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**Ecuadorian high school teachers' perceptions on ICT use in their EFL  
classes**

**TRABAJO DE TITULACIÓN**

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2017

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De mi consideración:

El presente trabajo de titulación: "Ecuadorian high school teachers' perceptions on ICT use in their EFL classes" realizado por López Infante Ángela Cristina ha sido orientado y revisado durante su ejecución, por lo tanto se aprueba la presentación del mismo.

Loja, septiembre del 2017

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“Yo López Infante Ángela Cristina declaro ser autora del presente trabajo de titulación Ecuadorian high school teachers” perceptions on ICT use in their EFL classes, de la Titulación de Ciencias de la Educación mención Ingles, siendo Eva Ulehlova directora del presente trabajo; y eximo expresadamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos, y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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f.....

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## DEDICATION

I dedicate my thesis work to several people who were an important support for its development.

First, my thanks belong to God for having allowed me to reach this point and achieve this great goal in my life, to bless me with health, intelligence, kindness.

I devote my thesis to my father who is an example of love and perseverance and who has trusted me and for supporting me and always giving me appreciated advice to continue with this great project of my life.

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Cristina

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## **ABSTRACT**

This research is about the perception of the Ecuadorian high school teachers on the use of Information and Communication Technology in their EFL classes. The purpose of this study was to research and analyze the way teachers think about the use of ICT when teaching English as a foreign language.

The research took place in the city of Ambato with a sample of twenty English teachers among women and men, ten from private high schools and ten from public ones. The quantitative and qualitative methods were used as well as techniques such as surveys and interviews to find out what teachers think about ICT, the problems they face when using it and what they expect from it.

The results show that male teachers are more interested in using ICT in their classes. On the other hand, female teachers' attitude toward computers and the Internet is generally not so good. It was also found that the perception of the teachers on the use of ICT has changed a little with the years of experience and obtained knowledge.

**Key words:** ICT, technology, teachers, perception, EFL, high schools

## RESUMEN

La presente estudio trata sobre La Percepción que tienen los Profesores de los Colegios sobre el Uso de la Tecnología Comunicación e Información en sus clases de Inglés como Lengua Extranjera (EFL). El objetivo de este estudio fue investigar y analizar la forma de pensar de los docentes en cuanto al empleo de las TICs en la enseñanza del Inglés. La investigación se llevó a cabo en la ciudad de Ambato con una muestra de veinte profesores entre hombres y mujeres, diez de colegios particulares y diez de colegios públicos. Los métodos usados fueron cualitativos y cuantitativos a través de las técnicas de la encuesta y la entrevista para descubrir que los profesores piensan sobre las TICs, los problemas que ellos enfrentan y sus expectativas.

Los resultados evidenciaron que los profesores de género masculino están más interesados en usar las TICs en sus clases. Por otra parte, la actitud de las profesoras hacia las computadoras y el Internet no es muy buena. También fue encontrado que las percepciones de los profesores en la aplicación de las TICs cambiaron con los años de experiencia y los conocimientos obtenidos.

**Palabras Claves:** TICs, tecnología, profesores, percepción, EFL, colegios

## INTRODUCTION

Nowadays, it is common to see almost everybody using any technological gadgets inside and outside the classrooms. They use them to look for information, communicate with others, study on line, do business and have fun. Therefore, there is a high need to keep up with the latest trends about technology. Teachers are the ones who introduce new knowledge to students in the Ecuadorian educational system. Thus, it is relevant to know what is their perception on Information and Communications Technology (ICT) when teaching English as a foreign language, This is definitely the mean that people will use to do all the things mentioned above since it is considered as the international language all around the world.

The aim of this research is to study and analyze the EFL teachers' ICT use by responding the following questions: Which aspects related to teachers' characteristics are considered by most of the EFL teachers as barriers to use ICT in their classroom?, Which factors regarding to teacher's characteristics do influence the most on teachers to use ICT in their classroom?, and How is ICT use perceived by EFL teachers in relation to their gender?

There have been many previous studies done related to this topic, for that reason it is important to mention some of them:

The study, which was published by Al-Munawwarah (2014) was carried out to research the teachers' view of using ICT inside EFL teaching and the learning process. According to the results of the study, it shows that the utilization of ICT in English teaching and learning process has a lot of advantages. This will be analyzed and described later in this research. In conclusion, the study participants were positive about the usage of ICT in their classrooms and really recommended it.

In addition, Tengku (2015) an English teacher, exposed another vision about the present study. Her objective was to identify EFL teachers' perceptions on the use of ICT in their teaching. Thus, the results demonstrated that 31 professors were motivated to deal with ICT. Although it

was not easy for them to put the technology into practice in their lessons, they used it. However, they did not obstruct their application in the classroom. The teachers needed irrefutably a lot of effort, support and training to use ICT.

For this research Riasati (2012) also contributes with his relevant study in Iran. His objective was to analyze the perceptions of EFL teachers about the use of technology in their classes in Iranian Language Institutes. In conclusion, the quantitative information exposed that teachers perceptions about the application of ICT can be considered as a helping or obstructing factor, contributing to more self-confidence or as a dominating obstacle of technology use. However, the majority of teachers felt highly motivated when using technology because of increased awareness and interest. They established the use of the ICT as an unquestionable part of teaching.

Based on these studies, it could be said, that the people who will benefit from this research will be the English teachers of different public and private high schools who were part of this study as well as their institutions. Also, researchers and all people who may be interested in learning this topic might benefit from it. This research will show what is really happening in our educational system regarding the use of ICT. It may be also very useful for future studies due to the importance of the topic and its results.

**CHAPTER I.**  
**LITERATURE REVIEW**

Coll (2011) refers the information communication technologies (ICT) are a relevant tool that has been implemented by some teachers in the classroom. It differs from traditional methods used in regular classes including software and applications to store and transmit any information. This important tool has promoted a change in the way teachers think about the use of technology in the teaching-learning process of any subject, especially in acquiring a foreign language. The implementation of the ICT allows a motivating environment in which teacher and the students benefit with the enormous knowledge that anyone can get through the use of this tool. The interaction and the development of different skills such as the communicational skill will increase the teachers' desire to continue learning about how to exert the ICT in the best way.

Thus, this research includes the following topics: ICT use in EFL teaching, teachers and ICT use and teachers' characteristics regarding ICT use.

Additionally, some previous studies about high school teachers' perceptions on ICT use in their EFL classes will be analyzed. This research will provide some ideas to the project about the methodologies that were used, the teachers' participation and reactions, the positive and negative results based on surveys, and conclusions.

### **1.1. ICT use in EFL Teaching.**

The ICT use in the EFL teaching is referred to the application of any of the following things: video chats, video conference, e-mails, forums, chats, any English software to learn and interact with this new language, etc.

According to Mahrooqi and Troudi (2014) the ICT is an important element when teaching. It can help to develop a good and comfortable manner of learning which will allow to reduce negative feelings and will cause the growth of the linguistic abilities of the students.

Gokhe (2013) says that ICT is the technology that contributes to generate better informative activities such as: the presentation, the storing, the processing or the gathering of data. The activities mainly include collaboration and communication.

Poole (2010), who has a lot of experience related to technology, says:

“ICT holds a central position within the curriculum because, as well as being a subject in its own right, the technology is a mean through which learning can be achieved” (p.1)

Based on this statement, it could be said that, in fact, technology is not only for people who like or study it, but also for anybody who wants to keep up with this changing world.

