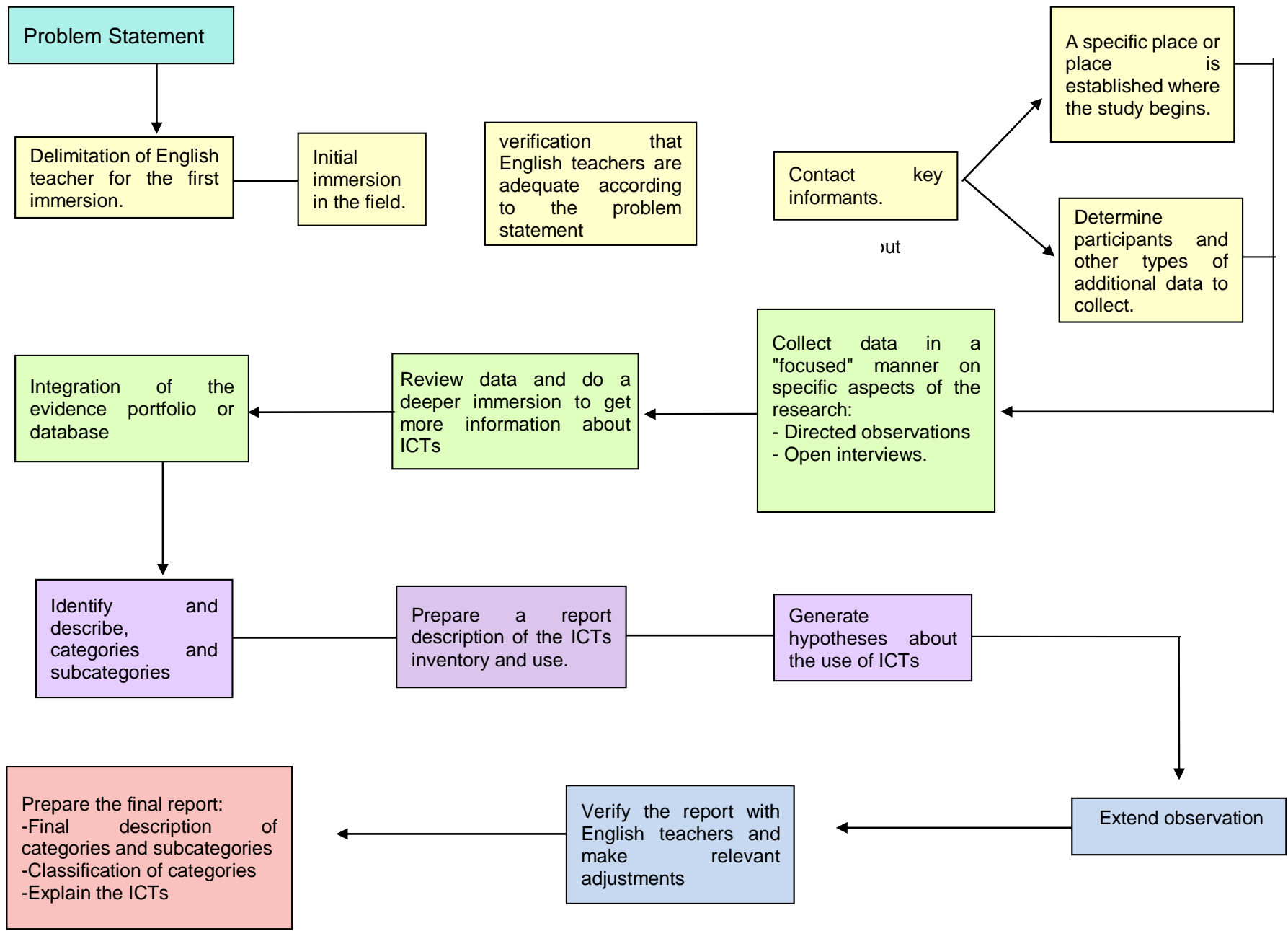
For this research, the ethnography in education is the study in the context of a school: participant observation in educational institutions, contact with the subjects studied, etc. Alvarez (2008). The ethnography of education

arises simply as a consequence of having selected a particular field in which to carry out ethnography. Serra (2004).

In the search for the positioning of the school as the centre of research and of the teacher as one of its main actors, research is an essential strategy to account for teaching practices, its meaning and significance, as well as the incorporation and development of the discipline and other realities of the school context. From the conception of the teacher as a leading actor, with considerable aspects to narrate about their work and the alternative solutions to the problems of their environment, ethnography is a tool that favours their positioning as a researcher. Maturana and Garzón (2015).

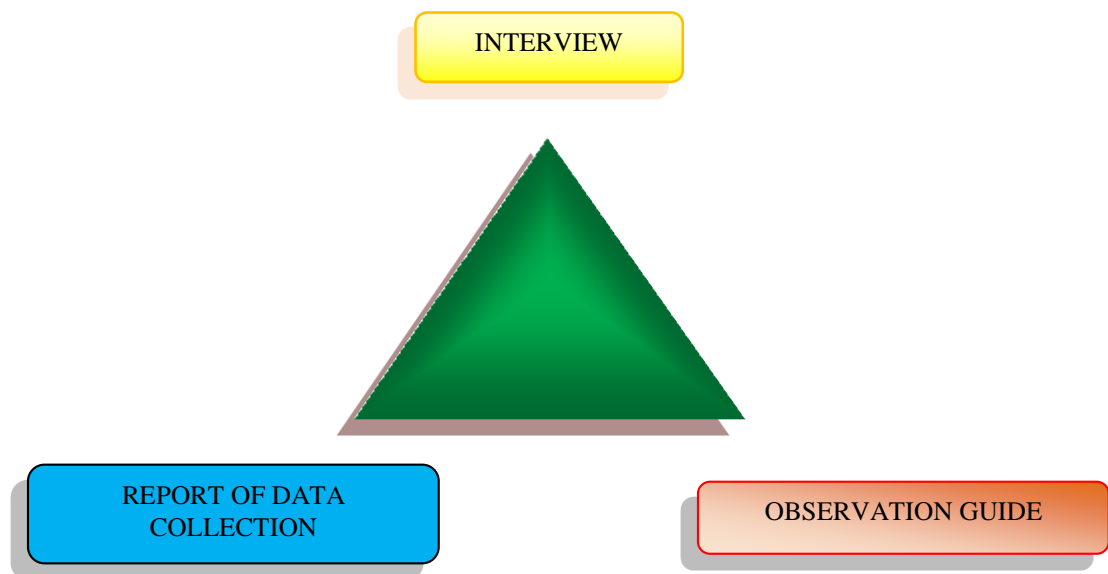
In our study we relied on in-depth interviews with teachers of the English course and observations of classes to corroborate our research; and also allows us to make categories and subcategories.

We can visualize in the following figure the process of ethnographic design analysis in qualitative research:



5. TRIANGULATION:

As long as time and resources permit, it is convenient to have several sources of information and methods to collect data. In qualitative research we have a greater richness, breadth and depth of data if they come from different factors in the process, from different sources and a greater variety of ways of collecting them (Hernandez, 2014, p. 417) our study scheme includes:



6. PROCEDURES

The purpose of this ethnographic study was to discover what information and communication technology (ICT) teachers of the English course use in public educational institutions at the secondary level in the city of Chimbote and Nuevo Chimbote.

- In the initial immersion, We went to two public schools of which three teachers the English course were interviewed, where information was gathered to know which technological tools teachers use and as an instrument for data collection, an in-depth interview was used, since it is a process in which an interviewer encourages an interviewee to feel comfortable expressing their feelings and expressing their impressions

and attitudes related to ICT and also where the interviewer guides the conversation but gives some time to the interviewee (teachers) so that he expresses his own ideas. The instruments are the semi-structured interview that consists of the interviewer displaying a mixed strategy, alternating structured questions and spontaneous questions, we use verbal communication.

- When collecting more data, the interview guide was improved and an observation guide was made to corroborate the information collected.
- At the beginning of the year, we worked with the initial immersion, then it was located more teachers of public schools in the city of Chimbote and Nuevo Chimbote who are specialists in the English course.
- The interviews were continued until the twenty interviews were completed.
- After obtaining the interviews, saturation was achieved by which the categories and subcategories were performed to analyze the data collection and triangulation until the end of July.
- When obtaining certain information through the interviews, it was decided to conduct observation guides according to the graph of the ethnographic design analysis to corroborate the information obtained. This was done in the month of September until the beginning of the month of December.
- It was carefully reviewed and a general hypothesis was obtained from which conclusions and recommendations were made.

CHAPTER FOUR

RESULTS AND DISCUSSION

1. INFORMATION COMMUNICATION TECHNOLOGY (ICT) FOR THE ENGLISH COURSE IN PUBLIC EDUCATIONAL INSTITUTIONS AT SECONDARY LEVEL, CHIMBOTE, 2018

a. SAMPLE: INITIAL SAMPLE PROPOSAL

Two public educational institutions were visited at the secondary levels of which were I.E. 88388 San Luis de La Paz and I.E 88013 Eleazar Guzmán Barrón to carry out the eight proposed questions. Three teachers from the English area were interviewed with more than eight years of experience in the language course. These teachers are named Liliana Alegre, Pilar Paredes and Viviana Mendoza (this year was named). They were very kind to welcome us in the educational facilities.

When responding to the questions, the teachers felt very safe, but they were sincere in offering their answers although for lack of time the conversation could not be extended.

During the dialogue we could observe the environment where they work, and it is worth mentioning that the environment where they work is not implemented with technological materials since they mentioned that they were managing but with the experience they try to make use of their technological materials that are their own.

The immersion process in the field by researchers summarizes:

When we arrived at each public educational institution, the first thing we did was to go to the address of each school and ask for the headmaster of the educational institution. Most of the headmasters were not in the institutions and they sent us with the person they left in charge.

After consulting with the people in charge, we asked where the English teachers of the area were. In addition, we questioned whether the teachers of the educational institution had a title or if they had virtual classrooms.

The interview with the teachers were a key part in the research, since in addition to the information provided, they indicated to us, which schools have technological resources. Some of them gave us exact information about some websites.

Once the names of the schools and data of the teachers were obtained, the task consisted of going to look for them in their corresponding classrooms, letting them know that it was on the part of the headmaster, since as it is logical to imagine, it is not easy to let them enter.

We consider that the most enriching part of the research was having interviewed teachers with more experience in the workplace; to have seen how through their sessions of printed classes, gestures and looks related their experiences. The same interviewees recommended us to their acquaintances, in order to interview them as well.

