



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

**ÁREA SOCIO HUMANÍSTICA**

TÍTULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN  
MENCIÓN INGLÉS

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

TRABAJO DE TITULACIÓN

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CENTRO UNIVERSITARIO QUITO – CARCELÉN

2017



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*Septiembre, 2017*

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Doctora

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DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de titulación: “Ecuadorian high school teachers’ perceptions on ICT use in their EFL classes” realizado por León Peñarreta Jacinta Maritza, ha sido orientado y revisado durante su ejecución, por lo tanto, se aprueba la presentación del mismo.

Loja, diciembre de 2017

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“Yo, León Peñarreta Jacinta Maritza declaro ser autora del presente trabajo de titulación: “Ecuadorian high school teachers’ perceptions on ICT use I their EFL classes”, de la Titulación de Ciencias de la Educación mención Inglés, siendo la doctora María Arias Córdova directora del presente trabajo; y eximo expresamente 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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## **DEDICATION**

This research is dedicated to my entire family, who has given me good advice during my studies, especially to my husband Ricardo Felipe Buitrón for being patient and tolerant supporting me in all of the things; to my beautiful children for understanding my sacrifice. I am sure that without their help, I could have not finished my career.

Jacinta

## **ACKNOWLEDGMENT**

This is a wonderful opportunity to express my thankfulness to all people who made this journey possible. First of all, to the Universidad Técnica Particular de Loja for its academic support and its staff, both Loja and in Quito that was always ready to respond my requests. Without their support it would not have been possible to obtain the Bachelor's Degree in "Ciencias de la Educación", English major.

Finally, I would like to thank to Dr. Ana Lucía Quiñonez Beltrán and Dr. María Arias Córdova, who have been the fundamental pillars for developing this research study.

Jacinta

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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 (ICT) in their EFL classes. The purpose of this study was to identify the EFL teachers' perceptions about the use of ICT when teaching, the factors that they consider the most influential to use ICT in their classroom, and the aspects that they think as barriers to use ICT.

The research was carried out in six high schools located in the North of Quito. Twenty teachers from public and private high schools, ten male and ten female, were selected as a sample. Quantitative and qualitative methods were used. The qualitative method was used to describe what teachers reflect about ICT; the problems that they encounter when using technology and what they think about it; meanwhile, the quantitative method was used to describe the numerical data.

The results show that the main barriers to use ICT in teaching are: the lack of training, lack of confidence, and age of the teachers. In addition, ICT helps them to innovate their teaching methodology.

**Key words:** Information and Communication Technology (ICT) use, teachers' perceptions, English foreign language (EFL)

## RESUMEN

Esta investigación trata sobre la percepción de los maestros ecuatorianos sobre el uso de las Tecnologías de la Información y la Comunicación (TIC) en sus clases de EFL. El propósito de este estudio fue identificar las percepciones de los profesores de EFL sobre el uso de las TIC en la enseñanza, los factores que consideran más influyentes para utilizar las TIC en su aula y los aspectos que consideran como barreras para el uso de las TIC.

Este estudio se realizó en seis escuelas secundarias, ubicadas en el norte de Quito. Veinte maestros, diez varones y diez mujeres de escuelas secundarias públicas y privadas fueron seleccionados como muestra. Se utilizaron los métodos cuantitativo y cualitativo. El método cualitativo se utilizó para describir lo que los profesores reflexionan sobre las TIC, los problemas que encuentran al usar la tecnología y lo que piensan sobre ella; mientras tanto, el método cuantitativo se utiliza para describir los datos numéricos.

Los resultados muestran que las principales barreras para utilizar las TIC en la enseñanza son: la falta de capacitación, la falta de confianza y la edad de los maestros. Además, las TIC ayudan a los profesores a innovar su metodología de enseñanza.

**Palabras clave:** Uso de las Tecnologías de la Información y la Comunicación (TIC), percepciones de los maestros y enseñanza del idioma inglés (EFL).

## INTRODUCTION

There is no doubt that the use of Information and Communications Technology (ICT) plays a key role in English Foreign Language teaching (EFL) where more and more teachers are interested in integrating the use of technological resources in their EFL classes. This current research consist of Ecuadorian high school teachers' perceptions on ICT use in their EFL classes, with the objective to identify the aspects considered by EFL teachers who have barriers to using ICT's in their classes; and the main factors that influence them to use ICT.

For this purpose, three questions have been presented and answered to determine those ICT use barriers and positive factors. 1) Which aspects related to teachers' characteristics are considered by most of the EFL teachers as barriers to use ICT in their classroom? 2) Which factors regarding teachers' characteristics influence teachers the most to use ICT in their classroom? 3) How is ICT use perceived by EFL teachers in relations to gender? This research takes into account all these points to analyze ICT use in their classes. In addition, Anderson (2009) explains the importance that Information Communication Technology has long been recognized in some context because the integration of ICT enhances knowledge transfer and knowledge management and contributes to developing economies.

The principal reasons for this study is to know the importance, advantages, and disadvantages of ICT use in EFL teaching; in the same way, to recognize the teachers' role, teachers' competences and gender, and teachers' characteristics related to psychological, educational, professional and personal aspects found in literature reviews and previous studies.

Three previous studies about ICT use in EFL teaching have been considered to support this current research. One of those studies taken in consideration is a work conducted by Prakash (2014), whose aim was to research teachers' perceptions and practices of ICT in teaching English

in public schools. His study revealed that the application of ICT in EFL classes is really important because it helps teachers be more creative in their teaching activities, and motivates students to be involved in the EFL learning process. However, this author said that although the majority of teachers have access and a positive perception toward implementing ICT in their EFL classes, they often face not only technical but also pedagogical skills. The main challenges are the deficiency of technological resources such as videos tapes, projectors, internet, and lack of training to use technology. Considering the teachers' perception, this author argues that the ICT should be inseparable from teaching and learning activities because it facilitates the EFL teaching and learning process. In fact, the use of ICT can help to motivate the students towards the lesson, make students more creative, analytical, and constructive. The results are described into three sections. One of them is "What types of ICT's is used" in which the major percentage of respondents use mobile phone and radio whereas 15 percent of respondents often used television and computer while teaching English. The next one, refers to "How the ICT's used", in which the results said that they used audio tape, Compact Disk (CD) players while teaching listening skill; and the third one is "Why the language teachers used ICT", the results showed that teachers used various types of ICT's for moving students' motivation toward the text to provide the models of the target language; comfort the teaching and learning activities; gain understanding, and analytical skills, include improvements in reading comprehension; help to develop writing skills; improve higher level learning styles, build self-confidence, and self-esteem.

In spite of having positive perceptions toward implement ICT use into their classroom, the author mentioned that secondary high school students often find difficulties, and require help in both technical and pedagogical skills. Also, they reported that English teachers faced challenge

while using ICT's in their English language teaching, it is due of lacking ICT's teaching materials such as a computers, videos tapes, and so on; class size, large number of students and inadequate knowledge of ICT's.

Another study was done by Soussi (2013), whose objective was to explore the perception of students and teachers toward the use of ICT in EFL classrooms. Her study showed that both students and teachers express their need for more training on the use of ICT. Furthermore, they had some barriers to use ICT in the EFL teaching and leaning process; for example, videos that sometimes do not work efficiently due to the projector or computer is damaged, had a lack of technical training, and did not have enough technological resources at all.