Equally important is what Du Toit (2015) mentions about the following topic:

“Information and communication technology (ICT) has the potential to transform teaching and learning processes. However, most countries face challenges, massive roll-outs of teacher training initiatives, and usage in the classroom. The lack of a comprehensive set of indicators can partly explain current challenges”. (p.3)

The transformation, which Du Toit (2015) refers to, could be positive or negative depending on the teacher’s attitude towards technology. Teachers must be predisposed to confront and overcome any barrier not only the ones which involve the use of ICT, but also the ones they might encounter in the teaching- learning process.

#### **1.1.1. Importance.**

The ICT have an important role in the academic innovation, and that is why Bañón (2012) says:

“ICT help to put into practice the premises of communicative approaches and more concretely of the teaching by means of tasks. They also promote the students collaborative work and provide a real and authentic context for the proposed activities”.

(p.131)

It is absolutely proved that when students have to solve a problem they will learn more effectively by following the instructions and working in a team. Their learning will be significant, communicative and constructive. They always will feel motivated when sharing ideas with others and using an attractive software. The teacher will be there in the classroom only to help and supervise their work.

The same author Bañón (2012) explains: “ICTs help the student's autonomy and self-knowledge” (p.133) This means that teachers expect to have autonomous and self-controlled



students by using the ICT. They will also be able to evaluate their own progress. The classes will mainly be student-centered. Only if students get involved with their learning, they will be responsible for all that is related to their achievement.

Fernandez (2012) express another important aspect might be that the teachers' expertise could be a benefit in their professional development if they are able to apply their competences and their knowledge of the use of ICT to their everyday activities.

### **1.1.2. Advantages.**

Facer and Owen (2012) mention that the use of ICT allows to have many positive aspects in the classroom while the teaching- learning process is developed. For instance:

- It provides an authentic language environment.
- Students are engaged and become autonomous learners.
- The lessons are not only teacher-centered.

In order to have a successful process in the acquisition of a foreign language, the teachers' knowledge, competence and attitude play an important role. Teachers have to integrate many methods, approaches and techniques with any technological tool to improve the way they teach and the way students learn.

Furthermore, Chin, Zhang and Zheng (2017) present relevant advantages when using ICT to improve the quality of the teaching-learning process of a foreign language. They mention the following:

- ICT makes it easier for the teacher to be more competent in their professional field.
- It fosters the interaction in the classroom due to the resources provided such as multimedia, interactive and collaborative e-books.
- It consents the development of the interpersonal -communicative skills and the self-learning.

- It creates a motivational environment which facilitates the interaction among the topics and the participants.

### **1.1.3. Disadvantages.**

The use of ICT could also have disadvantages which can cause trouble in teachers' performance in the classroom.

Kryachkov et al. (2015) expresses:

“ Excessive or uncontrolled use of ICT is fraught with a number of pitfalls, ranging from a highly negative impact on students health to information overload, major changes in the characteristics of attention and decreased capacity for analytical thinking”(p.13)

In other words, if people use technology inappropriately and without a competent guide; the objective of the teaching- learning process might not be achieved. It is also important to know that not all of the information people get by using these tools has been previously analyzed and studied, or may not be true. In addition, students, who do not follow the instructions and search for information on the Internet without any control, can contribute with failures in achieving the objectives of the lessons.

It is also important to take into account that students can also feel demotivated when they are not part of a learning community.

Moreover, the same author adds that one of the most important disadvantages is that teachers need more time in planning and understanding their activities in class when using ICT. It is also important to mention that not all teachers and all students have access to these technologies neither in school nor outside.

## **1.2. Teachers and ICT use.**

### **1.2.1. Teachers' role**

Hjalmarsson cites Fitzpatrick and Yunus (2014), where they say:

“The role of teachers is changing in the sense that for teachers to become guides, or facilitators of knowledge, they must also constantly be up to date on the latest research”  
(p.6)

The quote above invites teachers to reflect about the real role they must perform in the classroom. Besides that, it refers to the importance of being well informed and prepared to help their students to acquire new knowledge.

As well, Velasquez (2012) points out that teachers must perform many roles when using the ICT to achieve effective education, communication and learning:

- Teachers must be facilitators, the ones who guide the learning process.
- Teachers must be good communicators and also be interactive.
- Teachers must be regulatory people who guide the discussions organized in the classroom.
- Teachers must be evaluators while teaching with their established rules.
- Teachers must be the people who integrate all the elements that are referred to a class.
- Teachers must be collaborative with other colleagues when they need to help in the use of ICT.
- Teachers must be trainees because every day they can learn new things and get updated in the use of ICT matters.

### **1.2.2. Teachers' competences.**

When talking about competences, the meaning must be very clear. Thus, to be competent includes adequacy, knowledge, qualification and capacity. In other words, it requires to have suitable or sufficient skills or experience for any specific activity.

Hine (2011) suggests that all teachers ought to be competent when solving and creating new things in class while using ITC. He emphasizes that teachers should have three important characteristics:

First, they should dispose of the capacity to help their students to develop their skills in the technological field. Second, they should have a high quality of knowledge about the technology in order to guide their pupils how to apply all they know to face and solve any problem. Third, teachers should be innovative to involve their students.

As well, Fernandez (2012) mentions that the key competence that foreign language teachers should possess the capacity to create and develop learning opportunities for all their students without discriminating anyone and adapting the curriculum to their needs.

Ehlers and Schneckenberg (2015) say that teachers should be able to determine the right moment to use the ITC in their teaching- learning process. He states the following relevant aspects:

- The teachers must dispose of knowledge and capacity to make essential decisions about using the right ICT,
- The teachers must dispose of competence to develop activities which involve the use of ICT to raise students' learning.

### **1.2.3. Teachers' gender.**

First, the general idea of what gender is will be explained. Bravo (2010) states that the term gender marks the material as well as the perceptual association of women and men. The term is concerned about their relationship, the different roles between men and women in the society and division of responsibilities.

This leads to the ideas proposed by Woollard (2011) who says that in the past there were more male teachers who used the ICT. This is because they were more curious and well-prepared and also more interested in it. On the contrary, women did not use the ICT due to their deficient knowledge. Therefore, it made them less interested in using technology to avoid any problem in their classes.

Apart from this, Palacios cites Plou (2011) who explains that the opportunities related to the use of technology must be equal for men and women. The society must work on cultural changes where access to technology offer equal access for everybody.

Crawford (2013) expresses: “However, competency and high expectation for all are more important than the gender of the teacher” (p.62). This author emphasizes one of the most important aspects of education. The gender is not as relevant as the teachers” expertise and their ability to emit their knowledge or to have the capacity to obtain good results from their students.

### **1.3. Teachers’ characteristics regarding ICT use.**

#### **1.3.1. Psychological characteristics.**

It is important to know how the psychological characteristics of a teacher influence or affect the implementation of ICT. Also, it is necessary to identify what aspects are required to facilitate the integration of English as a Foreign Language.

Coll and Monereo (2011) recognize some important characteristics of teachers such as the capacity to value ICT in a positive way, the integration of teaching, the feedback about their knowledge about technology and finally, to understand everything that is related to the ICT based on the curriculum.