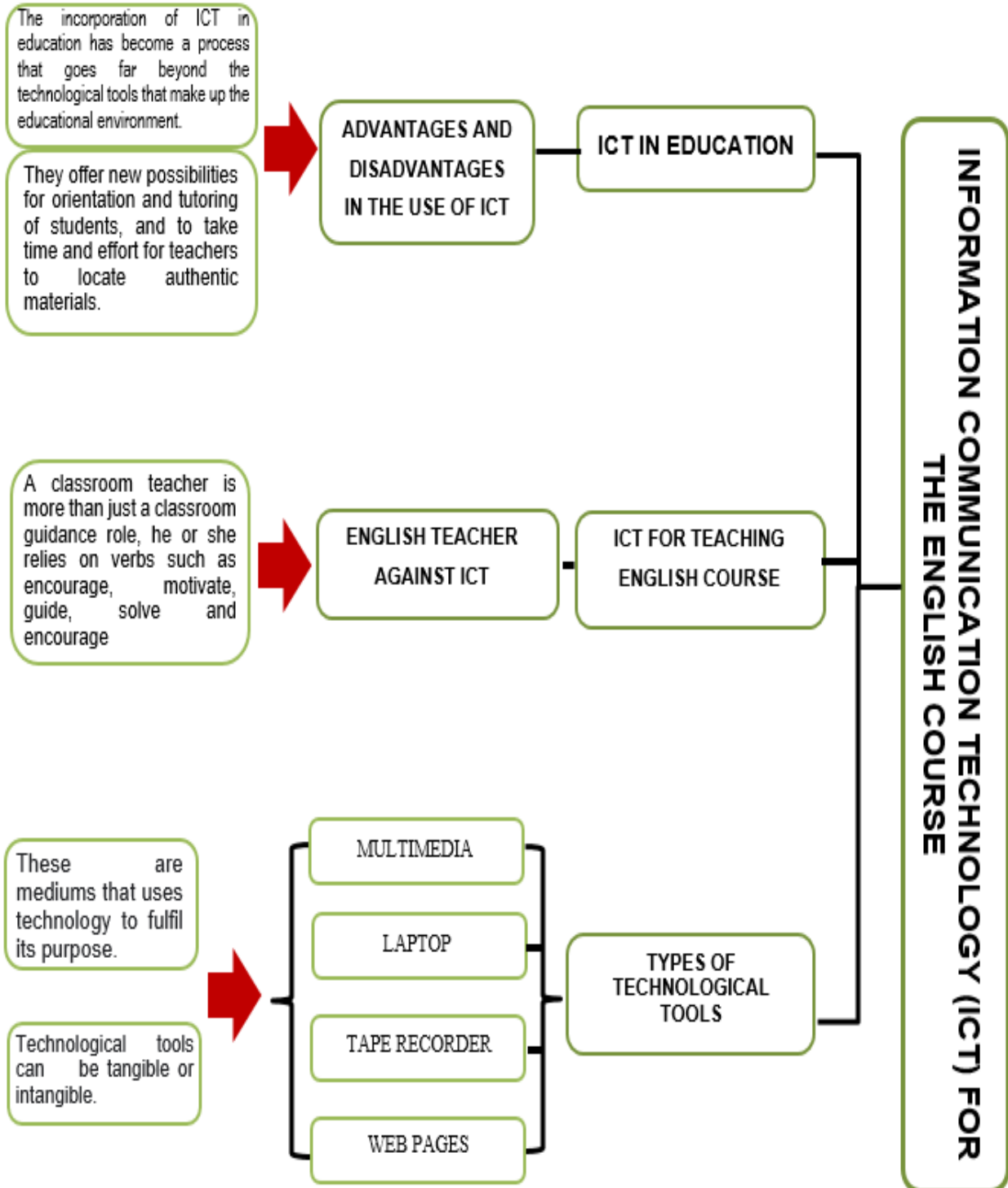
For us, having done these interviews were to rescue the sincere opinions of the interviewed and to realize the situation that engulfs public schools. Finally, the teachers were thanked for having collaborated with their busy schedule since without them this research would not be successful.

b. CATEGORISATION AND CODIFICATION

NIVEL I (codificación selectiva, en primer plano)

NIVEL II (categoría emergente)

NIVEL III categoría central



CODED TEXT	SUB-CATEGORY	EMERGENT CATEGORY TOPICS
<ol style="list-style-type: none"> 1. Technology and its contributions are evolving and changing the fields of knowledge rapidly. 2. Using ICTs represents an opportunity and a challenge to innovate educational processes 3. Increase interest in the course. 4. Increase the motivation. 5. The incorporation of ICTs in educational institutions allows access, generation and transmission of information and knowledge 6. The strategies used by teachers should facilitate a collaborative experience through discussion groups. 7. Organization of information to future teachers can progressively develop as citizens of the information society 8. Good infrastructure and trained staff are needed to use ICT tools for teaching and learning. 9. To take time and effort for teachers to locate authentic materials. 	<p style="text-align: center;">ADVANTAGES AND DISADVANTAGES IN THE USE OF ICT</p>	<p style="text-align: center;">ICT IN EDUCATION</p>

<ol style="list-style-type: none"> 1. ICT is definitely a valuable innovative educational tool that enhances learning. 2. Traditionally the teacher played a role in which he/she was the "source of knowledge 3. Nowadays, the teacher is much more than that, he/she is considered a "guide to learning", a "facilitator" or "mediator" of learning. 4. The students are born into a technological age. This implies that it is necessary for teachers to adapt to the use of the same technologies 5. Nowadays, ICTs have acquired a relevant importance in the teaching-learning process. 6. ICTs do not replace the teacher; they are a tool that the teacher must know how to use to teach how to learn. 7. The teacher can incorporate information on current events in the presentation of topics by accessing and displaying it directly from the classroom computer and/or projector. 	ENGLISH TEACHER AGAINST ICT	ICT FOR TEACHING ENGLISH COURSE
<ol style="list-style-type: none"> 1. It is a technology that allows you to integrate text, numbers, graphics, still and moving images, sound, high level of interactivity 2. Benefits of the multimedia, attractive presentation and shocking. 	MULTIMEDIA	TYPES OF TECHNOLOGICAL TOOLS
<ol style="list-style-type: none"> 1. A desktop laptop is a laptop computer with the latest technology 	LAPTOP	

<ol style="list-style-type: none"> 1. In places where there is no electricity they are very much spent on batteries and have a short duration, therefore they are hardly used 2. The tape recorders as a didactic resource of support for the teacher has the function of recording and listening to didactic materials 3. It has an integrated microphone to record audio 	<p>TAPE RECORDER</p>	
<ol style="list-style-type: none"> 1. YOUTUBE 2. FACEBOOK 3. EMAILS 4. BRITISH COUNCIL 5. HELP TEACHER 6. ISL COLLECTIVE 	<p>WEB PAGE</p>	

C. PROPOSAL:

This proposal is based on our research (Appendix 3)

CHAPTER FIVE

CONCLUSIONS

CONCLUSIONS

- English teachers in public schools are very well updated in the use of technology. Each of them has their own way of teaching and how to incorporate the use of ICTs into student learning.
- By using ICTs, teachers are made more feasible in terms of the time available for the development of their classes to carry out some activities.
- English teachers of the public institutions of Chimbote and Nuevo Chimbote frequently make use of technological resources such as YouTube, laptop, tape recorder, multimedia, use of web pages.
- In the public schools of the city of Chimbote and Nuevo Chimbote public schools make use of the multimedia and other technological tools in such a way that it is feasible for both the teacher and the student, since it is the main objective for the acquisition of learning in this new globalized era.
- The use of ICTs today is fundamental for the teaching of a student, although it is true that they are the new generation and one has to keep up with the pace of technological use, on the basis of which teachers have the capacity to innovate.
- Technology is becoming more and more indispensable in our daily lives and it is more than clear that it plays an important role in education nowadays. Technological tools are becoming more and more special and innovative as didactic material for teachers.
- Teachers make use of some more common and effective technological tools for the good academic performance of the student, these resources are more precise and concise so that they can be easily manipulated

- The use of ICTs provides new experiences in educational work and good professional training of teachers in the area and increasing their level of teaching and why not the interaction of teacher to student.
- The teachers are a fundamental piece as far as the teaching that offers to the students, since they are the pillar of effectiveness when forming academically to the minor in such a way that they have to maintain the active minds to their students and that implies to incorporate a good motivation and but dynamic in its lessons of learning on the basis of them is that the teacher looks for the feasible and indispensable way in the technological tools that nowadays have become part of our lives.
- By using ICTs, teachers avoid writing long texts on the blackboard and spend their time giving more examples and paying more attention to students to explain some of their concerns.

CHAPTER SIX

SUGGESTIONS

SUGGESTIONS

- Take advantage of the technological resources available in the II.EE. to furtherenrich the use of ICTs.
- To extend the research a little more and to incorporate the use of the applications since it is also part of the information communication technology ICT.
- Motivate the teacher to continue updating with the technological implements and/or technological tools to carry out innovative and didactic classes.
- Public schools should ask for teachers specialized in the area of English, so that it does not become difficult for the student to learn and have people trained in their area.

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APPENDIX 1:

INTERVIEWS

INTERVIEW

DATE: _____ HOUR: _____

PLACE : _____ INTERVIWER: _____

INTERVIEWED: _____

Questions

1. What kind of technological resources do you use in your class?

2. When do you use the technological resources?

3. What kind of web page do you use the technological resources to motivate your students and innovate your class?

4. How often do you use the technological resources to motivate and innovate our class session?

5. What policies are there in the school to support the use of ICT?

6. What are the negative aspects of using ICTs in class?

7. What are there the benefits of the use of ICT in public schools?

8. Do you think is there difference between public school and private schools relating to the use of technology?

APPENDIX 2:

OBSERVATION RESEARCH

OBSERVATION RESEARCH

Date:../../..... Hour:..... Observer student:

ASPECTS TO OBSERVE:

1. USE OF THE ICTS DURING THE CLASS

BEGINNING

DEVELOPMENT

ENDING

INDEX OF INTERVIEWS

INTERVENTION N ° 1

DATE: January 15th, 2018

HOUR: 1:30 pm

PLACE: I.E 88388 San Luis de La Paz, Av. Los Heroes – Nvo. Chimbote

INTERVIWER: La Portilla Tangoa Jerlyn
Matos Torres Zadith

INTERVIEWED: Miss Liliana Alegre

Questions

1. What kind of technological resources do you use in your class?

Well, I usually use the multimedia, the CD, the laptop and YouTube. These resources are very useful when making my class.