According to the author, the higher need of ICT integration into the EFL classroom and the willingness of teachers and students to use technology were evident. Nonetheless, more training, technical and financial support was required to better integrate ICT in the EFL classroom.

Finally, the third research was performed by Pourhosen and Leong (2012), whose objective was to identify the EFL teachers' attitude toward the use of computer technology in English language teaching. Their study showed that a huge number of teachers presented difficulties in using computers to prepare supplementary material as well as negative attitude about technology integration in EFL teaching.

It was found that providing simple technological resources does not guarantee their correct use in English language teaching. For that reason, the authors argues that it is necessary to convince teachers of the usefulness and benefits of these resources to improve the teaching and learning process, to get effective guidance, to give more support and training in integrating technological and pedagogical resources in the EFL teaching.

Some limitations were encountered during the development of this study; mostly lack of willingness by the teachers to answer the survey, and the small population. Another limitation was related to the fact that teachers did not provide additional information in questions where they were supposed to in order to explain their opinions better.

This research will be a useful tool for the teachers that work with EFL students, and researchers who are interested in doing researches about ICT use in EFL teaching. Besides, it contributes a lot to the educational field because all the gathered information as well as the results that will allow teachers to identify the barriers to integrate ICT in classrooms and the positive factors of using ICT in EFL classes. Ultimately, it also contributes to future studies because the information as a whole gathered here represents a valuable instrument which brings awareness to some advantages about the use of ICT in EFL teaching.

## CHAPTER I: LITERATURE REVIEW

This section intends to provide an overview of some of the most outstanding aspects of Ecuadorian high school teachers' perceptions on Information and Communication Technology (ICT) use in their English Foreign Language classes (EFL) when teaching English as a foreign language. Information and communication technology (ICT) is as a modern instrumental resource that uses computer, Internet, and other technological resources at school to teach students. ICT's combines audio and visual information, building management and telephone network with the computer network system using a single unified system of cabling, signal contribution and management. Nowadays, students have at hand various technological resources outside of formal learning contexts such as television, multimedia courses (Rosetta Stone courses/Longman English Interactive courses), and interactive or radio programs all of which offer authentic language activities which are also sources of learning. More casually, computer games for children in the market, mostly imported, are in all places presented in English, which also serve as important access to learning English casually.

### **ICT use in EFL teaching**

**Definition.** Information and communication Technology (ICT) is a very well-known term for information technology (IT) that emphasizes the role of unified communication and the integration of telecommunication (telephone lines, cable network wireless signals), computers and software, which enable users to access, store, transmit, and manipulate data. Besides, the expression ICT is also used to refer to the conjunction of audiovisual and telephone networks with computer network through a single cabling or link system (Marin, Massad, Gutierrez, Rodriguez, and Sigulem, 2017, p. 50).

Additionally, Tinio (2014) defines that Information and Communication Technology (ICT) is a convergence of radio and television, as well as innovative digital technologies such as computers and internet, these have been acknowledged as potentially powerful supporting tools for the educational structure.

**Importance.** Mazurek and Tkaczyk (2016) argue that information and communication technology is one of the pillars of virtual environment that unifies all the technology devices (computers and computer networks), software, and technological applications, which are used to teach and learn English. ICT use is a complex, multiphase process that involves technology and also reinforce other factors such as methods and strategies to teach. To conclude, the authors claimed that getting technology is easy and really necessary for the English teaching, but to be successful, it is necessary that teachers include pedagogical knowledge, a good attitude, teacher competencies, and get financial help.

Besides, Anderson (2009) explains that Information Communication Technology has been long recognized in some environment. One of them is the English foreign language teaching, because the integration of ICT enhances the strategies to acquire knowledge and transfer them, contributing to the development of the EFL teaching and learning practice. In this point, Chou (2010) argue that ICT has been generally accepted as a contemporary instrumental tool that permits educators to modify teaching methods and techniques in order to increase the students' interest. Consequently, the integration of ICT in the EFL teaching has undergone a rapid development in many English language teaching (ELT) contexts. In fact, the ICT use has become popular in rich developed societies where the necessary infrastructure and facilities are available to be used by teachers and students.



**Advantages.** The ICT integration in EFL teaching has demonstrated some advantages for teachers and students. Prakash (2014) indicated that the application of ICT in EFL classes give some advantages to the teachers. ICT helps teachers to be more creative in their teaching activities, makes their teaching methodology more innovative, and motivates students to be engaged in the English classes. In the same way, Milan (2017) also mentions other advantages. 1) Teachers can encourage their students to practice the target language not only in the classroom but also outside. 2) The use of ICT creates a more relaxing environment where the students are not stressed opposed with the classic frontal teaching. 3) Teachers give immediate feedback to their students when they work with educative software or electronic material. 4) Students are more engaged while they are working and they can use the language in a meaningful way. 5) Students have a more active role in their education instead of the passive role like in traditional education because technology adjusts to their necessities. 6) Teachers can make the tasks in the classroom more motivating because they can apply audio and visual information and use wide variety of context; it makes the classes far more interesting for students to learn using technology. 7) Teachers can receive an immediate diagnosis of the student's level and work according to that information. 8) ICT tools make teachers' work much easier than before and they have a lot of available resources to make their lessons more interesting.

Lastly, Fayeze (2013) indicates that technology does have a positive impact on students' performance in most educational contexts. The most common advantages are high achievement, increased motivation, enhanced self-confidence, great satisfaction, more effective support for special needs of students. Other advantages include improved presentation of course content, improved learning outcomes, increased access to information in knowledge construction easier and faster communication and active involvement of students. Additionally, Asan (2003) states

that the use of computer technology supports student's achievement, especially when it is integrated and applied appropriately. Computer technology has significant positive effects on students' achievement in reading, literacy, mathematics, and science.

**Disadvantages.** Although there has been aforementioned some advantages in the ICT use, it also has presented certain disadvantages. Yusuf and Maya (2014), argue that the use of ICT is more expensive than traditional system, the cost of maintenance and management of ICT resources is rather high. That is why, in poor communities the use of ICT in educational institutions is so limited due to the lack of money, and other factors related to teachers' lack of training, and inappropriate environment. This is in agreement with Menrak (2015), who explains that the use of technology in EFL teaching bring about negative factors that prevent teachers to use ICT in their classes, one of them is the lack of training of teachers because of they do not have enough money to afford technology courses about how to use technology tool in the classrooms. Moreover, the same authors claim that when technology is introduced into EFL teaching, it distract to the students because they look up information that is not relevant for the EFL teaching/learning practice. To conclude, these authors said that attentiveness drops drastically in the class when students use technology tools, it causes problem to the teachers and difficulty to monitor the class, especially with a large size group.

### **Teachers and ICT use**

**Teachers' role.** Most of the teachers use ICT in EFL teaching to enhance performance in their classes. In order to better understand these aspects, the following topics are going to be described and analyzed: teachers' role, teachers' competences and teachers' gender.