Taking another point of view into account, Unesco (2016) mentions that a teacher needs to have some special psychological characteristics for the use of ICT. For instance: the ability to create a friendly environment, the ability to distinguish a problem in the classroom, the ability to create good experiences.

Coll (2011) says that the ICT could overtake the function as a psychological tool which acts between the inter- and intra-psychological processes. The last-mentioned are closely related to the interactive pyramid: student, teacher and content, and should also be related to teaching and learning.

The analysis of the relation between teachers and students when using ICT can include communicative exchanges not related to the tasks or activities done in classes (for example expressing feelings, greetings and personal presentations).

### **1.3.2. Educational characteristics.**

The educational characteristics are special because they are essential for teachers in the classroom.

Aguerrondo (2012) illustrates that while teachers are giving lessons, they will develop the ability to establish a pleasant learning environment, integrate the ICT, use new techniques, promote dynamic classes and increase the cooperative and collaborative interaction and team work. Besides, teachers should apply innovative methodology to improve the teaching- learning process stimulating students to acquire basic knowledge about ICT.

In addition to that, Severin (2013) points out:

“The role of teachers is fundamental because they are the first promoters of this new educational paradigm from the implementation of renewed educational practices.”(p.35)

Teachers have an important role in the classroom. They are the guides, the models and sometimes the students’ inspiration. Therefore, the way teachers give their lessons, organize activities and include the ICT will greatly influence students’ attitude as well.

Coll (2011) mentions education is more than using high tech gadgets or softwares. It mainly refers to the way teachers and students think about the teaching- learning process and how teachers help students to acquire a new language or any other subject in a real environment. As well it refers to the manner how students are using what they have learned to survive in this demanding world.

### **1.3.3. Professional characteristics.**

Every single person who has got a professional degree should have specific characteristics that differ from the individuals who have just experience in a certain field but they have not been certified to do a particular job.

The Centro Superior del Profesorado (2011) indicates some professional characteristics of teachers when they use the ICT.

- Teachers should have cognitive characteristics in order to acquire and apply the knowledge management related to any subject.
- Teachers should have the ability to look for, to treat, to value, to assimilate, to integrate and to use the information and knowledge. Thus, they should have the skill to reflect, investigate and create the last-mentioned.
- Teachers should be open minded to previous and new knowledge.

Burgos et al. (2013) refers that an innovative educational process with the use of ICT is required to be well prepared. This will help to:

- Improve the educational quality by using the ICT to enrich the teaching learning process.
- Use good techniques to guide the students' use of ICT as a tool to access their knowledge around the world.
- Transform schools into real learning centers.

The principals and teachers of any institutions have the possibility to develop their own professional characteristics based on their personal and individual interests. This will leave a mark on how successful the use of ICT will be in terms of education.

### **1.3.4. Personal characteristics.**

The use of the ICT can help teachers to develop their own personal characteristics.

Therefore, Jimoyiannis (2012) shows that the principal characteristics of teachers are: self- confidence, sincerity and an open mindedness. This way, teachers might create a positive

and motivational environment for the use of ICT guiding the students to achieve their objectives when studying a foreign language.

Additionally, Tascón (2013) mentions that teachers must be active, reasonable and skillful. Also, they should have a positive attitude which influences the use of ICT and the teaching- learning flows.

In general, teachers should be respectful, should create a polite environment and be friendly to everyone. Students might feel that their teachers are concerned about their problems or even listen to non-important and common things. Other significant characteristics include: leadership, passion for teaching and learning, great education, deep knowledge, and an upright personality. Moreover, a teacher could have a lot of favorable personal qualities, but one of the most important aspects is that teachers are adequate communicators because this is the way they can transmit what they know and what they want to know from their students.

To support all the topics about the teachers' perceptions on ICT use in EFL classes analyzed before, it is essential to mention relevant previous studies. These will contribute to this research and also consolidate the knowledge acquired from this subject.

Hismanoglu (2012) indicates a new view in matters of this current work. He aimed to research the perceptions of prospective EFL teachers towards ICT implementation in EFL teaching. He used qualitative methods and instruments like surveys and interviews. The study was conducted with the participation of 85 prospective EFL teachers of distance program University in Turkey. As a result, the majority expressed negative attitudes towards ICT integration in their lessons. They reacted in that way due to their feeling of incompetence in that area. These future teachers see the ICT as a useful and good tool. But they do not want to use it because they do not feel well prepared for this. In conclusion, it is mentioned that prospective EFL teachers of distance program University need a training for the use of the ICT and eliminate the lack of exposure. They need to get familiar with technology and learn how to use it confidently and in a pleasant environment.



They also should be trained to integrate the use of ICT into their teaching process. Thus, when they begin working as teachers, future teachers with negative ICT perceptions cannot share their ICT abilities with their pupils and do not have the ability to motivate them to use this tool.

The study that was published by Al-Munawwara (2014) was carried out to research the teachers' view of using ICT inside EFL teaching and the learning process. To get representative data the writer used a descriptive qualitative method and instruments such as open-ended questionnaire and interviews. According to the results of the studies, it shows that the use of ICT in English teaching and learning process has three advantages. One of them says that the teacher has the option to offer some interesting and amusing activities during the class. The usage of ICT also supports the self-organized learning of the students and motivates them to learn more. Furthermore, the studies' results predict two trials which the teachers could be confronted with. These are time allocation and technical problems. Then, identifying the confrontations the writer considered how these challenges could be solved. To reduce the time allocation and to make the classes more effective a lot of the teachers used for example downloadable materials such as videos or a prepared PPP before entering the classroom. In conclusion, the study participants were thinking positively about the usage of ICT in English teaching and learning processes.

In addition, Tengku (2015) an English teacher, exposes another vision about the present study. Her purpose was to identify EFL teachers' perceptions on the use of ICT in their teaching. She used qualitative methods and instruments such as closed-ended questionnaires and interviews. In this study were involved 42 EFL teachers from two state-owned universities. Therefore, the results demonstrated that 31 professors had elevated motivation to manage ICT. For that reason, they believe that it is important to use these technologies. For instance, it creates a pleasant, fascinating and efficient learning since pupils assimilate means of extensive variety of themes, resources and instruments. In contrast, the rest of teachers expressed that the use of ICT is essential. But they reported barriers like the deficiency of training and support from their

work environment when they applied the ICT. Furthermore, this research has shown that the teachers are motivated to use ICT in language learning processes. Even though, they have several difficulties when putting the technology into practice. Nevertheless, they did not impede their application in the classroom. The teachers need undeniably ample effort, support and training to use ICT.

Riasati (2012) also contributes with his relevant research in Iran. His objective was to analyze the perceptions of EFL teachers about the use of technology in their classes in Iranian Language Institutes. He applied a quantitative method to obtain data through questionnaires and interviews. In his study participated 40 undergraduate and graduate EFL teachers. With this in mind, the findings show that teachers have positive attitudes in relation to the use of ICT. Also, the data demonstrate that the application of the technology occasioned more motivation and participation of the student in class. Apart from this, in the interview teachers reported that the use of technology in English Foreign Language teaching similarly develop communicative abilities. Other teachers revealed that there are problems like insufficient teacher preparation, practice, inadequate techniques and not enough time to plan the lessons when using the technology. In conclusion, the quantitative information exposes that teachers perceptions about application of ICT can be considered as a helping or obstructing factor, contributing to more self- confidence or a dominate obstacle of technology use. However, the majority of teachers have high motivation when using technology because of increased awareness and interest. They established the use of the ICT as an unquestionable part of teaching.