2. When do you use the technological resources?

During the process of my class. As I say again the use of ICT is very important for the development of classes and student skills

3. What kind of web page do you use the technological resources to motivate your students and innovate your class?

There are a variety of web pages from which one can be guided to make a class although I usually use British Council, ISL Collective, Busy teacher, between other

4. How often do you use the technological resources to motivate and innovate our class session?

I always use these technological resources, since youth is more updated, it is a new generation and we as teachers have to innovate.

5. What policies are there in the school to support the use of ICT?

Normally the school does support the fact of innovating and using technologies, but in terms of the implementation of virtual classrooms so that

the teacher at the English level and also the other teachers have more facilities, has not been able to make even that project.

6. What are the negative aspects of using ICTs in class?

I think that the negative part for using of ICT would be the time, we as teachers have to establish a definite time.

7. What are there the benefits of the use of ICT in public schools?

More didactic, motivating and responsible

8. Do you think is there difference between public school and private schools relating to the use of technology?

Of course, there is a lot of difference, in private schools they have more infrastructure, they have more facilities for the use of technology. While in the national schools, they are the same professors who have to carry their laptops, their materials among other things.

INTERVENTION N ° 2

DATE: January 15th, 2018

HOUR: 1:30 pm

PLACE: I.E 88388 San Luis de La Paz, Av. Los Heroes – Nvo. Chimbote

INTERVIWER: La Portilla Tangoa Jerlyn
Matos Torres Zadith

INTERVIEWED: Miss Pilar Paredes

Questions

1. What kind of technological resources do you use in your class?

Hi! Yes, well I usually use the multimedia, the CD, the laptop and YouTube. They are the most accessible and best known within the technological resources

2. When do you use the technological resources?

In the process of my class, since as you know we teachers have to use technology to get the attention of students

3. What kind of web page do you use the technological resources to motivate your students and innovate your class?

Uff! There are a variety of web pages from which one can be guided to make a class although I usually use British Council, ISL Collective, Busy teacher, between other

4. How often do you use the technological resources to motivate and innovate our class session?

I always use these technological resources, since youth is more updated, it is a new generation and we as teachers have to innovate.

5. What policies are there in the school to support the use of ICT?

Normally the school does support the fact of innovating and using technologies, but in terms of the implementation of virtual classrooms so that

the teacher at the English level and also the other teachers have more facilities, has not been able to make even that project.

6. What are the negative aspects of using ICTs in class?

I think that the negative part for using of ICT would be the time, because in this public school we have to move to our students to virtual room.

7. What are there the benefits of the use of ICT in public schools?

Mmm! Mainly are more didactic, more motivation and responsible.

8. Do you think is there difference between public school and private schools relating to the use of technology?

Of course, there is a lot of difference, in private schools they have more infrastructure, they have more facilities for the use of technology. While in the national schools, they are the same professors who have to carry their laptops, their materials among other things.

INTERVENTION N ° 3

DATE: March 19th, 2018

HOUR: 4:00 pm

PLACE: I.E 88013 "Eleazar Guzmán Barrón", Jirón 28 de Julio s/n Mz. E Lote

01 - La Victoria

INTERVIWER: La Portilla Tangoa Jerlyn

Matos Torres Zadith

INTERVIEWED: Miss Viviana Mendoza

Questions

1. What kind of technological resources do you use in your class?

Good afternoon, well I usually use the web pages, videos (youtube), multimedia, still in this school there isn't audio so I have to bring my speakers.

2. When do you use the technological resources?

In practice and according to the theme to be developed I use it for motivation

3. What kind of web page do you use the technological resources to motivate your students and innovate your class?

Uff! There are a variety of web pages but I always use Real English and eventually I use ISL collective.

4. How often do you use the technological resources to motivate and innovate our class session?

I usually use it after each theoretical class

5. What policies are there in the school to support the use of ICT?

There is no support to be honest; there are no rooms with technological implementations.

6. What are the negative aspects of using ICTs in class?

I could say that there are negative aspects but it is controllable.

The negative side is the distraction of the study, because I say this? because when I was in a G school (Edusof) the students had the virtual classrooms and they already had the answers of the exercises to develop.

7. What are there the benefits of the use of ICT in public schools?

Mmm! More motivation, good listening and more discipline.

.

8. Do you think is there difference between public school and private schools relating to the use of technology?

Of course, there is a lot of difference, the classrooms are more implemented and even some private schools have their multimedia classroom that have headphones for each student.

INTERVENTION N ° 4

DATE: March 15th, 2018

HOUR: 1:30 pm

PLACE: I.E 88047 Augusto Salazar Bondy. Av. Chimbote s/n

INTERVIWER: La Portilla Tangoa Jerlyn
Matos Torres Zadith

INTERVIEWED: Miss Violeta Calderon Pingo

Questions

1. What kind of technological resources do you use in your class?

Well, I use the laptop, the multimedia projector, Youtube, web pages and how you can realize they have implemented our classrooms, we also use the internet, and apart from the classrooms they are not shared with other courses.

2. When do you use the technological resources?

It does not depend on the topic that I am going to develop sometimes I use it in the introductory class of the bone at the beginning of my class, I use it at all times, although it is not only that, it is combined with flash cards and materials that the students carry out.

3. What kind of web page do you use the technological resources to motivate your students and innovate your class?

Yes, we have many web pages such as ISLcollective, we have like British Council, there are several pages that at least I use for my classes, videos and also those of the MINEDU as I have been trained then I have all the works of the one, even In the laptop that the government has given us we have an exclusive material to develop exercises in the English course.

4. How often do you use the technological resources to motivate and innovate our class session?

I always use these technological resources, since youth is more updated, it is a new generation and we as teachers have to innovate.

5. What policies are there in the school to support the use of ICT?

How I said, in this school we have our own thematic classrooms, for example here you see the English classroom, we have internet, projectors, we have our own laptops that as a focused school we were lucky the government has provided us four laptop only for the English area but that It is the gift that the government has given us, but very apart from that, the school is implemented with respect to the use of tics.

6. What are the negative aspects of using ICTs in class?

I do not find any negative aspect for example I bring some work and I put it on the multimedia projector while I'm writing on the board and the students are developing without any problem.

7. What are there the benefits of the use of ICT in public schools?

We get more motivation and students show more interest in the development of the class. Public schools are being implemented and the other benefit is that there is more innovation in education.

8. Do you think is there difference between public school and private schools relating to the use of technology?

The only difference is that in private schools is the number of hours and in public schools we only have 2 h that translates to 1h 30 but it's because of the schedule.

INTERVENTION N ° 5

DATE: April 5th, 2018

HOUR: 10:49 am

PLACE: I.E Santa María Reina, Av. aviación s/n mz 16 lote c-2

INTERVIWER: La Portilla Tangoa Jerlyn
Matos Torres Zadith

INTERVIEWED: Mr Raúl Vigo Mosquera

1. What kind of technological resources do you use in your class?

I usually use the multimedia, the CD, the laptop and YouTube.

2. When do you use the technological resources?

At the beginning of my class and the development of my class. Although the class that I develop also depends.

3. What kind of web page do you use the technological resources to motivate your students and innovate your class?

There are a variety of web pages from which one can be guided to make a class. Actually I'm using British Council.

4. How often do you use the technological resources to motivate and innovate our class session?

I always use these technological resources. Because I try to make my students maintain their average level of English.

5. What policies are there in the school to support the use of ICT?

Normally the school does support the fact of innovating and using technologies. Even this year they will implement virtual classrooms

6. What are the negative aspects of using ICTs in class?

If there is, but it is controllable, it should be noted that this area sometimes goes light and we have to be prepared for everything, so I usually download

my material with time and save it on my laptop, although of course I also use my flash cards.

7. What are there the benefits of the use of ICT in public schools?

Didactic classes, more time for realizing our classes, and more motivation to our students.

.

8. Do you think is there difference between public school and private schools relating to the use of technology?

No there is not difference, maybe the hours in the private schools.

INTERVENTION N ° 6

DATE: April 5th, 2018

HOUR: 1:30 pm

PLACE: I.E.P Emblemática San Pedro, Jr. Casma s/n - Miramar Bajo

INTERVIWER: La Portilla Tangoa Jerlyn
Matos Torres Zadith

INTERVIEWED: Miss Mary Aquino Aburto

Questions

1. What kind of technological resources do you use in your class?

Yes, I usually use the multimedia, the laptop, YouTube and web pages.

2. When do you use the technological resources?

During my class and also according to the class that I dictate, because we use the books that the state gives us so we have to fit.

3. What kind of web page do you use the technological resources to motivate your students and innovate your class?

I use, ISLcollective, British, etc. There are variety of web pages where bring to educational activities.

4. How often do you use the technological resources to motivate and innovate our class session?

I always use these technological resources. Nowadays to the young people always use the technology.

5. What policies are there in the school to support the use of ICT?

In this public school it has thematic classrooms where last year they have implemented, each classroom has many projectors and we have free internet available at our disposal.

6. What are the negative aspects of using ICTs in class?

It has been perceived that not all students can pay attention, there is some time that the student is distracted and it should be stressed that sometimes the light goes out.

7. What are there the benefits of the use of ICT in public schools?

More than anything, the student is motivated and shows interest in learning this new language.

8. Do you think is there difference between public school and private schools relating to the use of technology?

Yes, of course, in private schools they have more hours in the English course and have more technological resources. Although there are some public schools that the government brings technological resources.

INTERVENTION N ° 7

DATE: April 6th, 2018

HOUR: 10:30 am

PLACE: I.E.P Emblemática San Pedro, Jr. Casma s/n - Miramar Bajo

INTERVIEWER: La Portilla Tangoa Jerlyn
Matos Torres Zadith

INTERVIEWED: Miss Carmen Esther Chávez Olivera

Questions

1. What kind of technological resources do you use in your class?

Yes, I usually use the multimedia, the laptop, YouTube and web pages.

2. When do you use the technological resources?

During my class and also according to the class that I dictate, because we use the books that the state gives us so we have to fit.

3. What kind of web page do you use the technological resources to motivate your students and innovate your class?

I use educational web pages. Like Agenda web, British Council , in this web page there are variety activities as others interesting web pages that can help to the students in the develop of abilities.

4. How often do you use the technological resources to motivate and innovate our class session?

I always use these technological resources. Nowadays to the young people the technology is very important.

5. What policies are there in the school to support the use of ICT?

In this public school it has thematic classrooms where last year they have implemented, each classroom has many projectors and we have free internet available at our disposal.