According to Al-Mahrooqi and Troudi (2014), the teachers' role in the use of the ICT in the classroom is to support their students to acquire knowledge through ICT use and ensure the

effective integration of technology throughout the learning process. The authors believe this is a crucial role that should not be underestimated. If teachers possess advanced knowledge of ICT, but do not manage the integration of it into pedagogical practices, this could impede rather than foster the learning. Acquiring knowledge of ICT is therefore essential, but understanding how to use it pedagogically and critically is much more important. Moreover, this approach holds that teaching is not a process in which the teachers merely attempt to transfer knowledge to students, thus, both teachers and students should contextualise and be involved in the teaching-learning process.

Additionally, in a research conducted by Shin and Son (2007), aimed at investigating the importance of using internet to teach foreign languages and the teachers' role in this process, it was found that key factors influence the use of internet in the classroom; some of these being teachers' personal interests, teacher's ability to integrate internet resources into the learning activities, and teachers' motivation.

**Teachers' competences.** Anastasiades and Zaranis (2016) claim that teachers would show positive competences toward ICT resources if they found ICT compatible with their previous knowledge. Thus, one of the most common technological tool that teachers use is the computer and projector, especially for those teachers who belong to the younger age generation because they feel familiar with computers, which explains their positive attitudes toward the introduction of ICT into the teaching process. For that reason, the teachers' abilities towards computers has been characterized by many scholars as a key factor in the successful incorporation of ICT in the school classrooms.

On the other hand, Li (2014) mentions two factors that lead teachers to being incapable in integrating ICT into education; both teachers-external and teachers-internal factors. The most

common external barriers are limited computer facilities, technological inconveniences and less administrative support; and among the most common internal factors are the teachers' negative attitude and lack of confidence to apply ICT in teaching.

Furthermore, according to Sabzian and Pourhosein (2013), teachers' professional development in computer technology integration is found to affect teachers' computer technology use. Inadequate teacher training is often cited as the most serious obstacles in helping teachers to learn the correct use of technology tools in class activities. Li and Potacio (2010) argue that effective professional development must be sustained, content focused, and collaborative to produce real changes in teachers' practices in ways that ultimately improve students learning. In the same way, Teo (2006) says that the success of student learning with computer technology depends on the attitude of teachers, and their willingness to use the technology tools in their learning process.

**Teachers' gender.** When it comes about teachers' gender, it was found that there is a huge difference between the female teachers and male teachers in terms of integrating technology in classroom. Lin (2012) in a study carried out to investigate attitudes toward ICT found that a great number of female teachers did not have very good sense of using the computers. And comparing female with male English teachers, it was found that female teachers' knowledge of computer, multimedia and network was significantly limited.

According to Crawford (2013), gender is not as relevant as the teachers' expertise and their ability to transmit knowledge or to have the capacity to obtain good results from their students. In addition, this author suggests that competence and high expectation for all, professional beliefs, and work-related motivation as aspects of their professional competence are more important than gender.

In same position, Danner (2013) indicate that there is not significant effect of gender in perceived ICT competencies scores. As presented in Table 4, the perceived ICT competencies mean of the males ( $M= 12.830$ ) is higher than that of the females ( $M= 12.083$ ), however, this difference is not significant enough to conclude that males perceive themselves to be more competent.

### **Teachers' characteristics regarding ICT**

There are some teachers' characteristics that influence teachers more in the use of ICT in classroom, these characteristics such as psychological, educational, professional and personal that are going to be described below.

**Psychological characteristics.** In this line of thinking, Marczak and Hinton (2015) state that some teachers feel incapable about using ICT's in classrooms because of two psychological factors: nerves and negative attitudes. These have been considered a stumbling block in the effective use of ICT tools in the classrooms. According to the authors, a great number of teachers suffer from phobias in applying the use of multimedia technology in their classes. Thus, these types of teachers hesitate to use ICT's inside the classrooms because they feel insecure about their ability to use ICT. On the other hand, the same authors also argue that teachers who do not have good knowledge about technology use, but have a positive attitude are free from anxiety and feel confident to use ICT in their classes.

In the same way, according to Gorg (2014), although the infrastructure in high education institutions is adequate, ICT use is limited because of the teachers' insecurities and nerves when using technology devices. Fortunately, every day, more and more teachers are interested and have a good attitude toward online language teaching resources usage.

**Educational characteristics.** Bauer and Kenton (2005) found that teachers who had been educated and skilled with technology are more innovative and adept at overcoming technological obstacles, but they have difficulty in incorporating technology in the classes because some schools have not yet achieved true technology integration. However, in other cases, teachers have enough knowledge about technology, but they are not aware about the use of ICT in the EFL classes. Thus, Barani and Seyyedrezaie (2010) claim that obtaining knowledge about ICT use is essential, but understanding how to use it pedagogically and critically in classrooms is much more important.

Regarding this topic, Pixel Corporation (2014) suggests that the technology integration does not guarantee success either in a general educational system or in the learning language process, for that reason; in some studies many unsuccessful results have been found. Furthermore, this information shows that the use of technology cannot be seen as a magic solution to the challenges encountered by language learners in the process of learning a foreign language. It is clear that the key to successful use of technology in language teaching lies not in hardware or software but in human ware, in other words, it depends on the teachers' capacity to plan, design and implement effective educational activities. For example, Web 2.0 tools can aid teachers to create a more communicative and collaborative language teaching and learning environment, but if it is in hands of competent teachers.

In addition, nowadays, the use of ICT in the EFL classroom is a current increasing trend, and the Internet resources for language teaching and learning have become an essential tool for both teachers and students. However, not everything in the net may result useful for the main learning objectives and especially the needs of students, and at times, the available information is so great that learners may not find it accessible enough. Therefore, when using the internet for

language teaching, teachers must be selective in integrating the activities into the course curriculum, which should have appropriate content, and provide effective material to teach what students want and need to learn, as well as guide them through the net (Oster and Ruiz, 2006).

**Professional characteristics.** Teachers are always more innovative and involve students in a collaborative and active learning process when they have proper knowledge about the use of digital technology. They are able to implement pedagogical software that helps to expand the context in which EFL learners interchange their ideas through written and spoken language. In other words, when teachers use ICT in their classes, they can apply new educational methods and techniques to help students put into practice the four skill of a language. In fact, a great number of EFL teachers are familiar with the new pedagogical approaches and encourage students to use ICT in and out the classroom (Ageel, 2013).

According to Kamarul, Keong, and Puji (2012), integration of ICT in teaching or the initial form of ICT integration into teaching and learning is fading; teachers put more emphasis on meaningful teaching through constructivism, where ICT was the main platform to simplify engaging learning and teaching. Likewise, teachers were consious about the recent advent of second generation of the World Wide Web, or commonly know as Web 2.0 which has brought extended renovation on how, when, and where the students can learn foreign languages, economy, and so on. It is characterized by producing dinamism and fexibility in terms of sharing content and social networking, opening new windows and fresh learning opportunities and experiences for teachers and learners.

Reaserch concerning the utilization of social media, especially Facebook (FB), in higher education was done to assess the attitude of the academic community toward the use of FB in their academic training. The findings showed that the mjority of students use FB as a colaborative

tool for their academic works, but did not use it as a means of communication with their professors, thus, FB is used mostly as a tool for informal learning rather than in formal education. In fact, FB is used more between students than among teachers and students (Giannopoulou, 2013, cited Management Association, Information Resources, 2016).