Equally, Mozafari and Wray (2013) presented an important study based on the current investigation. Their aim was to explore the perspectives of practicing EFL teachers in the integration of Information and Communication Technology into their teaching in Iranian high schools. They used qualitative methods and instruments in three consecutive stages like surveys, individual semi-structured interviews and observation. Thus, who collaborated within this study, were teachers of an Iranian high school. As a result of this study, it has been

specified that teachers usually expressed positive opinions about the incorporation of ICT. However, their implementations of technology in the classrooms were inadequate. As well, teacher expressed that use of ICT can augment students motivation and produce new knowledge. Besides, with the application of ICT, students and teachers can apply learning resources. For this reason, the study identifies several aspects when teachers used the ICT like accessibility of technological instruments. The possibilities beside other factors appear to be indispensable in improving or restraining learning prospects. Demands and opportunities to develop communication and accurate language competences could be reached thanks to technology and multimedia. As well, the communication independent on time and location between students and teachers is possible thanks to social networks, emails, blogs and Internet platforms.

Finally, Soto, Escobar and Báez (2011) introduced another study about the topic of this research. They proposed to study the effect of the application on the development of the listening skills, Intercultural Competence, and professional development through of use ICT. They used instruments such as surveys and interviews. Sixteen English teachers from several public schools in Bogotá participated in this study. Consequently, eight of the teachers said that they had joined informal or formal courses about the use of ICT. However, they indicated not to use these technologies during their lessons. Moreover, governmental institutions like the Ministry or Secretary of Education offered courses which did not comply the teachers" needs. Apart from this, some took courses of a lower, higher or very specialized level. In addition, if teachers have enough possibilities to contemplate their own learning process, they are more upfront to observe their teaching processes. In conclusion, the authors of the study propose that programs of professional development of language teachers should go on in order to enhance the teachers" competences of communication and use of ICT.

## **CHAPTER II.**

### **METHOD**

In this chapter, all the aspects that are related to this study will be described in detail: the setting, participants and the procedure.

### **2.1. Setting and Participants.**

This research was done in the city of Ambato in two public and three private high schools. In the public institutions, there are a lot of English teachers since they have hundreds of students studying in the morning and in the afternoon shifts. In the private high schools there are less English teachers in comparison to the public ones because they are paid off and they do not have as many students as in the first ones.

Most of the teachers who were part of this study had more than 15 years of experience teaching English, but none or almost any experience using ICT. They were in their fifties. Only few of them were very young and had a lot of experience using ICT but just some years working as English teachers. They were in their late twenties. Ten teachers were selected from the public institution and ten from the private ones. Five of them were males and the other five were females. All the teachers who were taken into account for this research have a university degree.

### **2.2. Procedures.**

The process to get all the information about this topic was not difficult. There were enough data to support the different concepts related to this study. Although there were many authors who talked about this research, none of them was Ecuadorian. Some relevant topics for this research were studied, analyzed and selected; such as: ICT use in EFL teaching (definition, importance, advantages / disadvantages (if any)), teachers and ICT use (teachers' role, teachers' competences, teachers' gender), teachers' characteristics regarding ICT use (psychological, educational, professional, and personal characteristics) and previous studies in relation to teachers' perceptions on ICT use in their EFL classes.

The approaches used for this research were the qualitative and quantitative ones. The techniques which were used were surveys and interviews. Also, the instruments were the teachers' questionnaires.

To accomplish with the field research, first the institutions were chosen, suitable schedules were established among the researcher and the teachers, the questionnaires were organized and applied.

The sample was integrated by 20 English teachers for the survey: 10 teachers (5 female and 5 male) from different Ecuadorian public high schools and 10 teachers (5 female and 5 male) from different Ecuadorian private high schools. Only six of them were interviewed and the dates were reorganized many times until obtaining all the information.

The data was tabulated in four tables which contained many statements based on the questions on which this research was established. The results were tabulated in a separated way. That means the ones obtained from the surveys and the ones gotten from the interviews were classified according to the answers in order to count them and get the corresponding percentages. The same process was done with the interviews.

For the description and analysis of the results from the instruments applied, it was necessary to contrast and compare the information among them so that there were no contradictions but agreement. In order to support this, it was necessary to mention some real and scientific references which permitted to show coherent comments and reasons about the research. One of the clues was to have constantly in mind the questions of the research.

The questions that were crucial to develop this research were the following: Which aspects related to teachers' characteristics are considered by most of the EFL teachers as barriers to use ICT in their classroom?, Which factor regarding to teachers' characteristics does influence the most on teachers to use ICT in their classroom?, and How is ICT use perceived by EFL teachers in relation to their gender? They played an important role not only when writing up the theoretical concepts but also when analyzing the results.

After doing the tabulation six conclusions and recommendations were written based on the analysis of the results obtained.

**CHAPTER III.  
RESULTS AND DISCUSSION**



### **3.1. Description, Analysis, and Interpretation of Results.**

In this chapter, the description, analysis and interpretation of results are going to be presented.

In order to get the statistic information were selected ten male and ten female teachers from private and public high schools in the city of Ambato in total twenty teachers were asked to answer some questions about abilities, skills, competences or problems they have when using ICT.

The conclusions and recommended presented in this chapter demonstrate that all this data will help the researcher to know about the teacher's reality, their feelings and their expectations of the technological tools in base on the results.

**WHICH ASPECTS RELATED TO TEACHERS' CHARACTERISTICS ARE CONSIDERED BY MOST OF THE EFL TEACHERS AS BARRIERS TO USE ICT IN THEIR CLASSROOM?**

**Table 1. Teachers' characteristics considered by EFL teachers as barriers to use ICT in their classroom.**

Nº	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO ANSWER
		%	%	%	%	%
1	I feel insecure about my ability to use ICT as a resource to teach	15%	5%	45%	35%	0%
2	I do not think I would be able to learn how to use ICT in my classroom.	65%	0%	20%	15%	0%
3	I am afraid that if I begin to use ICT, I will become dependent upon them.	10%	20%	15%	55%	0%
4	I dislike working with machines that are smarter than I am	60%	15%	20%	5%	0%
5	I feel apprehensive about using ICT.	10%	25%	25%	40%	0%
6	I have difficulty in understanding the technical aspects of ICT	10%	20%	15%	55%	0%
7	It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key.	50%	20%	10%	20%	0%
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.	40%	20%	20%	20%	0%
9	You have to be master to understand how to use ICT	10%	10%	40%	40%	0%
10	I have avoided ICT use because they are unfamiliar.	20%	30%	25%	25%	0%
11	I have not attended any ICT training courses	5%	20%	5%	70%	0%
12	I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate me	10%	5%	40%	45%	0%
13	I am not interested in attending any ICT course	5%	10%	35%	50%	0%
14	I do not how to use any ICT Resource	70%	20%	5%	5%	0%

15	I do not use any ICT resource in class because I think that ICT are not necessary to teach English.	30%	10%	20%	40%	0%
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.	25%	25%	25%	25%	0%
17	I think that age is factor that determines the ICT use in class	5%	45%	12%	38%	0%
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.	30%	20%	20%	30%	0%

Author: Ángela Cristina López Infante  
Source: Ecuadorian high school EFL teachers

In order to interpret this question, it has been identified that 65% of the teachers do not think they would be able to learn how to use ICT in their classroom. They mention that to use technology they firstly need to be provided with the necessary gadgets from their authorities in each institution.