6. What are the negative aspects of using ICTs in class?

It has been perceived that not all students can pay attention, there is some time that the student is distracted and it should be stressed that sometimes the light goes out.

7. What are there the benefits of the use of ICT in public schools?

More than anything, the student is motivated and shows interest in learning this new language.

8. Do you think is there difference between public school and private schools relating to the use of technology?

Yes, of course, in private schools they have more hours in the English course and have more technological resources.

INTERVENTION N ° 8

DATE: April 9th, 2018

HOUR: 1:30 pm

PLACE: I.E 88047 Augusto Salazar Bondy. Av. Chimbote s/n

INTERVIEWER: La Portilla Tangoa Jerlyn
Matos Torres Zadith

INTERVIEWED: Miss Erika Paz Ruiz

Questions

1. What kind of technological resources do you use in your class?

I use the laptop, the multimedia projector, Youtube, web pages and how you can realize they have implemented our classrooms, we also use the internet, and apart from the classrooms they are not shared with other courses.

2. When do you use the technological resources?

It does not depend on the topic that I am going to develop sometimes I use it in beginning of my class or dependence of the class that I dictate.

3. What kind of web page do you use the technological resources to motivate your students and innovate your class?

Yes, we have many web pages such as ISLcollective, we have like British Council, there are several pages that at least I use for my classes, videos and also those of the MINEDU as I have been trained then I have all the works of the one, even In the laptop that the government has given us we have an exclusive material to develop exercises in the English course.

4. How often do you use the technological resources to motivate and innovate our class session?

I always use these technological resources, since youth is more updated, it is a new generation and we as teachers have to innovate.

5. What policies are there in the school to support the use of ICT?

In this school we have our own thematic classrooms. We have internet, projectors, we have our own laptops. Also it is worth mentioning that just this year I have joined this teaching staff and this public school in my opinion, it has the necessary technological resources.

6. What are the negative aspects of using ICTs in class?

I do not find any negative aspect, because nowadays the use of the technology is very important.

7. What are there the benefits of the use of ICT in public schools?

We get more motivation and students show more interest in the development of the class.

8. Do you think is there difference between public school and private schools relating to the use of technology?

The only difference is that in private schools is the number of hours and in public schools we only have 2 h.

INTERVENTION N ° 9

DATE: April 9th, 2018

HOUR: 3:00 pm **PLACE:**

I.E 88047 Augusto Salazar Bondy. Av. Chimbote s/n

INTERVIWER: La Portilla Tangoa Jerlyn

Matos Torres Zadith

INTERVIEWED: Mr. Santiago Reyes

Questions

1. What kind of technological resources do you use in your class?

I use the laptop, the multimedia projector, Youtube, web pages and how you can realize they have implemented our classrooms, we also use the internet.

2. When do you use the technological resources?

I use the technological resources at all times, although it is not only that, it is combined with flash cards and my worksheets.

3. What kind of web page do you use the technological resources to motivate your students and innovate your class?

I use ISLcollective and Youtube, there are several pages that at least I use for my classes, videos and also I have some hangout of MINEDU.

4. How often do you use the technological resources to motivate and innovate our class session?

I always use these technological resources. We are trained teachers who have the obligation to innovate and adapt to the interests of our students as they are involved in a technological world.

5. What policies are there in the school to support the use of ICT?

How I said, in this school we have our own thematic classrooms, for example here you see the English classroom, we have internet, projectors, we have our own laptops that as a focused school we were lucky the government has

provided us four laptop only for the English area but that It is the gift that the government has given us, but very apart from that, the school is implemented with respect to the use of tics.

6. What are the negative aspects of using ICTs in class?

There are not any negative aspects. Both my students and I look for ways to avoid misuse of the internet.

7. What are there the benefits of the use of ICT in public schools?

We get more motivation and students show more interest in the development of the class.

8. Do you think is there difference between public school and private schools relating to the use of technology?

There is not much difference because as much as the public schools there are private schools that do not have implemented technology resources classrooms

INTERVENTION N ° 10

DATE: May 14th, 2018

HOUR: 11:30 am

PLACE: I.E Santa María Reina, Av. aviación s/n mz 16 lote c-2

INTERVIWER: La Portilla Tangoa Jerlyn
Matos Torres Zadith

INTERVIEWED: Miss Elsa Rescala

Questions

1. What kind of technological resources do you use in your class?

That usual like multimedia, CD, laptop and YouTube. I believe that these are main in a class.

2. When do you use the technological resources?

Oh! Well in process of my class. Because in the public school also we use a book so we have to follow all topics.

3. What kind of web page do you use the technological resources to motivate your students and innovate your class?

That usual ISLcollective, British Counsel, Youtube, sometime I use some apps.

4. How often do you use the technological resources to motivate and innovate our class session?

I sometimes use the technological resources because sometimes the light goes by the works that are doing in our locality and because of that we try to vary traced didactic materials as in the old days.

5. What policies are there in the school to support the use of ICT?

Normally the school does support the fact of innovating and using technologies. I know that for 2019 our public school will receive some implementation to virtual classrooms.

6. What are the negative aspects of using ICTs in class?

The negative aspects are controllable, for example when there is no light and all the virtual material that you had prepared is left in the nothingness and like all teachers we have to have a plan B.

7. What are there the benefits of the use of ICT in public schools?

Mmm... for example time saving, more motivation, didactic class; through technological resources we can surf the internet or create exercises where the student can solve.

8. Do you think is there difference between public school and private schools relating to the use of technology?

Yes, of course. There are a lot of differences between both. The main is the implementation in their classroom.

INTERVENTION N ° 11

DATE: May 15th, 2018

HOUR: 1:30 pm

PLACE: I.E 88061 Jose Abelardo Quiones – Nvo chimbote, Bellamar MZ V5

INTERVIWER: La Portilla Tangoa Jerlyn
Matos Torres Zadith

INTERVIEWED: Mr. Neftali Zapata

Questions

1. What kind of technological resources do you use in your class?

Well, I usually use the multimedia, the CD, the laptop and YouTube. These resources are very useful when making my class.

2. When do you use the technological resources?

During the process of my class. As I say again the use of ICT is very important for the development of classes and student skills

3. What kind of web page do you use the technological resources to motivate your students and innovate your class?

There are a variety of web pages from which one can be guided to make a class although I usually use British Council, ISL Collective, Busy teacher, between other

4. How often do you use the technological resources to motivate and innovate our class session?

I always use these technological resources, since youth is more updated, it is a new generation and we as teachers have to innovate.

5. What policies are there in the school to support the use of ICT?

Normally the school does support the fact of innovating and using technologies, but in terms of the implementation of virtual classrooms so that

the teacher at the English level and also the other teachers have more facilities, has not been able to make even that project.

6. What are the negative aspects of using ICTs in class?

I think that the negative part for using of ICT would be the time, we as teachers have to establish a definite time.

7. What are there the benefits of the use of ICT in public schools?

More didactic, motivating and responsible

8. Do you think is there difference between public school and private schools relating to the use of technology?

Of course, there is a lot of difference, in private schools they have more infrastructure, they have more facilities for the use of technology. While in the national schools, they are the same professors who have to carry their laptops, their materials among other things.

INTERVENTION N ° 12

DATE: May 16th, 2018

HOUR: 1:00 pm

PLACE: I.E. Inmaculada de la Merced. La Balanza s/n, chim 01 Chimbote

INTERVIWER: La Portilla Tangoa Jerlyn
Matos Torres Zadith

INTERVIEWED: Miss Kelly Sanchez Bermudez

Questions

1. What kind of technological resources do you use in your class?

Yes, well I usually use the multimedia, the CD, the laptop and YouTube. They are the most accessible and best known within the technological resources

2. When do you use the technological resources?

In the process of my class, since as you know we teachers have to use technology to get the attention of students

3. What kind of web page do you use the technological resources to motivate your students and innovate your class?

Uff! There are a variety of web pages from which one can be guided to make a class although I usually use British Council, ISL Collective, Busy teacher, between other

4. How often do you use the technological resources to motivate and innovate our class session?

I always use these technological resources, since youth is more updated, it is a new generation and we as teachers have to innovate.

5. What policies are there in the school to support the use of ICT?

Normally the school does support the fact of innovating and using technologies, but in terms of the implementation of virtual classrooms so that the teacher at the English level and also the other teachers have more facilities, has not been able to make even that project.

6. What are the negative aspects of using ICTs in class?

I think that the negative part for using of ICT would be the time, because in this public school we have to move to our students to virtual room.

7. What are there the benefits of the use of ICT in public schools?

Mmm! Mainly are more didactic, more motivation and responsible.

8. Do you think is there difference between public school and private schools relating to the use of technology?

Of course, there is a lot of difference, in private schools they have more infrastructure, they have more facilities for the use of technology. While in the national schools, they are the same professors who have to carry their laptops, their materials among other things.

INTERVENTION N ° 13

DATE: May 16th, 2018

HOUR: 1:45 pm

PLACE: I.E. Inmaculada de la Merced. La Balanza s/n, chim 01 Chimbote

INTERVIEWER: La Portilla Tangoa Jerlyn
Matos Torres Zadith

INTERVIEWED: Miss Irene Briones Cercado

Questions

1. What kind of technological resources do you use in your class?

I usually use my laptop, youtube videos for my students to improve in listening and other activities to develop their skills.

2. When do you use the technological resources?

Well, when making use of tics in a class or suitable at any time

3. What kind of web page do you use the technological resources to motivate your students and innovate your class?

I use some videos of British Counsel, youtube songs to motivate them and there are also other varieties of pages but I do not remember, it is also the Pinterest that is a page and also an app.

4. How often do you use the technological resources to motivate and innovate our class session?

During my class. Depended the topic.

5. What policies are there in the school to support the use of ICT?

The school only has a virtual classroom laboratory but it is shared that is not only for the English course.

6. What are the negative aspects of using ICTs in class?

Sometimes it usually happens that the speakers of the laboratory do not work, and also the part of the pupils' distraction that is why I try to bring a little didactic materials.

7. What are there the benefits of the use of ICT in public schools?

There are a lot of benefits but definitely time saving, motivation and didactic class.

8. Do you think is there difference between public school and private schools relating to the use of technology?

Very apart from the implementation of the classrooms and everything, I think the main difference is the hours that are dictated in the English course

INTERVENTION N ° 14

DATE: May 16th, 2018

HOUR: 3:15 pm

PLACE: I.E 88017 Cesar Valejo. Mz A Lt 07 Nvo. Chimbote

INTERVIEWER: La Portilla Tangoa Jerlyn
Matos Torres Zadith

INTERVIEWED: Miss Silvia Morales Scott

Questions

1. What kind of technological resources do you use in your class?

I use the multimedia, the laptop and the CD

2. When do you use the technological resources?

I use at the beginning and the ending of each class.