According to Coady (2010), one of the personal teachers' characteristics is always finding ways to use technology in their classroom due to it helps them to do the job better. Thus, one of the most used and best technological product for teachers is the projector, which is utilized to present videos, songs, story tales, and so on. And besides, to be successful toward ICT integration in teaching, teachers should not use technology in the classroom simply to impress the learners, but also to make interesting lessons and aid students to learn faster.

**Personal characteristics.** Personal characteristics of teachers involve some individualities that should be considered. These are self-confidence, open minded to previous and new knowledge, and honesty in order to create a positive and motivational environment for using ICT when teaching.

Age of the teachers is seen as a fundamental factor in ICT use as well. The general trending is that older teachers have less control of technological resources and less integration into daily teaching practice. The younger teachers - less than 35 years old - is the group that presents a greater knowledge of the different technological resources, showing a clear defense from the other ones (Suarez, Almerich, Dias, and Fernandez, 2012). In this line of thinking, Gorg (2014) argues that there are some old teachers who still believe ICT is time consuming and not teacher-friendly. Additionally, Lin,

Zhang, and Zheng (2016) also claimed that teachers' age is a factor that can help or interfere in the positive integration of ICT use in the EFL teaching process. Consequently, the



authors argue that younger teachers- less than 35 years old- were found to be slightly better than some middle-age teachers, more than 40 years old, in mastering digital technology knowledge.

### **Teachers' perceptions on ICT use in their EFL classes**

Once all the information that was required from the scientific theoretical support has been stated and well presented, the following information from the different previous studies that was researched and mentioned at the beginning of this work will help us to support the theme of this research project.

In this section six studies will be illustrated which will show the variation in the use of ICT in classrooms.

The first study by Pourhosen and Leong (2012) was conducted to find out EFL teachers' attitudes toward using computer technology in English language teaching. The findings from this study showed that a huge number of teachers presented difficulties in using computers in classrooms and negative attitude about technology integration in teaching. Moreover, it was found that simply providing technology resources does not guarantee their correct use in language instruction. For that reason, the authors argue that it is necessary to convince teachers of the usefulness and benefits of these resources in improving teaching and learning, getting effective guidance, supporting and training in integrating technology resources into language instruction through more hands-on and direct practical experience.

Additionally, the authors propose two prominent factors that influence the use of computer technology resources. These are provision of effective training support, and more systematic incorporation of technology resources into the curriculum, however, training should not be limited to how to use computers; it should show teachers how they can make use of technology in improving the quality and effectiveness of their instructions, as well as how such technology

resources can be effectively integrated into the teaching process. Further, while introducing computer technology resources to teachers, their pedagogical potential should be emphasized and guidance assistance should be provided on ways of integrating these resources into instruction.

In conclusion, the authors propose that due to teachers having a negative attitude toward computer technology integration in teaching, they need to be provided with explanation, guidance and assistance from trainers and other colleagues. And also, they should have opportunity to reflect and discuss the integration, share outcomes and possible problems with each other.

Another study concerning the English foreign language (EFL) instructors' and teachers' perceptions towards the integration of Internet-Assisted language teaching (IALT) into EFL instruction in which took part 80 participants took part was conducted by Yulselir (2016) to assess the difference between EFL university professors and state and private school EFL teachers attitude toward the use of (IALT) in classrooms. The findings showed some advantages related to the use of Internet in EFL learning, some of them are interactive and cooperative activities with the help of E-mail, conferencing tools and newsgroups, as well as virtual groups in which students can exchange knowledge, ideas, and their different points of view about certain topics. Besides this, it was found that the internet can increase EFL learners motivation to learn the foreign language.

In contrast, the author also found out factors that cause a negative effect on integrating IALT in classrooms. The first barrier was about external and institution related problems; and the second one, internal-teacher related problems. The barriers that face teachers are the following: time; lack of knowledge and skills; training; previous negative experience; fear and anxiety; and negative attitude.

Soussi (2013) conducted a study in three public high schools in Rabat, Morocco, aimed to explore the perception of students and teachers toward the use of e-learning in the language classrooms in which participated 30 English teachers and 40 high school EFL learners participated. The result showed that both students and teachers in the study express their need for more training on the use of ICT to better tune it to the classroom interaction processes. Furthermore, the author found that the teachers face some dissatisfactions, for example, according to them downloading videos sometimes does not work efficiently, lack of technical training in the school for both teachers and students, and not enough electronic sources for the school. As a result, the need to integrate ICT into the EFL classroom and the willing of teachers and students to use ICT in teaching / learning process is highly evidence due to the fact that both already possess the basic skills needed for using computers or any kind of technological resource; nonetheless, more training, technical and administrative facilities are still required to better serve the EFL classroom, motivate the learners and adopt the widely recommended teaching/learning approaches such as Content and Language Integrated Learning (CLIL) and learner-centered pedagogies. Nobody can deny the fact that the younger generations today are in continuous use of the latest technology, so a tailoring plethora of ICT equipment and the learners' passion to use them in the classroom would only render the EFL classrooms more appealing and motivating.

On the other hand, challenges like technological scarcity, teachers' and students' limited technical skills, the lack of time and shortage of specific electronic resources, the lack of confidence to use ICT equipment, untrained teachers and students, etc. hinder the full useful exploitation of ICT. Finally, the author conclude that a good support is needed for teachers and students in terms of training, equipment, time and digital resources.

Luen Ching (2016) conducted a study in Mauritius -island with proposal to the government to make Mauritius a cyber-island, using information and communications technologies (ICT) in teaching and learning. The participants involved in the investigations were teachers with diplomas, bachelor in education and post graduate with certificate in education. The results show that among the participants 69.5 % of them indicate that they do not have time to engage in the use of the innovative technology and do not feel confidence to apply the ICT properly in the classrooms. Besides, the majority teachers evaluated had a professional experience of 15 years or less, but only 13.7% of the teachers have the skills to develop a multimedia document or web page. The most common technological tools used by the teachers are data video projector, computers at schools, suitable software in their subject area and digital cameras or scanners.

According to the hypothesis of the author, the major barrier in using ICT in teaching language may be caused by the lack of confidence, competence, or lack of access to ICT resources. Thus, if administrator involved in education designed ICT training courses, it could promote the acquisition of the knowledge and skills that will empower students for lifelong learning because teachers need to have ICT skills in order to help students as agents for developing positive attitudes towards ICT in the younger generation of the information age.

Another study conducted by Hismanoglu (2012) in North of the Cyprus, whose objective was to analyze the technological changes and the interconnectivity to all sides of life and everyday living. The results from this study show that the ICT use in teaching has constituted an integral part of learning and teaching practice and has a considerable power on the distinctive and task of EFL teaching in most countries. However, it is important to mention that the curriculum is efficient and successful if it generates and encourages positive attitudes, but, in this study it was found that the curriculum still had certain errors and needed urgent reform in which the use of

ICT in teaching should be included. In this context, the author said “we must address the use of computers together with the teachers’ understanding of pedagogy and subject matter in order for technology to play a significant role in improving schools”.