Another thing is that they feel they are not able enough to plan a class with the use of ICT and also their busy schedules do not let them to get a good training.

The teachers who are part of this percentage show some lack of professional characteristics. Therefore, Centro Superior de Formación del Profesorado (2011) indicates that teachers should have cognitive characteristics in order to acquire and apply the knowledge management related to any subject. People who work with human beings cannot pretend to know only the subject they are teaching. It is quite mandatory to be updated about all the current things that are happening now. Technology is not only used for the IT classes, but all the subjects. Teachers have to know how to use at least the basic software. Nobody knows everything. It is the obligation of any good professional to continue to get trained.

Based on the question, 60% of the teachers say that they dislike working with machines that are smarter than they are. Teachers are not confident enough using technology. They feel they

might be embarrassed due to their lack of competence when managing the technological tools well. Therefore, they prefer not using them. Centro Superior de Formación del Profesorado (2011) also expresses that teachers should be open minded to previous and new knowledge. Any person who has not gotten enough training on a specific area will definitely feel anxious and very insecure. In the past, most teachers just used a textbook and the board to teach, but now it has completely changed. There are hundreds of things teachers can experience just by using Internet. Everybody has to adapt to the cultural, academic and social needs.

Regarding to the question above, 70% of the teachers do not know how to use any ICT resource. This problem has been more evident in the public high school. There, teachers are always waiting for the government to give them all the things they are going to use in class, especially the technological ones. Teachers recognize that they sometimes do not think about the results they get from their students when continuing teaching in the traditional way. Also, they mentioned in the interviews that they have not analyzed how good their classes are. However, teachers could use their personal gadgets if they had the interest in transforming schools into real learning center. This is one of the characteristics that Burgos et al. (2013) proposes.

Taking the question into account, 45% of teachers think that age is a factor that determines the ICT use in class. They have said that most of the people that use technology are teenagers. They think that the older you are the less you use technological gadget. Besides, they indicated in the interviews that because they are grown up they have many responsibilities and a lot of personal issues to care of. These features are framed on the educational characteristics.

Therefore, Severin (2013) points out: "The role of teachers is fundamental because they are the first promoters of this new educational paradigm from the implementation of renewed educational practices."(p.35). Everybody is always learning since the day they were born until they die. No matter the age, every teacher ought to be updated on the latest trends in any aspects that are connected to educational changes.

According to the question, 30% of teachers have avoided ICT use because they are unfamiliar. The percentage does not show that this is not an important problem. However, in the interviews, teachers say that this is one of the biggest problems they have. Some of them learned how to use a computer when they were at university and now they feel confident only using their desk computer. They also said that the software they used at that time was quite different from the one which is used now. They had bad experiences when using technology due to the long list of things they had to study and memorize before using a computer. For instance, they had to remember what were the formulas to accede, the codes for specific punctuation marks or letters and many other things. Nowadays, everything can be done just with a click, but if teachers do not get updated, they are not going to learn how it really works. The teachers say that they have not even finished learning how to use their old machines and they cannot imagine using laptops, tables etc. that everybody is using these days.

That's the reason why they feel not confident enough when using any technological gadget. Jimoyiannis (2012) proposes that the use of the ICT can help teachers to develop their own personal characteristics: self- confidence, sincerity and an open mindedness. Thus, it only depends on the teacher to overcome this barrier.

**WHICH FACTOR REGARDING TO TEACHERS' CHARACTERISTICS DOES INFLUENCE THE MOST ON TEACHERS TO USE ICT IN THEIR CLASSROOM?**

**Table 2. Teachers' characteristics that influence the most on teachers to use ICT in their classroom**

Nº	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO ANSWER
		%	%	%	%	%
1	The challenge of learning about ICT use is exciting.	35%	40%	20%	5%	0%
2	I am confident that I can learn technological skills.	30%	30%	10%	30%	0%
3	I feel motivated to use ICT in my class.	45%	40%	15%	0%	0%
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.	45%	40%	10%	5%	0%
5	I am sure that with time and practice I will be as comfortable working with ICT.	50 %	35%	15%	0%	0%
6	I feel that I will be able to keep up with the advances happening in the ICT field.	50%	30%	20%	0%	0%
7	If given the opportunity, I would like to learn about use ICT.	65%	15 %	10%	10%	0%
8	I think that ICT are necessary tools in educational settings.	45%	35%	15%	5%	0%
9	I like to use ICT because they help me to innovate my teaching methodology.	40%	40%	15%	5%	0%
10	ICT help me to motivate my students to learn English.	50%	35%	15%	0%	0%
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.	65%	25%	5%	5%	0%
12	When I have any technical problem with ICT, I do not feel frustrated.	15%	20%	55%	10%	0%
13	Age is not an obstacle to learn about and use ICT in my classes.	40%	40%	15%	5%	0%

14	I know a lot about ICT use because I have attended some ICT training courses	15%	55%	15%	15%	0%
15	I have learned to use ICT resources by myself	60%	15%	20%	10%	0%
16	I think ICT has a positive impact on teaching process	15%	60%	15%	10%	0%
17	ICT use has more advantages than disadvantages in EFL teaching	55%	30%	10%	5%	0%

Author: Ángela Cristina López Infante  
Source: Ecuadorian high school EFL teachers

Based on the questions it has been detected that 65% of the teachers said that if they were given the opportunity, they would like to learn about and use ICT. A large group of teachers said that they want their high school to give them all the facilities to take these type of courses where they will learn more about the technological tools. In addition, they would like to acquire more knowledge about new approaches, methods and techniques of how to implement the use of ICT in their daily teaching.

The teacher's desires are supported by Tascón (2013), who mentions that teachers must be active, reasonable and skillful. Also, they should have a positive attitude which influences the use of ICT and the teaching- learning flows. It is well known that any individual needs not only to have the knowledge but also put it into practice to get the expected results. As it was expressed before in the results of the previous chart, only when teachers face their fears and are open to learn new things in order to change their bad experiences; they will be able to change the way they teach and of course the way their students learn.

According to the question, 65% of teachers indicated that if they had any technical problem with ICT during their class, they would continue doing the planned activities. According to this statement, teachers said that they feel a little afraid of having any technical problem because they do not feel they know everything about technology. However, they emphasized that for example if they were presenting a video in class and something happened with it, they would continue with another activity related to it easily because they always have a plan B when

planning. Their experience will undoubtedly help them to control and solve any bad situation.

The same author, Tascón (2013), reinforces this thought when saying that dynamic, rational and competent teachers will be able to stand out successfully. Even though most of the teachers who are part of this research said they do not have enough experience using ICT, they would ask one of their pupils to help. Of course, there are a few teachers that would never do it. This definitely must be changed.

Taking the question into account, 60% of teachers think ICT has a positive impact on teaching process. Based on this percentage it could be said that only small groups of teachers think that the use of ICT does not contribute to the teaching- learning process in a constructive way. The interviewed teachers expressed that most of their students are keen on learning with the use of technology. Thus, they feel engaged and motivated when the teacher includes in their planning any technological tool. They may help students develop some skills in an easier and faster way.