3. What kind of web page do you use the technological resources to motivate your students and innovate your class?

There are YouTube, Activities for ESL students, Learn English Free, others.....

4. How often do you use the technological resources to motivate and innovate our class session?

I use the technological resources at the beginning of each class since the motivation of the student is important.

5. What policies are there in the school to support the use of ICT?

The school support all about the use of ICT. It is available to all teachers

6. What are the negative aspects of using ICTs in class?

The negative would be: Easier to access the work of others and the distraction

7. What are there the benefits of the use of ICT in public schools?

Motivating, the interest of wanting to learn more, fluid communication between teachers and student

.

8. Do you think is there difference between public school and private schools relating to the use of technology?

Yes, for example: Public schools do not have English laboratory and Private schools have many opportunities to improve the learning of their students in the use of technology.

INTERVENTION N °15

DATE: May 23th, 2018

HOUR: 3:15 pm

PLACE: I.E. N88042 "las Palmas - Nuevo Chimbote – San Luis

INTERVIWER: La Portilla Tangoa Jerlyn
Matos Torres Zadith

INTERVIEWED: Miss Jessica Villacorta

Questions

1. What kind of technological resources do you use in your class?

We usually use the multimedia, TV, the laptop in our class.

2. When do you use the technological resources?

We use at the beginning of each class.

3. What kind of web page do you use the technological resources to motivate your students and innovate your class?

We use YouTube for learning some grammatical aspects, also Learn English Free and others.

4. How often do you use the technological resources to motivate and innovate our class session?

We use these technological resources once a week because they are young and they need to be motivating and we must always innovate with the use of technology

5. What policies are there in the school to support the use of ICT?

The school has always supported the use of technology in English classes, for example, to innovate and use technology in each class, but the problem is that it does not have a laboratory to further improve the learning of the foreign language.

6. What are the negative aspects of using ICTs in class?

The negative is when there is not electric power

7. What are there the benefits of the use of ICT in public schools?

Mmm! Motivating, Improve learning.

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8. Do you think is there difference between public school and private schools relating to the use of technology?

Of course, there are differences, in private schools they have more support, they have more facilities for the use of technology.

INTERVENTION N ° 16

DATE: June 11th, 2018

HOUR: 12:00 pm

PLACE: I.E 89002 Gloriosa 329. Jiron Leoncio Prado 229 Casco Urbano

INTERVIWER: La Portilla Tangoa Jerlyn
Matos Torres Zadith

INTERVIEWED: Miss Jenny Llanos

Questions

1. What kind of technological resources do you use in your class?

The multimedia projector and laptop

2. When do you use the technological resources?

During the beginning of classes as for motivation

3. What kind of web page do you use the technological resources to motivate your students and innovate your class?

There is a lot because several releases, although I use a Santellana book that makes it easy for me to make my class sessions and my worksheets.

4. How often do you use the technological resources to motivate and innovate our class session?

In the united I use four times the technological resources, depending on the subject that will be dictated

5. What policies are there in the school to support the use of ICT?

Yes, the sub-direction We generate the roles to use multimedia classrooms, as we share with the communication course.

6. What are the negative aspects of using ICTs in class?

The negative is when there is not electric power and you can appreciate a little distraction from the students

7. What are there the benefits of the use of ICT in public schools?

Motivating, improve learning and it facilitates the work of a teacher.

8. Do you think is there difference between public school and private schools relating to the use of technology?

There is a difference because in the private school they have more use of tics because each classroom has its own multimedia projector, they have adequate speakers and in the public school the innovation classrooms are shared and there are only three multimedia classrooms here.

INTERVENTION N ° 17

DATE: June 14th, 2018

HOUR: 12:45 pm

PLACE: I.E Politécnico Nacional del Santa, Av. Enrique Meiggs 680

INTERVIWER: La Portilla Tangoa Jerlyn
Matos Torres Zadith

INTERVIEWED: Miss Olinda More Soza

Questions

1. What kind of technological resources do you use in your class?

I always use the multimedia and the laptop.

2. When do you use the technological resources?

I use the ICTs in the course of the class

3. What kind of web page do you use the technological resources to motivate your students and innovate your class?

I use web page Jer and Jec of MINEDU

4. How often do you use the technological resources to motivate and innovate our class session?

I use when I have classes with my students so they have motivating for example when they watch videos or listen to music.

5. What policies are there in the school to support the use of ICT?

There are facilities and support the use of ICT because when a teacher wants to use the multimedia or other technological resource for example: taper radio, laptop.

6. What are the negative aspects of using ICTs in class?

When the student do not pay attention to teacher because they are on Facebook, Instagram, Whatsapp and Twitter.

7. What are there the benefits of the use of ICT in public schools?

Yes, there are. For example: the motivating It is the most important to the students, other can be Improve learning because the teacher can show pictures in the slides and that is very funny.

8. Do you think is there difference between public school and private schools relating to the use of technology?

Yes, there are differences for example in private schools each student has a laptop and the teacher can work better and the students learn better.

INTERVENTION N °18

DATE: July 04th, 2018

HOUR: 1:00 m

PLACE: I.E Las Brisas

INTERVIWER: La Portilla Tangoa Jerlyn
Matos Torres Zadith

INTERVIEWED: Miss Marilu Placencia Rubio

Questions

1. What kind of technological resources do you use in your class?

Email, power point, prezi

2. When do you use the technological resources?

Technological resources are used in different moments of the class,, mainly at the beginning , to motivate ss'

3. What kind of web page do you use the technological resources to motivate your students and innovate your class?

I usually a lot of web page. I don't have one specific web page.

4. How often do you use the technological resources to motivate and innovate our class session?

I usually use them with the idea of improving my classes

5. What policies are there in the school to support the use of ICT?

The use of labs, use of computing equipment, workshops, maintenance programs

6. What are the negative aspects of using ICTs in class?

ICTs are sometimes used wrongly, due to the lack of an appropriate orientation lack of preparation and tools. ITCs should be used appropriately, taking into account the work for their use

7. What are there the benefits of the use of ICT in public schools?

Their use produces maximum results for teachers and students. More motivated classes, we can do more effective and innovative classes during all the process of learning.

8. Do you think is there difference between public school and private schools relating to the use of technology?

Definitely, there's no doubt about it. Private schools offer more technology referring to labs, computing equipment, internet access and many others

INTERVENTION N ° 19

DATE: July 9th, 2018

HOUR: 1:00 pm

PLACE: I.E 89002 Gloriosa 329. Jiron Leoncio Prado 229 Casco Urbano

INTERVIWER: La Portilla Tangoa Jerlyn
Matos Torres Zadith

INTERVIEWED: Miss Cinthia Agurto

Questions

1. What kind of technological resources do you use in your class?

Now we are using the multimedia room, the recorder and the projector.

2. When do you use the technological resources?

Within development and also in motivation.

3. What kind of web page do you use the technological resources to motivate your students and innovate your class?

For my class sessions the ministry of education has given us a model and based on it I am guiding myself, and to complement use biographies but I do not have a specific page. From time to time I look for some pages that share sessions but I do not remember exactly the pages. Although the British Council is very useful

4. How often do you use the technological resources to motivate and innovate our class session?

I almost always use the technological resources.

5. What policies are there in the school to support the use of ICT?

Yes of course. We have two innovation classrooms, we have all the benefits, although last year we have used it more frequently but now, as we already have the multimedia projector, we do not visit it frequently.

6. What are the negative aspects of using ICTs in class?

Let's say it has its pros and cons, there are students who misuse technological resources and do not have a positive attitude, some are entertained with one or other pages.

7. What are there the benefits of the use of ICT in public schools?

It helps us a lot. Because in the area of English we needed physical materials (like flash cards, wallpaper among others), in exchange we now have more facilities and I give more time to my students. It helps me to motorize more in the classroom, and through the slides I motivate my students a bit more.

8. Do you think is there difference between public school and private schools relating to the use of technology?

Of course, there is a lot of difference, in private schools they have more infrastructure, they have more facilities for the use of technology. While in the national schools, they are the same professors who have to carry their laptops, their materials among other things.

INTERVENTION N ° 20

DATE: July 9th, 2018

HOUR: 1:30 pm

PLACE: I.E 89002 Gloriosa 329. Jiron Leoncio Prado 229 Casco Urbano

INTERVIWER: La Portilla Tangoa Jerlyn
Matos Torres Zadith

INTERVIEWED: Miss Tatiana Loyola

Questions

1. What kind of technological resources do you use in your class?

I use multimedia projector and laptop

2. When do you use the technological resources?

In motivation

3. What kind of web page do you use the technological resources to motivate your students and innovate your class?

Normally the page I use is Busy Teacher as they are already in high school, I also use ESL Printables, then I use other pages but not so often and for videos I use YouTube.

4. How often do you use the technological resources to motivate and innovate our class session?

Let's say it's not always, but most of the time, in motivation or development, it depends on the class I'm going to develop.

5. What policies are there in the school to support the use of ICT?

Is being managed so that students can go to the innovation classroom and for the moment they have provided us with the multimedia projector.

6. What are the negative aspects of using ICTs in class?

I do not give priority to the negative side because it is easy to handle since we have to handle more authority in the classroom

7. What are there the benefits of the use of ICT in public schools?

They make it easier for us to be our teacher and also help the students because it encourages them, the classes are more innovative and we no longer prepare materials such as flash cards.

8. Do you think is there difference between public school and private schools relating to the use of technology?

In private schools, there is greater access, although here in these public school, if you have some resources. I have worked in private schools and the reality is another one there if you had the multimedia projector and the visit to the innovation area is more frequent

INDEX OF OBSERVATION RESEARCH

OBSERVATION RESEARCH 1

TEACHER: Liliana Alegre

DATE: 05/09/18

HOUR: 1:00 – 2:30 pm

SCHOOL: .I.E 88388 San Luis de La Paz, Av. Los Heroes – Nvo. Chimbote

ASPECTS TO OBSERVE:

1. USE OF THE ICTS DURING THE CLASS

BEGINNING

The teacher greets the students after 5 minutes gives them a test about the irregular verbs and then install the laptop with the multimedia projector once turned on. Start working with the technological resources that are in the classroom, start by making a small conversation about the topic that will take place in class "past simple" all students must read with the teacher and then practice it with a partner.