This last study was carried out by Prakash (2014), whose aim was to investigate teachers’ perception and practices of ICT in teaching English in public schools in Nepal, in which 47 secondary level English teachers participated. The results showed that 50% of participants believed that application of ICT’s was needed for preparing students to face challenges of their future and also reported that ICT’s make the students more analytical, critical, and active; it helps them to increase their confidence level.

Although the majority of teachers have access and positive perceptions toward implementing ICT’s into their classroom, they often find this difficult and require on-going support- not only technical but also pedagogical. Besides, in this study teachers reported that they always face challenges while using ICT’s in their classrooms and reported that it was due to insufficient ICT’s teaching materials such as computers, videos tapes, classroom size, large number of students, and inadequate knowledge of ICT’s. Teachers believe that to overcome the problems related to the use of ICT’s in education, authorities should provide the sufficient ICT’s teaching materials, teacher training, and appropriate infrastructure.

To conclude, Prakash (2014) argues that the ICT should be inseparable from the teaching and learning activities because it facilitates the teaching and learning process. In fact, it shows that ICT’s can help to motivate the students towards the lesson, make students more creative, analytical, and constructive.

## **CHAPTER II: METHOD**

### **Setting and participants**

This research was carried out in the city of Quito. The information collected was gotten from 20 EFL teachers, among them, 10 public high schools teachers (5 female and 5 male) and 10 (5 female and 5 male) from private high schools. The participants' age were between 30 and 52 years old and the time of experience between 3 and 20 years.

### **Procedure**

The research process started looking up and collecting bibliographic information from different scientific sources such as books and journals. After that, the information was exposed in the literature review section to describe the following subtopics: ICT use in EFL teaching, teachers and ICT use, teachers' characteristics regarding ICT, and Teacher's perceptions on ICT use in their EFL classes.

This current study was conducted by using a mixed method approach involving both quantitative and qualitative procedures. The qualitative method was used to describe the information in all process and to identify the teacher's perceptions on ICT use in their EFL classes; meanwhile the quantitative research was applied to numerical data to determine what are the most relevant aspects considered as barriers to use ICT in their classroom and the factors considered the most influential to use ICT in EFL classes.

For gathering the data, 3 public and 3 private high schools were visited in order to carry out this current study. In the field research, techniques used were surveys and note-taking, and the instruments which were applied to collect the data were teachers' questionnaires and semi-structured interviews. The teachers' survey contained two tables: the first table had 18 statements which were applied to gather the teachers' perception about the aspects considered by them as

barriers to use ICT in their classroom; and the second one enclosed 17 statement about the factors that influence teachers to use ICT in their EFL classes. Moreover, the teacher's interview were composed of 8 questions based on the use of ICT in EFL teaching.

Once the entire information was collected, the data was organized into 4 tables in order to determine the statistical results, which were useful to state the teachers' characteristics considered by EFL teachers as barriers to use ICT in their classroom, teachers' characteristics that influence teachers the most when using ICT's, teachers' perceptions by gender in relation to the aspects that they consider as barriers in using ICT in their classrooms, and teachers' perceptions by gender in relation to the factors that they consider the most influential in using ICT's in their classroom.

Indeed, this current study gives answer to the following three questions: 1) which aspect related to teachers' characteristics are considered by most of the EFL teachers as barriers to use ICT in their classroom? 2) Which factor regarding to teachers' characteristics does influence the most on teachers to use ICT in their classroom? 3) How is ICT use perceived by EFL teachers in relations to the gender?

## CHAPTER III: RESULTS AND DISCUSSION

### Description, Analysis, and Interpretation of Results

This section describes the results obtained the field research carried out in three private high schools and three public high schools, where the English language is taught as a foreign language in senior classrooms.

The data were tabulated in graphs in order to simplify the description of results. The outcomes were displayed in three graphs corresponding to the variables: teachers' characteristics considered by EFL teachers as barriers to use ICT in their classroom, teacher's characteristics that influence most of teachers to use ICT in their classroom, teachers' perceptions by genders in relation to the aspects that they consider as barriers to use ICT in their classroom.

#### Quantitative and qualitative analysis

**Which aspect related to teachers' characteristics are considered by most of the EFL teachers as barriers to use ICT in their classroom?**

Considering the data collected, some barriers EFL teachers have to face were identified when using ICT in the classroom, those barriers will be described below.

**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.	10%	45%	20 %	25%	0%
2	I do not think I would be able to learn how to use ICT in my classroom.	0%	10%	50%	40%	0%
3	I am afraid that if I begin to use ICT, I will become dependent upon them.	0%	10%	55%	35%	0%



4	I dislike working with machines that are smarter than I am.	0%	10%	30%	60%	0%
5	I feel apprehensive about using ICT.	5%	15%	45%	35%	0%
6	I have difficulty in understanding the technical aspects of ICT.	0%	10%	60%	30%	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.	0%	0%	50%	50%	0%
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.	0%	0%	55%	40%	5%
9	You have to be master to understand how to use ICT.	0%	10%	50%	40%	0%
10	I have avoided ICT use because they are unfamiliar.	10%	40%	25%	25%	0%
11	I have not attended any ICT training courses.	10%	10%	35%	40%	5%
12	I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me.	0%	10%	40%	40%	10%
13	I am not interested in attending any ICT course.	0%	10%	45%	45%	0%
14	I do not know how to use any ICT resource.	0%	5%	45%	50%	0%
15	I do not use any ICT resource in class because I think that ICT are not necessary to teach English.	0%	0%	60%	40%	0%
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.	10%	35%	20%	35%	0%
17	I think that age is factor that determine the ICT use in class.	10%	30%	30%	30%	0%
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.	20%	45%	20%	15%	0%

Table 1 N=20

Elaborated by: Jacinta Maritza León Peñarreta

Source: Teacher's survey

Regarding the results from this current study, considering the aforementioned variables, three barriers were detected that affected the use of ICT in EFL classroom. Graph 1 shows that 20% of public and private high school teachers “strongly agree” that younger teachers are more

skillful in using ICT rather than the other ones, and 45% “agree” about it; furthermore, when they were asked whether they feel insecure about the ability to use ICT as a resource to teach, 10% of them selected the option “strongly agree” and 45% “agree”. Additionally, other participants reported that they have to avoid ICT because it is unfamiliar for them and they prefer to use traditional methods. Ten percent of them “strongly agree” with this statement and 40% “agree”.

On the other hand, it is important underlying, that a considerable number of participants reported that they prefer not to use technology in classes because they believe the teacher’s experience is the most crucial factor in the teaching process, in fact, they argue that they are not interested in attending any digital technology course. In this way, 10% of them “strongly agree” with this perception and 10% “agree”.

Considering the teachers’ opinion about their personal aspects, they claimed that there is a huge difference between old teachers and younger ones. Younger tutors have an advantage because so long ago there was not technology like nowadays, thus, they have more skill in using the internet, web pages, blended learning, E-Learning than the others ones. One of the participant argued “Actually, I have to use ICT in the classroom, but in the first time, it was a little bit difficult for me to manage and apply it properly in the classes because I did not have knowledge about technology”. Regarding this topic, Sabzian and Pourhosein (2013) state that inadequate teacher training is often cited as the most serious obstacles to use successfully the technological tools in classes.