Confirm this, Aguerrondo (2011) highlights that while teachers are giving lessons, they will develop the ability to establish a pleasant learning environment, integrate the ICT, use new techniques, promote dynamic classes and increase the cooperative and collaborative interaction and team work.

Based on the question above, 55% of teachers said that they do not know a lot about ICT use because they have not attended almost any ICT training courses. Most teachers said that they have not gotten enough knowledge of how to use technological gadget well, since they have not acquired the necessary data from experts. Also, they mentioned that the courses related to these topics are quite expensive and sometimes they cannot afford to pay. Besides, some of them think it is not very useful to be trained about this subject.

Therefore, it is important to emphasize the professional characteristics that good teachers should have.

Thus, The Centro Superior de Formación del Profesorado (2011) express that teachers ought to have cognitive characteristics in order to acquire and apply the knowledge



management related to any subject. This knowledge has to be integrated to what is being taught in class.

Nowadays, it is vital to use the ICT when teaching not only a new language, but also any topic that could help students keep up with this changeable world.

## HOW IS ICT USE PERCEIVED BY EFL TEACHERS IN RELATION TO THEIR GENDER?

Table 3. Teachers perceptions by gender in relations to the aspects that they considered as barriers to use ICT in their classroom.

Nº	STATEMENT	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		NO ANSWER	
		M	F	M	F	M	F	M	F	M	F
		%	%	%	%	%	%	%	%	%	%
1	I feel insecure about my ability to use ICT as a resource to teach	10%	50%	10%	40%	20%	5%	60%	5%	0%	0%
2	I do not think I would be able to learn how to use ICT in my classroom.	10%	60%	20%	20%	20%	10%	50%	10%	0%	0%
3	I am afraid that if I begin to use ICT, I will become dependent upon them.	10%	40%	20%	10%	20%	30%	50%	20%	0%	0%
4	I dislike working with machines that are smarter than I am	5%	50%	15%	40%	20%	5%	60%	5%	0%	0%
5	I feel apprehensive about using ICT.	5%	10%	35%	20%	25%	20%	35%	50%	0%	0%
6	I have difficulty in understanding the technical aspects of ICT	15%	55%	30%	15%	15%	20%	40%	10%	0%	0%
7	It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key.	5%	60%	20%	20%	30%	10%	45%	10%	0%	0%
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.	5%	60%	0%	10%	5%	10%	90%	20%	0%	0%
9	You have to be master to understand how to use ICT	10%	10%	10%	5%	80%	20%	0%	65%	0%	0%
10	I have avoided ICT use because they are unfamiliar.	5%	60%	30%	20%	15%	10%	50%	10%	0%	0%
11	I have not attended any ICT training courses	10%	60%	10%	20%	10%	10%	70%	10%	0%	0%
12	I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate me	5%	60%	0%	10%	5%	10%	90%	20%	0%	0%
13	I am not interested in attending any ICT course	10%	60%	10%	20%	30%	10%	50%	10%	0%	0%
14	I do not know how to use any ICT Resource	5%	70%	20%	10%	5%	10%	70%	10%	0%	0%

15	I do not use any ICT resource in class because I think that ICT are not necessary to teach English	5%	40%	5%	20%	35%	20%	55%	20%	0%	0%
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.	5%	60%	5%	20%	40%	10%	50%	10%	0%	0%
17	I think that age is factor that determines the ICT use in class	15%	60%	15%	20%	20%	10%	50%	10%	0%	0%
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.	20%	70%	10%	20%	30%	5%	40%	5%	0%	0%

Author: Ángela Cristina López Infante

Source: Ecuadorian high school EFL teachers

Regarding the question, 50% of female teachers feel insecure about their ability to use ICT as a resource to teach. With regard to the information obtained from the interview, female teachers are more comfortable when using other resources for example flash cards, extra sheets, charts, posters, etc. This is because they said they haven't been born with the ability to use any kind of machine well. On the other hand, only 10% of the male teachers feel insecure when using technology. There are many reasons why most of them do not think in that way. They tend to read more about it and use technological tools even if they do not know almost anything about it. The male teachers said that they like to take more risks.

To support this idea, Palacios cites Plou (2011) who explains that the opportunities related to the use of technology must be equal for men and women. However, the way women and men have grown; especially in the Latin American, culture has influenced their interest in using the ICT.

55% of female teachers have difficulty in understanding the technical aspects of ICT. Based on the interviews, female teachers mentioned that most of them are mainly theoretical than practical when using technology. They always want to learn everything that was said and written about a specific topic, understand it deeply and then put it into practice. It is well known

that using technological gadgets requires more practice than concepts. In contrast to this, only 15% of male teachers find it difficult to understand the technical aspects of ICT. This is as a result of their curiosity. They do not usually stop and read every single step they have to do in order to use something. They prefer trying things first and see what happens next.

The Centro Superior de Formación del Profesorado (2011) indicates some professional characteristics of teachers when they use the ICT. Teachers should have the ability to look for, to treat, to value, to assimilate, to integrate and to use the information and knowledge. In reference to this, women just look for simple technological tools, but they do not treat, assimilate or integrate their knowledge about ICT; on the contrary, men do.

Taking the question into account, 60% of female teachers said that it scares them to think that they could cause the computer to destroy a large amount of data by clicking the wrong key.

This percentage of female teachers that were interviewed indicated that when they tried to use ICT, they had big trouble. They did something wrong and they did not want to experience such a feeling again. They thought that if that happened when they tried to learn a little about technology it would be worst when using it with their students. As opposed to women, just 5% of male teachers are afraid them to think that they could cause the computer to destroy a large amount of data by clicking the wrong key. The majority enjoy experimenting new things.

Unesco (2016) mentions that a teacher needs to have some special psychological characteristics and male teachers definitely have one of them: They have the ability to try new things.

90% of male teachers strongly disagree with the following statement: I hesitate to use ICT for fear of making mistakes that I cannot correct. Most of them do not worry much about taking risks when using technological tools. On the other hand, 20% of female teachers have this hesitation. Some teachers said in the interviews they don't have good previous knowledge about the use of technology. Therefore, they are always making mistakes all the time. Sometimes they think that those errors can be irreversible. They also said that due to the high

cost of a computer, for example, they feel afraid of damaging it and not having enough money to buy another one.

Coll and Monereo (2011) mention that teachers should have a positive attitude that influences the use of ICT and the teaching- learning flows. This can help not only themselves, but their students as well.

80% of male teachers think that they do not have to be masters to understand how to use ICT. They said that nobody knows everything and that as human beings everyone is making mistakes all the time. They are aware of that if they do not try doing something new they might be stuck and they will not progress. Only when people test something they will learn. On the contrary, 20% of female teachers disagree with this statement. Most of them think that they have to comprehend everything that is related to technology before using it.

To support the male teachers' idea, Severin (2013) points out that "The role of teachers is fundamental because they are the first promoters of this new educational paradigm from the implementation of renewed educational practices."(p.35)

Taking the following question into account, 90% of male teachers strongly disagree with the next idea: I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate me. As analyzed before, male teachers used ICT even if they did not know much about it. They mentioned that when they received at least basic information about technology they immediately tried to apply it. In contrast to this, 20% of female teachers strongly disagree with the statement above. The rest insists that they feel a little scared when using technology. They think this is something that demands a lot not only some training. The necessity to be updated is constant.