DEVELOPMENT

Start to show some slides with past simple sentences (Did you have fun?) Title of the topic The teacher asks a volunteer to read the conversation on the slide, at 1:35 pm a group of students from another classroom interrupt the class To ask for collaboration for a classmate who is sick, the class is resumed, the students copy the sentences shown on the slides, the miss correctly explains the past in its three forms: Affirmative, negative and interrogative, the students do not have any doubt about the explanation and continues with the development of the class the teacher asks questions about the subject of the class to which students respond in the past on what did they do the weekend? The teacher reads another text about "Paquita" using the past simple, then leaves them some exercises that they must answer on the board, and then gives them a copy with the content of the past simple theme that they must develop before class time ends.

ENDING

5 minutes before finishing the class the teacher begins to collect the copies that were a worksheet and at that moment, she makes them review everything learned today.

OBSERVATION RESEARCH 2

TEACHER: Pilar Paredes

DATE: 07/09/18

HOUR: 2:30 – 4:00 pm

SCHOOL: I.E 88388 San Luis de La Paz, Av. Los Heroes – Nvo. Chimbote

ASPECTS TO OBSERVE:

1. USE OF THE ICTS DURING THE CLASS

BEGINNING

the teacher starts the class at the exact time and tells them what topic they are going to deal with today "the articles" and immediately turns on the multimedia projector with the laptop and the blackboard so that the students participate by making sentences with the images given on the slides, the teacher does a review of the previous class, the students participate satisfactorily.

DEVELOPMENT

He begins to show images in the slides of things and animals so that the students have to name them and relate them to the articles, the students understand that it is not a very complex topic. The teacher explains the use of the articles. Continue with the class and give many examples on the slides so that the students do not have any doubts and shows a video and students should read a text on the slide all repeat very strongly including the teacher after that, the miss gives them a sheet of I work with each student so that they can put into practice what they have learned today.

ENDING

The teacher explains and solves the exercises in her worksheet with all the students so that minutes later she collects the worksheets and 2 minutes before the class ends the teacher does a quick review with her students.

OBSERVATION RESEARCH 3

TEACHER: Viviana Mendoza

DATE: 12/09/18

HOUR: 4:00 – 5:30 pm

SCHOOL: I.E 88013 “Eleazar Guzmán Barrón”, Jirón 28 de Julio s/n Mz. E

Lote 01 - La Victoria

ASPECTS TO OBSERVE:

1. USE OF THE ICTS DURING THE

CLASS BEGINNING

The teacher begins her class session on time using the multimedia projector, laptop, CD and speakers. At the beginning of the class session, she puts the CD in the laptop and the students listen to a music as motivation then it is introduced to today's topic "present simple - routings". The students look very enthusiastic and pay attention to the class.

DEVELOPMENT

In the development of the class the teacher shows some images in the slides about the present simple students must guess the routines and then make sentences on the board, the teacher checks if they are correctly written, in a few minutes the teacher begins to explain the present simple in affirmative, negative and interrogative but always using the technological resources already mentioned, then the teacher gives them a worksheet so that they can develop it and obtain a score.

ENDING

The teacher to finish the class asks if they have any questions about what they learned and the students respond that, she spoke to them all the time in ingles with mimics and signs, it was of great help the technological resources since they were always motivated.

OBSERVATION RESEARCH 4

TEACHER: Violeta Calderon Pingo

DATE: 17/09/18

HOUR: 11:00 – 12:30

pm SCHOOL: I.E 88047 Augusto Salazar Bondy. Av.

Chimbote s/n **ASPECTS TO OBSERVE:**

1. USE OF THE ICTS DURING THE CLASS

BEGINNING

The teacher greets his students enthusiastically while turning on the laptop and multimedia projector, the teacher is asking what they learned the last class to what most students respond after that the teacher starts the class that looks interesting because shows them a video of tourist places in Ancash the students are very interested in the topic "Ancash".

DEVELOPMENT

The teacher begins to show images of the tourist places of our region Ancash like the Huascarán, Pastoruri, among other beautiful places that there are in our region, and the students must guess the name of each of them. To then make prayers with the present simple and name more tourist places that exist in our city of Chimbote as, for example, the forest nursery, the white island, the boulevard, etc. At that time, he made a guessing game with tourist places not only in our region but in all of Peru, which the students correctly guessed, but then the teacher gives a sheet to each student so they can develop them only 15 minutes.

ENDING

To finish, the teacher picked up the student sheets and then reviewed everything they learned today. All the students participated as the class was very interested in the use of ICTs.

OBSERVATION RESEARCH 5

TEACHER: Raul Vigo Mosquera

DATE: 17/09/18

HOUR: 7:30 – 9:00 am

SCHOOL: I.E Santa María Reina, Av. aviación s/n mz 16 lote c-2

ASPECTS TO OBSERVE:

1. USE OF THE ICTS DURING THE CLASS

BEGINNING

The teacher enters the classroom and the technological resources are ready to be used (laptop, multimedia projector and speakers). The teacher greets the students and then begins with today's topic, then the teacher explains about the parts of the house using the there is / there are. At that moment he begins to show slides with images of a house. Students begin to pay attention to the class since the image is very striking (beautiful)

DEVELOPMENT

The teacher begins with her class and asks all the students in general. Do you like this house? And they answer "yes." Then he begins to mention the parts of that house one by one while he makes them repeat. The teacher begins to explain the grammar "there is / there are" in the different forms: affirmative, negative and interrogative. The students pay attention to what the teacher explains by looking carefully at the slide and then making sentences with the parts of the house and the grammar that is taking place in class. The teacher continues explaining and then gives them a sheet where they themselves must resolve quickly. All the students are concentrated since in the classroom there are only 16 students

ENDING

At the end of the class, the teacher collects all the sheets given to the students, thanks them for their attention and if they have any questions to let them know. All very happy students thank you and do not ask questions because they understood the topic.

OBSERVATION RESEARCH 6

TEACHER: Mary Aquino Aburto

DATE: 19 /09/18

HOUR: 9:00 – 10:30 am

SCHOOL: I.E.P Emblemática San Pedro, Jr. Casma s/n - Miramar Bajo

ASPECTS TO OBSERVE:

1. USE OF THE ICTS DURING THE CLASS

BEGINNING

The teacher arrives 10 minutes late, she enters the classroom, the students ask "How are you today?" And they answer "We are Good", while the teacher is installing the laptop with the multimedia projector and then turn it on to make them sing the song "Happy". They look happy because they like English class. The teacher finishes installing and begins the class "present continuous". The teacher shows images of people doing sports on slides.

DEVELOPMENT

The development of the class the teacher begins to name the sports of the slides and students repeat with her then the teacher makes a dynamic called "charade" shown in the slides that tries to guess sports. After the teacher begins to pass the slides one by one of the explanation "present continuous" explaining its three forms: affirmative, negative and interrogative, the subject looks simple because the students respond quickly one that another student does not understand and the teacher approaches to your site and once again repeat the grammar of the present continuous to later give you a sheet that students must solve.

ENDING

The teacher at the end of the class picks up the student's sheets and asks if they understood what most students say "yes". The teacher at all times used the technological resources even more in the development of the topic.

OBSERVATION RESEARCH 7

TEACHER: Carmen Chavez Olivera

DATE: 21/09/18

HOUR: 11:00 – 12:30 pm

SCHOOL: I.E.P Emblemática San Pedro, Jr. Casma s/n - Miramar Bajo

ASPECTS TO OBSERVE:

1. USE OF THE ICTS DURING THE CLASS

BEGINNING

The teacher arrives minutes before with her laptop to be able to install it with the multimedia projector and the speakers, 10 minutes later the students enter and greet her then the class begins. The teacher as motivation puts a video of a Bruno Mars song so that the students get motivated then asks them Did you like this song? minutes later start with the topic "simple future"

DEVELOPMENT

In the Development of the topic the teacher shows some images in slides related to professions such as doctor, nurse, teacher, etc. The teacher correctly pronounces the names of the professions with the students, the teacher asks each student when you finish the school "Will you be a doctor?". In this way the teacher begins to explain the grammar of the simple future, some students do not understand very well what the simple future is and the teacher explains again for the students who do not understand, go back to review the slides with the explanation of the grammar until the students understand. The teacher continues with her class relating the professions with the grammar "simple future".

ENDING

Before concluding the class, the teacher asks the students if they have any doubts about the class they learned today, re-pass the slides to review the topic. This is how the class ends in the classroom.

OBSERVATION RESEARCH 8

TEACHER: Erika Paz Ruiz

DATE: 22/09/18

HOUR: 9:00 – 10:30 am

SCHOOL: I.E 88047 Augusto Salazar Bondy. Av. Chimbote s/n

ASPECTS TO OBSERVE:

1. USE OF THE ICTS DURING THE CLASS

BEGINNING

The teacher enters the classroom greets the students and then turn on the laptop and multimedia projector, so the class begins showing images on slides of countries and nationalities with background music to motivate the students. The teacher asks the students about the images he has just shown, for example: What country is it? And the students respond correctly.

DEVELOPMENT

In the development of the class the teacher returns to show the images in the slides so that the students correctly repeat the pronunciation of the countries and nationalities, then enter the web page ISL Collective where there is a small text related to the topic of " countries and nationalities ", the teacher reads the text called " My international friends "with the students and then answers 5 questions related to the text. Students begin to pay attention and understand the text to be able to answer the questions, after a few minutes they manage to finish developing the questions. The teacher calls volunteers to answer the questions orally, the student volunteers are 5 who answered correctly

ENDING

Before concluding the class, the teacher asks the students if they have any doubts about the class they learned today, re-pass the slides to review the topic. This is how the class ends about countries and nationalities.

OBSERVATION RESEARCH 9

TEACHER: Santiago Reyes

DATE: 22/09/18

HOUR: 11:00 – 12:30 pm

SCHOOL: I.E 88047 Augusto Salazar Bondy. Av. Chimbote s/n

ASPECTS TO OBSERVE:

1. USE OF THE ICTS DURING THE CLASS

BEGINNING

The teacher enters the classroom greets the students and then turn on the laptop and multimedia projector, so the students watch a video about prepositions then the teacher shows some pictures in the slides, the students look at them and describe after the teacher asks questions: Where is the church? Where is the hospital? Students answer those questions correctly.

DEVELOPMENT

In the development of the class the students pay attention to the teacher's explanation about the prepositions and there is/ there are. The students develop the exercises about prepositions and there is/ there are. The teacher plays a game with the students in the slides about topic. The students work in groups and draw a map from Chimbote's square, they say some prepositions then they repeat with the teacher. The students are very excited with the class so the teacher shows photos Chimbote's map again.