In addition, teachers expressed that sometimes they feel apprehensive about using ICT and hesitate to use technological implements for fear of making mistakes or destroying a large amount of data. Consequently, teachers avoid ICT use because they are unfamiliar with technology. In this context, one of the teachers said “I have some colleagues who are afraid to

use ICT in the class due to they do not know how to use technological devices, it causes them anxiety”.

Regarding how to teachers feeling, Marczak and Hinton (2015) explain that a great number of teachers suffer psychological factors, such as nerves and negative attitude, which have been considered as a stumbling block in the effective use of ICT tools in the classrooms.

Consequently, these types of teachers hesitate to use ICT inside the classrooms because they feel insecure about their ability to use ICT.

Considering this current information, there are probably psychological and personal factors that directly affect the teacher’s confidence in using technology in classrooms. By the way, a participant believed that every teacher should be in permanent training for new things related to technology.

### **Which factor regarding to teachers’ characteristics does influence the most on teachers to use ICT in their classroom**

There are some teachers’ characteristics that influence teachers the most to use ICT in their classrooms. These characteristics that are going to be described are psychological, educational, professional and personal.

**Table 2: Teachers’ characteristics that influence the most on the 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.	15%	25%	20%	30%	5%
2	I am confident that I can learn technological skills.	15%	25%	25%	25%	0%
3	I feel motivated to use ICT in my class.	35%	25%	20%	20%	0%

4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.	50%	45%	0%	5%	0%
5	I am sure that with time and practice I will be as comfortable working with ICT.	50%	50%	0%	0%	0%
6	I feel that I will be able to keep up with the advances happening in the ICT field.	25%	30%	25%	20%	0%
7	If given the opportunity, I would like to learn about and use ICT.	20%	35%	20%	25%	0%
8	I think that ICT are necessary tools in educational settings.	20%	35%	25%	20%	0%
9	I like to use ICT because they help me to innovate my teaching methodology.	60%	35%	5%	0%	0%
10	ICT help me to motivate my students to learn English.	50%	40%	10%	0%	0%
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.	25%	30%	25%	20%	0%
12	When I have any technical problem with ICT, I do not feel frustrated.	20%	35%	20%	25%	0%
13	Age is not an obstacle to learn about and use ICT in my classes.	15%	35%	30%	20%	0%
14	I know a lot about ICT use because I have attended some ICT training courses.	35%	35%	20%	15%	0%
15	I have learned to use ICT resources by myself.	20%	30%	25%	25%	0%
16	I think ICT has a positive impact on teaching process.	50%	45%	5%	0%	0%
17	ICT use has more advantages than disadvantages in EFL teaching.	55%	40%	5%	0%	0%

Table 2 N=20

Elaborated by: Jacinta Maritza León Peñarreta

Source: Teacher's survey

Table 2 reveals that there are some factors which greatly influence the use of ICT's in EFL teaching. The main factors that most influence teachers to use ICT's in their classrooms are the confidence and training to apply technological skills. The majority of teachers (50%) "strongly agree" that learning ICT is like learning any new skill, thus, the more you practice, the better you become; and also, the sample indicated that 45% of the teachers "agree" as well.

Additionally, regarding the outcomes from Table 2, statement 4 shows most teachers reported that with time and practice they will be more comfortable working with technology. The outcomes show that 50% of teachers "strongly agree" with this statement and another similar number of participants "agree" at 50%.

Considering training as an aspect that influences teachers to use ICT in their classes, Pourhosen and Leong (2012) suggest that it is necessary teachers get effective guidance, support and training in integrating technology resources into language instruction through more practical experience. It is in line with this current study, one of the teachers said, “When someone practices and practices any skill, his/her experience and knowledge improves effectively”.

Additionally, in statement 5, the teachers’ perception is that the ICT helps them to become more innovative, in fact, the majority of teachers reported that they like to use ICT’s because it helps them to be more innovative in their teaching methodology. Sixty percent of them “strongly agree” and 35% “agree” with this statement.

In this context in the interview the T1 said “...ICT use helps me to be more creative to develop EFL teaching material. Likewise, it can also be beneficial for the students since it makes them do not get bored easily...”

These perceptions are in agreement with a study carried out by Chou (2010), who says that ICT’s have been generally recognized as a contemporary instrumental tool that permit the EFL teachers to modify the methods and techniques to motivate their students to learn English.

Additionally, the results from Table 2, statement 10, revealed that a great number of teachers reported that ICTs help them motivate their students to learn English. The majority of teachers “strongly agree” 50% and 40% “agree” with this statement. In this way, all the interviewed teachers expressed a positive point of view. The T2 said “using ICT in EFL teachers can make creative material and activities for teaching. It provides an easy access to get audio and visual information to practice the four skills: reading, writing, listening and speaking”

Besides, another declaration was taken from the opinion of T4, who described “...the students seemed enthusiastic when I use video or materials taken from internet which is interesting rather

that only using a textbook....” In this line, Fayez (2013) states that technology does have a positive impact on EFL teaching and the learning process. The main advantages are increases of motivation, enhanced self-confidence, and more effective support for special needs of students.

The result taken from Table 2, statement 16, shows that most teachers reported that they think ICT has a positive impact on the EFL teaching process, 50% of the teachers selected the option “strongly agreed”, and 45% “agreed” with this statement.

In this context the T3 argued, “ICT has a good impact in the EFL teaching and learning process. The use of ICT helps me to explain some topics in a creative and effective way, increases students’ participation, and provides the opportunity of learning in and outside of the classroom”. This perception is in line with a study done by Silviyanti and Yusuf (2014), who consider ICT has a positive influence on the EFL teaching process and state that the use of technology enhance teachers’ performances to make the learning process more enjoyable and motivating since students become more involved to learn through wide range of topics, technological materials and tools.

Regarding the statement 17, Table 2, the majority of teachers reported that ICT use has more advantages than disadvantages in EFL teaching; the option “strongly agreed” was marked by 55% of the participants; and the alternative “agree” with 40%. Furthermore, in the interview, the T2 said “the technology helps me to develop activities to catch the students’ attention and involve them in the learning process to improve the four skills of English language: listening, reading, writing and speaking”. Another teacher, T5, argued “ICT use provides me more opportunities to use some strategies. It enables class become more interesting in the lesson. It provides the possibility to adapt teaching materials according learner’s needs and responses”. All these perceptions are in line with Fayez (2013), who says the use of ICT’s improve the

presentation of course content, increase learning outcomes, raise access to information, and allows for easier and faster communication and active involvement of students in knowledge construction.

### **How is ICT use perceived by EFL teachers in relations to the gender?**

Nowadays, there is a remarkable difference between female and male teachers in relation to the use of technology in class activities. These differences are going to be considered through the analysis and description of the following table.