Aguerrondo (2011) illustrates that teachers should apply innovative methodology to improve the teaching- learning process stimulating students to acquire basic knowledge about ICT. Most of the male teachers have this educational characteristic. It is not possible to stimulate others to do something if people do not start with themselves.

To continue with this analysis, a new table will be examined. It will be done based on what the female and male teachers think about specific relevant aspects about their perception in relation to the gender.

## HOW IS ICT USE PERCEIVED BY EFL TEACHERS IN RELATION TO THEIR GENDER?

Table 4. Teacher's perceptions by gender in relation to the factors that they consider the most influential to use ICT in their classroom.

Nº	STATEMENT	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		NO ANSWER	
		M	F	M	F	M	F	M	F	M	F
		%	%	%	%	%	%	%	%	%	%
1	The challenge of learning about ICT use is exciting.	60%	15%	30%	15%	5%	20%	5%	50%	0%	0%
2	I am confident that I can learn technological skills.	60%	30%	30%	20%	5%	30%	5%	20%	0%	0%
3	I feel motivated to use ICT in my class.	50%	20%	40%	10%	5%	30%	5%	30%	0%	0%
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.	50%	15%	30%	30%	10%	30%	10%	25%	0%	0%
5	I am sure that with time and practice I will be as comfortable working with ICT.	50%	20%	15%	60%	15%	10%	20%	10%	0%	0%
6	I feel that I will be able to keep up with the advances happening in the ICT field.	50%	5%	30%	5%	10%	20%	10%	70%	0%	0%
7	If given the opportunity, I would like to learn about and use ICT.	50%	30%	30%	30%	10%	30%	10%	10%	0%	0%
8	I think that ICT are necessary tools in educational settings.	50%	50%	20%	20%	15%	20%	15%	10%	0%	0%
9	I like to use ICT because they help me to innovate my teaching methodology.	50%	10%	30%	5%	10%	5%	10%	80%	0%	0%
10	ICT help me to motivate my students to learn English.	50%	40%	30%	20%	10%	20%	10%	20%	0%	0%
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.	65%	30%	25%	30%	5%	30%	5%	10%	0%	0%
12	When I have any technical problem with ICT, I do not feel frustrated.	15%	50%	25%	30%	20%	10%	40%	10%	0%	0%
13	Age is not an obstacle to learn about and use ICT in my classes.	50%	30%	40%	30%	5%	20%	5%	20%	0%	0%

14	I know a lot about ICT use because I have attended some ICT training courses	50%	30%	20%	20%	15%	25%	15%	25%	0%	0%
15	I have learned to use ICT resources by myself	60%	5%	20%	0%	10%	5%	10%	90%	0%	0%
16	I think ICT has a positive impact on teaching process	50%	35%	35%	35%	10%	20%	5%	10%	0%	0%

Author: Ángela Cristina López Infante  
Source: Ecuadorian high school EFL teachers

Based on the question, 50% of male teacher think that they feel motivated to use ICT in their class. The teachers interviewed mentioned some reasons why they are very interested in using technology in their class. For example, they said that they can get multiple resources on line. They can have as many extra exercises about the topics they are teaching just with a click. Besides, it is something that students are willing to use. They will become active learners, not just consumers.

According to a study done by Cox (2017) students prefer technology because they believe that it makes learning more interesting and funny. Furthermore, these teachers believe that their pupils will be better prepared for the future, this means personally and professionally communicating. As opposed to 20% of female teachers mentioned that they are encouraged to use ICT in their class. Most of them are not motivated. Even though they have a lot of reasons to feel the opposite, they avoid using technological tools in class.

Regarding the question, 50% of male teachers think that learning to use ICT is like learning any new skill – the more you practice, the better you become. These teachers do not find it difficult to use technology. They practice it every day; they are always asking for help not only their colleagues but also their students. In the same way, 15% of female teachers think that learning to use ICT is like learning any new skill – the more you practice, the better you become. However, the majority of the women and a representative group of male teachers expressed the opposite. They said that it is not that spelling a new skill because it is changing



every single minute and they have to be learning and learning all the time. Of course, they agree with the fact that if they do it again and again they will be better. When talking about technology, it is different since it represents to start the ability from zero.

Coll and Monereo (2011) mention that teachers must be active, reasonable and skillful as one of the personal characteristics that a good teacher must possess. The male teachers accomplish this, while the women gender does not.

According to the question, 60% of female teachers agree with the idea they are sure that with time and practice they will be as comfortable working with ICT. They emphasized that they may need a lot of time to feel that way. They also said that they will need to use technology more frequently in their classes, of course after being trained a lot. Otherwise, they see it a little complicated to achieve it. On the other hand, 15% of male teachers agree with the opinion of the female colleagues. The others see it is very easy to incorporate using technology in their classes, no matter if they have received little or no training.

Jimoyiannis (2012) shows that the principal personal characteristics of teachers are: self- confidence, sincerity and an open mindedness. Self-confidence is the principal characteristic that men have thanks the use of ICT.

Taking the following question into account, 70% of female teachers strongly disagree with the following statement: I feel that I will be able to keep up with the advances happening in the ICT field. They said that for them, now it is difficult to get the basic knowledge about technology. For them, it is very difficult almost impossible to be at the same pace that technological tools advance. In contrast to this, only 10% of male teachers are in the same position as female teachers. The rest of the teachers think that it is viable to keep up with the advances occurring in the ICT area. They said that they only need to learn what they are going to apply in their classes and not everything. If this changes, they will have to learn again.

To reinforce this idea, Chin et al. (2017). indicates that when teachers use the ICT they should have cognitive characteristics in order to acquire and apply the knowledge management

related to any subject.

Based on the question, 80% of female teachers strongly disagree with the idea that expresses: I like to use ICT because they help me to innovate my teaching methodology. These teachers indicated through the interviews that they are more comfortable using different techniques and methods that do not include the use of technology. They prefer using other resources for example games, dynamics, chants, posters, flash cards, handouts, board games, role-plays, etc.

As opposed to this, 10% of male teachers strongly disagree with the statement above. Most of them are eager to transform their classes with the use of ICT due to there are several reasons why using these gadgets. For instance, they can include in their teaching: Internet, videos, chats, forums, virtual platforms, blogs etc. The majority of the male teachers agree it but

Burgos et al. (2013) proposes: the use of ICT is required to be well prepared. This will help to: Improve the educational quality by using the ICT to enrich the teaching learning process, use good techniques to guide the students" use of ICT as a tool to access their knowledge around the world and transform schools into real learning centers.

Regarding the question, 90% of the female teachers expresses that they do not agree with the next announcement: I have learned to use ICT resources by myself. These teachers point out through the interviews that they do not learn to use ICT resources by themselves because they have some mistakes when use technological tools during class and they think that for this reason they cannot control class. Another cause is that they have not learned the use of ICT because there are inconsistencies in the educational system, teaching and evaluation and this causes them to back down.

In public and private high schools do not give much importance to the use of ICT and for this reason female teachers prefer to use other traditional techniques that allow them to have the control of the class and feel confident as well.

On the contrary, 10% of male teachers strongly disagree with the statement above. It

represents a low percentage; it was evidence in a small number of teachers of public and private high schools. However, most of them are interested in learning ICT and putting them into practices.

This percentage reflects that very few male teachers of private and public high schools expressed that they have learned to use ICT resources by themselves because nowadays, in education it is important to improve and motivate student teaching by using trendy gadgets. Therefore, they research some programs that help the students to improve their four abilities in English.