The teacher gives them the worksheet and asks the students to solve the exercises

ENDING

The teacher asks them "Did you understand the class?" The students answer very fast "yes", then the teacher takes the worksheets and re-pass the slides to review the topic. That is all for today.

OBSERVATION RESEARCH 10

TEACHER: Cinthia Agurto

DATE: 07/09/18

HOUR: 1:00 – 2:30 pm

SCHOOL: Gloriosa 329

ASPECTS TO OBSERVE:

1. USE OF THE ICTS DURING THE CLASS

BEGINNING

the teacher starts the class at the exact time and tells them what topic they are going to deal with today "the articles" and immediately turns on the multimedia projector with the laptop and the board so that the students participate by making sentences with the images given on the slides, the teacher does a review of the previous class, the students participate satisfactorily.

DEVELOPMENT

The teacher shows images in the slides of things so that the students have to name them and relate them to the articles, the students understand that it is not a very complex topic. The teacher explains the use of the articles. Continue with the class and give many examples on the slides so that the students do not have any doubts and shows a video and students should read a text on the slide all repeat very strongly including the teacher after that, the miss gives them a sheet of I work with each student so that they can put into practice what they have learned today.

ENDING

The teacher explains and solves the exercises in her worksheet with all the students so that minutes later she collects the worksheets and minutes before the class ends the teacher does a quick review with her students.

OBSERVATION RESEARCH 11

TEACHER: Elsa Rescala

DATE: 07/10/18

HOUR: 11:00 – 12:30 pm

SCHOOL: I.E Santa María Reina, Av. aviación s/n mz 16 lote c-2

ASPECTS TO OBSERVE:

1. USE OF THE ICTS DURING THE CLASS

BEGINNING

the teacher starts the class at the exact time and tells them what topic they are going to deal with today "the articles" and immediately turns on the multimedia projector with the laptop and the blackboard so that the students participate by making sentences with the images given on the slides, the teacher does a review of the previous class, the students participate satisfactorily.

DEVELOPMENT

He begins to show images in the slides of things and animals so that the students have to name them and relate them to the articles, the students understand that it is not a very complex topic. The teacher explains the use of the articles. Continue with the class and give many examples on the slides so that the students do not have any doubts and shows a video and students should read a text on the slide all repeat very strongly including the teacher after that, the miss gives them a sheet of I work with each student so that they can put into practice what they have learned today.

ENDING

The teacher explains and solves the exercises in her worksheet with all the students so that minutes later she collects the worksheets and 2 minutes before the class ends the teacher does a quick review with her students.

OBSERVATION RESEARCH 12

TEACHER: Neftali Zapata

DATE: 8/10/18 **HOOR:** 1:00 – 2:30 pm

SCHOOL: I.E 88061 Jose Abelardo Quiones – Nvo chimbote, Bellamar MZ
V5

ASPECTS TO OBSERVE:

1. USE OF THE ICTS DURING THE CLASS

BEGINNING

The teacher enters the classroom greets the students the classroom is implemented with some technological resources such as multimedia projector, computer, speakers, TV and internet. The students sing a song of Greetings then the teacher turns on the technological resources to start the class. The students watch a video related "going to" on YouTube. The teacher asks the question: What are you going to do in your holidays? The students answer the question.

DEVELOPMENT

The teacher shows images of vocabulary in the slides so the students have to name them and relate them to vacations, the students pay attention to the teacher's explanation about "going to" in affirmative and interrogative. the students understand that it is not a very complex topic. The teacher uses technological resources and continues with the class and give many examples on the slides so the students develop the exercises about going to on the board, for example: They complete sentences; they put in order some sentences. The students work in groups and complete a chart on the computer.
The teacher gives them the worksheet and asks the students to solve exercises.

ENDING

The teacher solves the exercises with the students minutes before the class ends, then asks if they have any doubts about the topic and leaves them some exercises in a virtual way that would publish in the Facebook group what they must to do at home.

OBSERVATION RESEARCH 13

TEACHER: Kelly Sanchez Bermudez

DATE: 10/10/18

HOUR: 9:00 – 10:30 am

SCHOOL: I.E. Inmaculada de la Merced. La Balanza s/n, chim 01 Chimbote

ASPECTS TO OBSERVE:

1. USE OF THE ICTS DURING THE CLASS

BEGINNING

The teacher enters the classroom and the technological resources are ready to be used (laptop, multimedia projector and speakers). The teacher greets the students and then begins with today's topic, then the teacher reviews of the participle form of some verbs in the power point then the students listen to the la pronunciation on the webpage (English live). The teacher says: "Yesterday when you arrived home, what had happened? And The students answer him

DEVELOPMENT

The teacher shows images with a short story the students watch a video and listen to the story then the teacher reads the story again. The teacher explains the use of past perfect related to past simple and asks students to decide which action was first, the teacher asks some students to read the story again, the students develop some exercises on the computer then they work in groups, each group put in order some sentences. The student's play a game "past tense slap" downloaded from the webpage (ESL kidStuff) on ppt it is so fun because the students must guess the past of verbs. The teacher gives them the worksheet downloaded from the webpage (British council) and asks the students to solve exercises.

ENDING

The teacher gives a few minutes to solve the worksheet consisting of 5 exercises, the class ends and some students do not finish the exercises as the teacher goes through their student seats to collect the worksheet.

OBSERVATION RESEARCH 14

TEACHER: Irene Briones Mercado

DATE: 10/10/18

HOUR: 11:00 – 12:30 pm

SCHOOL: I.E. Inmaculada de la Merced. La Balanza s/n, chim 01 Chimbote

ASPECTS TO OBSERVE:

1. USE OF THE ICTS DURING THE CLASS

BEGINNING

The teacher greets students and turn on the computer and multimedia projector then the teacher shows them a video about the environment is used as motivation. The students recognize the environment problems in Chimbote. The teacher asks question: What will happen in the future with our planet? Then shows many pictures in the slides about the environment problems in our city so starts the class

DEVELOPMENT

The teacher talks about the environment pollution in our city with pictures in the slides. The students pay attention because they look so interested in the topic. The teacher explains the use of will gives some examples and shows many pictures on the internet about the environment. The students develop some exercises on the board: complete sentences. The students work individually, they look at pictures related to the pollution and give predictions, then the students play a game called "guess" downloaded from ESL Collective, it consists in guessing if the sentences are in present simple change them into future, they give you 4 options in each sentence.

ENDING

the teacher explains why the class about pollution to be able to consent to the people to take care of our city since we live here and must be clean at that moment shows images in slides the cities of other countries of the world. I leave a worksheet for the house.

OBSERVATION RESEARCH 15

TEACHER: Silvia Morales Scott

DATE: 12/10/18

HOUR: 1:00 – 2:30 pm

SCHOOL: I.E 88017 Cesar Valejo. Mz A Lt 07 Nvo. Chimbote

ASPECTS TO OBSERVE:

1. USE OF THE ICTS DURING THE CLASS

BEGINNING

The teacher greets students then turns on multimedia projector and computer, the teacher plays a “memory game” downloaded from ESL collective with students. The students listen to the teacher who explains the rules of the game and participate actively in all the game minutes later the teacher shows some pictures about occupations in the slides and asks the students to recognize What do they do? The teacher continues to show pictures related to the occupations and he asks some questions to the students: Who use it? Who rapiers it? Some students answer the questions and give more examples.

DEVELOPMENT

The teacher shows pictures (slides) to the students to practice the pronunciation of each occupation. The students make sentences about occupations and present it to the class and listen to a conversation and develop some exercises in their books. The teacher encourages to the students to practice the vocabulary through a game. The students enjoy their participation in the game. The teacher gives them a worksheet in groups and the teacher and students read the instructions. The students must solve the worksheet correctly. The teacher goes around the classroom to check the group’s work. The students finish their worksheet 15 minutes later. the teacher shows pictures again and the students must pronounce correctly name of the occupations.

ENDING

the teacher gives them a link of homework and the students must do in a web page called “exercises in English online”. The must present it next week. The teacher thanks the students for their participation in the class.

OBSERVATION RESEARCH 16

TEACHER: Jessica Villacorta

DATE:18/10/18

HOUR: 1:00 – 2:30 pm

SCHOOL: I.E. N88042 "las Palmas - Nuevo Chimbote – San Luis

ASPECTS TO OBSERVE:

1. USE OF THE ICTS DURING THE CLASS

BEGINNING

The teacher greets students then turns on multimedia projector and computer, the students listen to music on YouTube. The teacher uses the music to motivate them so shows pictures in slides about musical instruments and some verbs. The students look at some pictures and must describe them. The teacher asks the question: what instrument is it? Is it of string or wind? The students answer those questions.

DEVELOPMENT

The teacher shows slides and the students pay attention to the teacher's explanation about the musical instruments and verbs (play, blow and pluck) sentences using them. The students repeat the sentences and participate putting the correct word next to the instrument. The teacher shows some exercises in word office and students must participate classifying the musical instrument correctly then the teacher explains a game called "guess the instrument". The students understand it so a student mimes the verbs related to musical instruments. The teacher shows a video about musical instruments and the students pay attention and participate all the time. The teacher gives them some exercises in slides and the students must copy and solve right now. They finish their exercises and the teacher checks it.

ENDING

Students write the exercises from slides and the teacher gives them more worksheet to home. The teacher tanks to the students for their participation, the teacher finishes the class and turn off the multimedia projector and computer and It is all for today.

OBSERVATION RESEARCH 17

TEACHER: Jenny Llanos

DATE: 20/10/18

HOUR: 1:00 – 2:30 pm

SCHOOL: I.E 89002 Gloriosa 329. Jiron Leoncio Prado 229 Casco Urbano

ASPECTS TO OBSERVE:

1. USE OF THE ICTS DURING THE CLASS

BEGINNING

The teacher greets students then turns on multimedia projector and computer, the students listen to music on YouTube. The teacher uses the music to motivate them so shows pictures in slides about musical instruments and some verbs. The students look at some pictures and must describe them. The teacher asks the question: what instrument is it? Is it of string or wind? The students answer those questions.

DEVELOPMENT

The teacher shows slides and the students pay attention to the teacher's explanation about the musical instruments and verbs (play, blow and pluck) sentences using them. The students repeat the sentences and participate putting the correct word next to the instrument. The teacher shows an exercise in word office and students must participate classifying the musical instrument correctly then the teacher explains a game called "guess the instrument". The students understand it so a student mimes the verbs related to musical instruments. The teacher shows a video about musical instruments and the students pay attention and participate all the time. The teacher gives them exercises in slides and the students must copy and solve right now. They finish their exercises and the teacher checks it.