**Table 3: Teachers' perceptions by gender in relation to the aspects that they consider 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.	0%	10%	15%	30%	20%	5%	15%	5%	0%	0%
2	I do not think I would be able to learn how to use ICT in my classroom.	0%	0%	0%	10%	35%	15%	15%	25%	0%	0%
3	I am afraid that if I begin to use ICT, I will become dependent upon them.	0%	0%	5%	5%	35%	20%	10%	25%	0%	0%
4	I dislike working with machines that are smarter than I am.	0%	0%	5%	5%	20%	20%	25%	35%	0%	0%
5	I feel apprehensive about using ICT.	0%	5%	5%	10%	25%	20%	20%	15%	0%	0%
6	I have difficulty in understanding the technical aspects of ICT.	0%	5%	0%	5%	30%	30%	15%	15%	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.	0%	0%	0%	10%	25%	20%	25%	20%	0%	0%
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.	0%	0%	0%	5%	30%	20%	15%	25%	5%	0%
9	You have to be master to understand how to use ICT.	0%	0%	5%	5%	25%	25%	20%	20%	0%	0%
10	I have avoided ICT use because they are unfamiliar.	5%	5%	20%	20%	10%	15%	10%	10%	5%	0%
11	I have not attended any ICT training courses.	5%	5%	5%	5%	15%	20%	20%	20%	5%	0%

12	I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me.	0%	0%	5%	5%	25%	15%	15%	25%	5%	5%
13	I am not interested in attending any ICT course.	0%	0%	5%	5%	25%	20%	20%	25%	0%	0%
14	I do not know how to use any ICT resource.	0%	0%	5%	0%	15%	30%	30%	20%	0%	0%
15	I do not use any ICT resource in class because I think that ICT are not necessary to teach English.	0%	0%	0%	0%	25%	35%	25%	15%	0%	0%
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.	5%	5%	10%	25%	20%	15%	10%	10%	0%	0%
17	I think that age is factor that determine the ICT use in class.	5%	5%	15%	15%	15%	15%	15%	15%	0%	0%
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.	5%	15%	25%	20%	10%	10%	10%	5%	0%	0%

Table 3

N=20

Elaborated by: Jacinta Maritza León Peñarreta

Source: Teacher's survey

Concerning the findings from Table 3, it describes the teachers' perceptions by gender relating to barriers in using ICT's in the classrooms. It was detected that there is a significant difference among male and female teachers' points of views. The results revealed that female teachers (FT) present more difficulty in using technological resources in their classroom than male teachers (MT).

In this context, one of the most relevant barriers according to FT's is the insecurity to use technology. Consequently, the first statement deduces a big difference between male and female teachers. Forty percent (both parameters added) "agree and strongly agree" that females are said to have less ability in using ICT's as resources to teach, instead, only 15% of male teachers present insecurity, this means that female teachers usually are involved in the material related to ICT integration. Instead, male teachers have a high level of ICT skills. So, male teachers are



clearly more comfortable with the technological competences, Suarez, Almeida, Dias and Fernandez (2012).

In addition, Gorg (2014) points out that although the infrastructure in high education institutions is adequate, ICT use is limited because of the teachers' insecure and nerves in using technology devices. Fortunately, every day, teachers are interested and have a good attitude toward online language teaching resources usage.

Another factor to which FT's do not use ICT's in their classes is that it causes anxiety and nervousness. In Statement 5 which investigates if teachers feel apprehensive about using ICT's, 5% of FT's "strongly agree" with this item and 10% "agree"; while, regarding MTs' opinion only 5% of them "agree" with this estimation, 25% "disagree" and 20% "strongly disagree". So, the results of this statement shows that three women teachers out to ten are more apprehensive, meanwhile, in male teachers one in ten is apprehensive. In other words, 45% of male teachers are more relaxed according to the teachers' surveys. One of the reasons that female teachers shows more apprehension in the ICT use in the EFL teaching process is because they do not have the resources in their work places. Most of these situations happen in public institutions. Thus, these findings coincide with the idea of Luen Ching (2016), who explains that the major barrier to use of ICT's in teaching language may be caused by the lack of confidence, nerves, and anxiety due to teachers not having access to ICT resources in the teaching-learning process.

Female teachers believe that experience is more important than technology because they trust more in their experience than in technology. Furthermore, teachers who have more than 20 years of experience use the more traditional methods in teaching students. Also, in some conversations with teachers, they mentioned that to use technology in teaching makes the students distracted in classes since the time is important and for no reason can they afford to

spend it in vain. Consequently, an interesting number of teachers were in agreement with the statement 16 that they prefer not to use ICT because their experience is the most crucial factor in the teaching process.

The results also show that 5% of FT's selected the option "strongly agree" and 20% "agree". Male teachers' points of view show 5% "strongly agree" and 10% "agree" in this statement; on the other hand, 55% of male and females teachers were in "disagreement". In conclusion, five female teachers out to ten believe that experience is the most crucial factor in the teaching process. Meanwhile, three male teachers out to ten have the same opinion. Finally, the analysis shows that more women teachers are convinced that their experience is the most crucial factor in the teaching process than men.

On the other hand, there were two statements in which both male and female teachers were in agreement. The first factor is the lack of familiarity with new technological resources and the second one concerns the age of the teachers.

Regarding the lack of familiarity with technology tools stated in statement ten, 5% of MT's and 5% of FT's "strongly agree". They manifested that ICT's are not used because they are unfamiliar at all. Moreover, 20% of men and 20% of women "agree". If both parameters of male and female teachers are added, it represents 25% that have a problem with this statement. In other words, it is 50% of teachers that really have difficulties.

Thus, in the results of the teachers' interviews, a teacher revealed that most of the time, they try to use ICT's in their class; however, it was complicated because of the time and also, they do not have an English lab to use computers for students.

Secondly, considering the age above, the results show that 40% of male and female teachers are in agreement that age plays an important role in using ICT's in the classes. In this

case, both men and women coincided with an equal number of percentages. So this means that four out of ten male teachers believe that the age has a lot to do with ICT's. In the same position are the female teachers too. In this situation, Zhang, and Zheng (2016) stated that age is a main aspect that can help or interfere in the integration of technology in EFL teaching.

On the other hand, this research revealed that younger teachers are more skillful in using ICT's than the older ones. In this statement 30% and 35% respectively of both male and female teachers are in agreement that younger teachers are more skillful than other ones. So, these represent 65% adding both considerations "strongly agree" and "agree" among men and women, leaving behind 35% of teachers that are in disagreement in which it is evident to see 5% of men teachers have a higher level than women teachers according to this statement. With respect to this research, Suarez, Almerich, Dias, and Fernandez (2012), defend contrary to the other authors that younger teachers - less than 35 years old - is the group that presents greater knowledge of different technological resources.

In a general way, when teachers were asked who more frequently uses ICT in EFL classes, male or female teachers, the majority of participants (70%) responded that both female and male teachers frequently use technological resources to teach; while 30% of them reported that male teachers use ICT more in teaching.

As Suarez, Almerich, Dias and Fernandez (2012), explain male teachers have a higher level of ICT skills than female teachers. Additionally, the authors found that male teachers are clearly more acquainted with to technological competencies, while female teachers are more involved in taking into account the material related to ICT integration. In the same way, Lin (2012) found that a great number of female teachers did not have a very good sense of using the computers, in fact, compared with male English teachers, it was found that female teachers' knowledge on

computer, multimedia and network was significantly more limited than the male teachers' knowledge.