According to Woollard (2011) he says that in the past there were more male teachers who used the ICT. This is because they were more curious and well- prepared and also more interested in it. In contrast, women did not use the ICT due to their deficient knowledge. Therefore, it made them less interested in using technology to avoid any problem in their classes.

## CONCLUSIONS

Most of the teachers of public and private high schools that were part of this research have created their own barriers and fears about the use of ICT, especially, the female teachers from public and private institutions. Their negative perceptions of the technological tools have made them feel in this way. As a result, they have avoided using them in their classroom. For that reason, they haven't included them as part of their daily plan.

The majority of female teachers who participated in this research use traditional methods and techniques due the fact that they are used to teaching in the same way. Besides, for them, it is quite complicated to change this conventional system because it demands time and money. This especially happens in public high schools where teachers want their authorities to give them all the technological gadgets to work in class.

The lack of training was evident in the group of teachers from the public high school, especially with the female ones. They were not motivated to learn more about the ICT because they consider it not relevant in the teaching - learning process. For them their experience was the most important thing and not the usage of machine in class.

The educational, professional, personal and psychological characteristics that every teacher should have; have not been completely developed since the teachers have not updated themselves about the use of ICT. They have been stuck for ages. Mainly the female teachers have not kept up with the current changeable world.

The male teachers have shown more predispositions to use the ICT and apply their little knowledge about it in the classroom when the teaching- learning process occurs. They evidently take more risks than female teachers. Also, the male ones challenge themselves by experimenting new things because of their curiosity and interest.

One of the most important conclusions that this research shows is that in spite of the negative feelings that the teachers have toward the use of ICT, they want to learn more about it. They want to implement this tool in their educational setting, even taking risks, time and a lot of practice to improve their classes and professional development.

## RECOMMENDATIONS

Teachers, principally the female ones, can only change the perception they have about the use of ICT by learning well at least the basic things related to this. They can also destroy these obstacles maintaining a positive attitude and being open minded.

All the teachers, predominantly females ones should be active, creative and propose positive things in order to improve themselves not only personally but also professionally. They do not only have to be waiting for the authorities to do everything. They have to look for their own growth. There are lot of training courses about ICT that teachers can take online for free if they are worried about money and time.

Male and female teachers, especially the second group mentioned, ought to be updated in the use of the basic technological tools. Nowadays, it is important to be at the same pace of the digital era. They have to integrate their knowledge about the subject, their experience and the use of modern technological equipment, especially the Internet that has become a necessary resource to improve the educational strategies.

It is a good idea to get enough information about the teacher's characteristics so that they can evaluate themselves and change their attitude and accomplish with all these features based on the use of ICT inside and outside the classroom. This way they will feel more motivated and their students will like to learn a new language in a different environment provided by the teacher.

The female teachers do not have to be behind the men teachers. They have to demonstrate all their talent and skills. All the teachers no matters if they are women or men have the same capacity to learn and do the same things competently. They should try new things when teaching. ICT is definitely going to help female teachers to do it.

Teachers should be motivated to change themselves, innovate their classes and make their job enjoyable. This way, not only the teachers are going to feel better but also their students are going to be engaged. Teachers also have to organize their schedule and dedicate some time to

get fresh knowledge about the latest methodology, and useful software. At the beginning it can be a little difficult, but everything requires time and effort.

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## **ANEXES**

Annex 1



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**  
**La Universidad Católica de Loja**

**MODALIDAD ABIERTA Y A DISTANCIA**  
**TITULACIÓN DE INGLÉS**

**TEACHERS' SURVEY**

Gender: M ( ) F ( )  
 Years of EFL teaching experience: ( )  
 Age: ( )

**1. For each statement, decide whether you disagree or agree with the statement using the following five - point scales ranging from strongly disagree to strongly agree.**

Nº	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO ANSWER
1	I feel insecure about my ability to use ICT as a resource to teach					
2	I do not think I would be able to learn how to use ICT in my classroom.					
3	I am afraid that if I begin to use ICT, I will become dependent upon them.					
4	I dislike working with machines that are smarter than I am					
5	I feel apprehensive about using ICT.					
6	I have difficulty in understanding the technical aspects of ICT					
7	It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key.					
8	I hesitate to use ICT for fear of making					

	mistakes that I cannot correct.					
9	You have to be master to understand how to use ICT					
10	I have avoided ICT use because they are unfamiliar.					
11	I have not attended any ICT training courses					
12	I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate me					
13	I am not interested in attending any ICT course					
14	I do not know how to use any ICT Resource					
15	I do not use any ICT resource in class because I think that ICT are not necessary to teach English.					
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.					
17	I think that age is factor that determines the ICT use in class					
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.					

**2. For each statement, decide whether you disagree or agree with the statement using the following five - point scale ranging from strongly disagrees to strongly agree.**

Nº	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO ANSWER
1	The challenge of learning about ICT use is exciting.					
2	I am confident that I can learn technological skills.					
3	I feel motivated to use ICT in my class.					
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.					
5	I am sure that with time and					

	practice I will be as comfortable working with ICT.					
6	I feel that I will be able to keep up with the advances happening in the ICT field.					
7	If given the opportunity, I would like to learn about use ICT.					
8	I think that ICT are necessary tools in educational settings.					
9	I like to use ICT because they help me to innovate my teaching methodology.					
10	ICT help me to motivate my students to learn English.					
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.					
12	When I have any technical problem with ICT, I do not feel frustrated.					
13	Age is not an obstacle to learn about and use ICT in my classes.					
14	I know a lot about ICT use because I have attended some ICT training courses					
15	I have learned to use ICT resources by myself					
16	I think ICT has a positive impact on teaching process					
17	ICT use has more advantages than disadvantages in EFL teaching.					

**Thanks for you collaboration**

**Annex 2**



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**  
**La Universidad Católica de Loja**

**MODALIDAD ABIERTA Y A DISTANCIA**  
**TITULACIÓN DE INGLÉS**

**TEACHERS' INTERVIEW**

Gender: M ( ) F ( )

Years of EFL teaching experience: \_\_\_\_\_

**1. Do you think the use of ICT is important to teach English?**

YES ( ) NO ( )

**Why?**

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**2. Do you use ICT in your English classes?**

YES ( ) NO ( )

**Why?**

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**3. If your answer was affirmative in the previous question, how do you feel (afraid, nervous, relaxed, confident, etc.) when you use ICT? Why?**

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**4. Do you consider that factors such as psychological, personal, etc., which are related to your characteristics as a teacher, are barriers to use ICT in your classes? (If it is necessary, use some of the statements in the teachers' survey to explain these factors)**

YES ( )            NO ( )

**Why?**

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**5. Do you consider that factors such as psychological, personal, etc., which are related to your characteristics as a teacher, have a positive influence on you to use ICT in your classes? (If it is necessary, use some of the statements in the teachers' survey to explain these factors)**

YES ( )            NO ( )

**Why?**

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**6. Is there any advantage to use ICT in EFL teaching?**

YES ( )            NO ( )

**Why?**

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**7. Is there any disadvantage to use ICT in EFL teaching?**

YES ( )            NO ( )

**Why?**

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**8. According to your opinion, who uses more frequently ICT in EFL classes, male or female teachers?**

Male ( )            Female ( )

**Why?**

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