ENDING

Students write the exercises from slides and the teacher gives them more worksheet to home. The teacher thanks to the students for their participation, the teacher finishes with the class and turn off the multimedia projector and computer.

OBSERVATION RESEARCH 18

TEACHER: Olinda More Soza

DATE: 23/10/18

HOUR: 11:00 – 12:30 pm

SCHOOL: : I.E Politécnico Nacional del Santa, Av. Enrique Meiggs 680

ASPECTS TO OBSERVE:

1. USE OF THE ICTS DURING THE CLASS

BEGINNING

The teacher greets students then turns on multimedia projector and computer, the teacher encourages students to play a game with music in a video. The teacher promotes to the students to walk around the classroom, when the music stops, they make some activities. The teacher shows some pictures in slides and asks the students to describe them then asks again some question related to the pictures, e.g. Who is he? Where is his house? Where does he live? etc. the students answer those questions.

DEVELOPMENT

The teacher shows a text in slides and give a copy each student. The students practice the “reading” five times. The students complete a chart related to the text, about possessive adjectives. The students listen a dialogue related to possessive adjectives and the students practice asking questions about personal information (their telephone numbers) walking around the classroom checking the answers each student. The teacher gives them other worksheet about possessive adjectives. In this case the students solve a worksheet in groups. The students read the instructions and try to solve the exercises. The teacher gives 10 minutes to solve that worksheet.

ENDING

The teacher says: “Time is up” and takes all worksheet, some students don not finish to solve the worksheets then the teacher shows slides about the topic and do the review. The teacher says “the class is over”.

OBSERVATION RESEARCH 19

TEACHER: Pilar Paredes

DATE:25/10/18 **HOUR:** 1:00 – 2:30 pm

SCHOOL: I.E Las Brisas

ASPECTS TO OBSERVE:

1. USE OF THE ICTS DURING THE CLASS

BEGINNING

The teacher enters the classroom greets the students. The teacher uses a multimedia projector and a computer. The class is motivated with the use of pictures "body parts" shown on the ppt. the teacher asks: what is this? And How do you say this in English? Some students respond correctly. They are interested in the topic.

DEVELOPMENT

In the development of the class the teacher shows pictures of body parts in ppt then they pronounce correctly the vocabulary of the topic. The teacher explains all the parts of the body all the time until the students understand and memorize, then the teacher plays a game called "body guess" downloaded in ppt from a web page (Good learning). Students participate and respond each time the teacher asks a question (body part) The students answer well then, the teacher gives them a worksheet to solve in 15 minutes.

ENDING

The teacher takes worksheets and shows the video about body parts again. The teacher asks if they liked the class after finishing the class. The teacher turns off the technological resources that he used in class.

OBSERVATION RESEARCH 20

TEACHER: Tatiana Loyola

DATE: 26/10/18

HOUR: 4:00 – 5:30 pm

SCHOOL: I.E 89002 Gloriosa 329. Jiron Leoncio Prado 229 Casco Urbano

ASPECTS TO OBSERVE:

1. USE OF THE ICTS DURING THE CLASS

BEGINNING

The teacher enters the classroom greets the students. The teacher uses a multimedia projector and a computer. The class is motivated with the use of pictures "body parts" shown on the ppt. the teacher asks: what is this? And How do you say this in English? Some students respond correctly. They are interested in the topic.

DEVELOPMENT

In the development of the class the teacher shows pictures of body parts in ppt then they pronounce correctly the vocabulary of the topic. The teacher explains all the parts of the body all the time until the students understand and memorize, then the teacher plays a game called "body guess" downloaded in ppt from a web page (Good learning). Students participate and respond each time the teacher asks a question (body part) The students answer well then, the teacher gives them a worksheet to solve in 15 minutes.

ENDING

The teacher takes worksheets and shows the video about body parts again. The teacher asks if they liked the class after finishing the class. The teacher turns off the technological resources that he used in class.

APPENDIX 3

**NATIONAL UNIVERSITY OF EL SANTA
FACULTY OF EDUCATION AND HUMANITIES
PROFESSIONAL SCHOOL OF SECONDARY EDUCATION
SPECIALITY: LANGUAGES- ENGLISH AND FRENCH**



THE PEDAGOGICAL PROPOSE

**Use of technological resources for teaching of English
course at secondary Education level**

PRESENTED BY

**La Portilla Tangoa Jerlyn
Matos Torres Zadith**

CHIMBOTE - PERU

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PROPOSAL: USE OF TECHNOLOGICAL RESOURCES FOR TEACHING OF ENGLISH AT SECONDARY EDUCATION LEVEL.

1. DEFINITION:

It is necessary to highlight the fundamental role that the teacher plays in the teaching of the English language, which consists in the creation of didactic activities using ICT resources to strengthen the teaching of the English language in a meaningful, dynamic and interactive way, which allows to enhance the different skills such as listening, speaking, writing and reading.

2. THEORETICAL BACKGROUND:

López (2015) "the new technologies acquire a fundamental role as potential producers of this series of situations that lead, at the same time, the student towards more purely functional learning. Due to their quantity and diversity, ICT technological resources are the ideal means to favor the acquisition of learning by competencies by the student".

ICTs offer a wide range of possibilities to work with languages from all possible perspectives, but they require accessibility to the resources and applications necessary in each circumstance.

The relationship of dependence between school and society engendered from the beginning commits contemporary teachers, in the so-called "technological era", to integrate ICTs into their daily teaching practice. In order to work on the pedagogical possibilities of our technological resources, we will have to know their applications. In this way we will know what, when and how to use the programs that allow us to surf the net, design blogs, consult dictionaries, record our voice, draw and even play online cooperatively.

The teacher will be the one to coordinate any activity or project through ICTs and in relation to the objectives to be achieved. ICTs can offer us all these advantages, but only if we use them correctly.

3. CHARACTERÍSTICS

- **DEVELOPS CREATIVITY:** all students are capable and have the necessary tools to write, record and publish videos and audios, as they use applications such as YouTube and Google constantly.
- **COLLABORATIVE CHARACTER:** social networks and learning communities (Wikipedia) can be created very easily.
- **ENCOURAGES STUDENT-CENTERED LEARNING:** helps student-users to become the producers of their own knowledge and develops their autonomy.
- **PRESENTS UNIQUE OPPORTUNITIES FOR FOREIGN LANGUAGE PRACTICE:** students can learn through language play and in a more informal context.
- **MOTIVATES STUDENTS:** it builds the loyalty of the most reticent students with the subject and helps the shyest ones to participate in class.
- **PROVIDES FREEDOM AND INDEPENDENCE IN LEARNING:** The Internet and its resources and applications are available twenty-four hours a day, seven days a week. As a direct consequence, students work with information at a higher level than in traditional classes.
- **WE GET A LARGER AUDIENCE:** teachers' homework or students' assignments are available to everyone and, if available online, many people could read it and collaborate on it.

4. GENERAL OBJECTIVE:

- Motivate and develop listening, writing, speaking and reading skills in students.

5. METHODOLOGICAL PROCEDURES:

During the class session the teacher makes use of technological resources to complement the students' learning in the English language.

When planning the class session, the teacher incorporates the technological resources, related to the topic to be covered in the English course, obtaining as a result that the students are motivated and participate without fear in the class. The activities they develop in class with technological resources can be:

- Team work
- Individual work

6. PRINCIPLES:

- **Social dynamics.** The social character of the training process in teaching must be taken into account in order to create an optimal working environment and a level of satisfaction and belonging to the group in the participants.
- **Planner and organizer.** In virtual training, the time allocated to the different tasks to be performed by the students must be planned in advance.
- **Monitoring the level of activity (group and individual).** The teacher must make an important effort to monitor both the group and the individual level, trying to detect possible problems that may arise and taking the necessary actions to solve them.
- **Technical support.** The tutor must know and attend to the problems that the students may encounter in the learning process related to the use of the virtual environment.

- **Administrative support.** The teacher must provide the student with all the information and support necessary to carry out the administrative procedures related to the course.
- **Facilitator and dynamize of learning.** This is, undoubtedly, the fundamental role of the teacher, a support figure so that the student himself in collaboration with his classmates can carry out the learning process that allows the internalization of the contents and the acquisition of the necessary skills to achieve the objectives.

7. TECHNOLOGICAL RESOURCES PROPOSAL FOR UNIT:

a) Lyricstraining:

It is a website where you can improve your English level with music videos taken from YouTube, with the help of the lyrics. Depending on the student's level, LyricsTraining removes a certain number of words from the text, which must then be filled in as the song progresses.

b) Kahoot!

It is an application for teachers based on playful learning, which can be customized for language teaching. You can use this platform to design games based on the material you have done in class. The tasks will be in multiple-choice format; in addition, you can include videos, images or diagrams.

For example, this tool allows you to create exercises on the topic of the use of past or future tense verbs, or also for long texts in English that would serve as an advanced grammar class. Thus, you can check your students' knowledge by creating questions based on the texts or movies they have previously watched in class. You can work individually or in teams.

A great advantage is that you can project the game they are playing on the board and the whole class can participate with their mobile devices as controllers of the same game to select their answers.

c) Classroom

Classroom is a powerful app for iPad and Mac that helps you guide learning, share work, and manage student devices. It supports both shared and one-to-one environments. You can launch a specific app, website, or textbook page on any iPad in the class, share documents between teacher and students, or share student work on a TV, monitor, or projector using Apple TV. You can even see which apps students are working in, mute student devices, assign a specific shared iPad for each student, and reset a student's password. And when class ends, you can see a summary of your students' activities. This guide will take you through an overview of Classroom. You'll learn how to get started using the app, and discover how to integrate it into daily classroom workflows.

8. ESTRUCTURE STAGES

A. PLANNING:

STEP 1: Diagnosis of the student's profile. A pre-test is applied to the students.

STEP 2: Elaboration of the learning unit taking into account the annual programming of each grade in secondary education, in order to include the proposal of technological resources.

STEP 3: Organization of the learning activities.

STEP 4: Elaboration of the learning sessions.

B. APPLICATION:

It is given during the class sessions incorporating the use of technological resources to complement the students' learning in a more didactic teaching.

C. EVALUATION:

This proposal is evaluated by means of a rubric designed by the researcher(s) through the post-test the effectiveness of the use of technological resources was checked.

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