

# TEACHERS' USE OF ICTS IN PUBLIC LANGUAGE EDUCATION: EVIDENCE FROM SECOND LANGUAGE SECONDARY-SCHOOL CLASSROOMS

Jesús Izquierdo, Villahermosa-Tabasco (Mexico)  
Verónica de-la-Cruz-Villegas, Villahermosa-Tabasco (Mexico)  
Silvia-Patricia Aquino-Zúñiga, Villahermosa-Tabasco (Mexico)  
María-del-Carmen Sandoval-Caraveo, Villahermosa-Tabasco (México)  
Verónica García-Martínez, Villahermosa-Tabasco (Mexico)  
<https://doi.org/10.3916/C50-2017-03>

## INTRODUCTION



ICT to improve the learning of a L2.  
Extend knowledge and build interest



Poorly integrated, lack of infrastructure and training



Need to study ICT and its use in public education

## METHODOLOGY

Public education in Mexico: teachers and third grade students

Quantitative method  
Likert survey for data collection

Qualitative method class recordings, interviews and visits to the center

## RESULTS AND CONCLUSIONS



Interest in the use of ICT, but lack of technological structure



Need to reconsider regulations and facilitate the integration of ICT



Techno-training of teachers to maximize resources

Comunicar

[www.comunicarjournal.com](http://www.comunicarjournal.com)