**Table 4: Teachers' Perceptions by genders 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.	5%	10%	15%	10%	10	10%	15%	15%	0%	5%
2	I am confident that I can learn technological skills.	10%	5%	15%	10%	15%	10%	10%	15%	0%	0%
3	I feel motivated to use ICT in my class.	20%	15%	10%	15%	10%	10%	10%	10%	0%	0%
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.	30%	20%	25%	20%	0%	0%	0%	5%	0%	0%
5	I am sure that with time and practice I will be as comfortable working with ICT.	30%	20%	20%	30%	0%	0%	0%	0%	0%	0%
6	I feel that I will be able to keep up with the advances happening in the ICT field.	10%	15%	15%	15%	15%	15%	10%	5%	0%	0%
7	If given the opportunity, I would like to learn about and use ICT.	10%	10%	20%	15%	10%	10%	10%	15%	0%	0%
8	I think that ICT are necessary tools in educational settings.	10%	10%	20%	15%	10%	15%	10%	10%	0%	0%
9	I like to use ICT because they help me to innovate my teaching methodology.	30%	30%	20%	15%	0%	5%	0%	0%	0%	0%
10	ICT help me to motivate my students to learn English.	25%	25%	15%	25%	10%	0%	0%	0%	0%	0%
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.	10%	15%	15%	15%	15%	10%	10%	10%	0%	0%

12	When I have any technical problem with ICT, I do not feel frustrated.	10%	10%	20%	15%	5%	15%	15%	10%	0%	0%
13	Age is not an obstacle to learn about and use ICT in my classes.	10%	15%	15%	15%	15%	10%	10%	10%	0%	0%
14	I know a lot about ICT use because I have attended some ICT training courses.	15%	15%	15%	20%	10%	10%	10%	5%	0%	0%
15	I have learned to use ICT resources by myself.	10%	10%	15%	15%	10%	15%	15%	10%	0%	0%
16	I think ICT has a positive impact on teaching process.	25%	25%	25%	20%	0%	5%	0%	0%	0%	0%
17	ICT use has more advantages than disadvantages in EFL teaching.	35%	20%	15%	25%	0%	5%	0%	0%	0%	0%

Table 4

N=20

Elaborated by: Jacinta Maritza León Peñarreta

Source: Teacher's survey

As we can see in Table 4, it describes the teachers' perceptions about the aspects that most influence teachers to use ICT's in the classrooms. The findings show six factors were found that most influence both the female and male teacher groups.

Statement 4, learning to use ICT's is like learning a new skill- the more you practice the better you become, was considered by male and female teachers as a main factor that influenced them to improve the use of technology in their classes. The statistics exposed that 30% of MT and 25% of FT "strongly agree" and 20% of MT and 20% of FT "agree" with this statement.

Despite that both genders were in agreement about the subject, the results of this analysis about teachers' perceptions by gender showed male teachers held the belief 15% higher than female teachers according to this statement, while teachers practicing permanently, obviously showed results will be better and easier to understand about ICT use.

Supporting this analysis, Hismanoglu (2012) declared, “We must address the use of computers together with the teachers understanding of pedagogy and subject matter in order for technology to play a significant role in improving schools”.

The second factor that teachers selected as influence to use ICT’s in classes is statement 5, which states that with time and practice teachers will be more comfortable working with ICT’s in EFL classes. Thirty percent of MT and 20% FT “strongly agree” and 20% MT and 30% FT “agree” that is to say the both groups of teachers have nearly the same opinion according to this statement of the results obtained by the teachers’ survey questionnaires. Besides, 15% of male teachers had the highest of conviction of positive impact concerning this factor.

In addition, in the teacher’s interview, one teacher said “The ICT use helps me to create more enjoyable and interesting activities for the students through the audio and visual information”.

The third aspect considered by teachers of public and private high school refers to innovation of using ICT’s in class. Innovation plays a great role in the classroom, thus, teachers must be well informed about their technology if they want to innovate or to change any way of how to obtain better results with the students. Furthermore, the way teachers perceive information technology determines their attitudes toward the implementation of digital tools. Consequently, this is the challenge for teachers, to leave behind traditional methods and incorporate new forms, using the right technological tools that may empower students and make them more adept. Thus, the results acquired on the table above show 30% of male teachers and 30% of female teachers strongly agreed, the sum of both parameters obtained 60% in which innovation is always very welcome in the classroom. Also, 20% of MT and 15% of FT agreed. The balance of both groups

confirms that the male teachers are more inclined to technological innovative tools than female teachers are.

The fourth factor corresponds to statement number 10. ICT use helped motivate teachers in classes because it gave them more confidence when they taught or shared their knowledge to their pupils. Also, it gives students an increase of access to information, it gives them great satisfaction too.

On the other hand, the outcome of this statement revealed that 25% of MT and 25% of FT “strongly agree” with this statement; this implies that both groups of teachers have the same average concerning this topic. Besides, 15% of male teachers and 25% of female teachers “agree”, on this parameter there is a small variation between them, however, it is considered as a positive point concerning the motivation related with ICT use. Also, it helps teacher and students to be motivated in class. In addition, according to some teachers’ comments, “a great numbers of teachers using digital technology with qualified computing skills will be the most powerful educators in these days. However, without proper guidance, the use of ICT might become dangerous”. Prakash (2014) argues that the ICT’s should be inseparable from teaching and learning activities because they facilitate the teaching and learning process. In fact, it shows that ICT’s can help motivate the students toward the lesson, make students more creative, analytical, and constructive.

The fifth factor that influences EFL teachers to use ICT’s is related to statement 16; the results obtained from the teachers’ questionnaires pointed out that ICT’s have a positive impact on the teaching process. Twenty five percent of male teachers and 25% of female teachers “strongly agree”; 25% of male teachers and 20% of female teachers “agree”, the sum of all these

parameters of both groups shows 95% of them are in agreement. Thus, male and female teachers think ICT's have a positive impact on the teaching process.

The results obtained from the teachers' interviews revealed teachers' opinions, they mentioned that the use of ICT in class changes how the students have been studying or learning English, and the instruments in our hands are not as important as how they are used to effectively form the learning environment for today's students. Regarding this topic, Asan (2003) states "computer technology supports student achievement if its integration is applied appropriately. Computer technology has a positive impact on students' achievement such as reading, literacy, mathematics, and science and so on."

Finally, the sixth factor that ICT use has more advantages than disadvantage in EFL teaching is linked with the statement 17. The results show that 35% of male teachers and 20% of female teachers strongly agree; 15% of the MT and 25% of MT agreed. Both parameters show a positive aspect for teachers, all of these percentages summed up to 95% that teachers considered ICT use has more advantages than disadvantages in EFL teaching.

On the other hand, to support the results obtained in Table above, there are some opinions based on teachers' interviews where they said: "to use ICT in EFL teaching brings more advantages than disadvantages because it provides capacity to control presentation, it enables classes become more interesting; it provides the possibility to adopt easily the technology materials according to learners' needs." Other comment about this aspect, a teacher said, "It improves the teaching-learning process; use of pictures in class with the computer; the students learn vocabulary; and the students feel more confident." And finally, another teacher said that "Students can develop the four skills and learn better."



Further, there are a lot of advantages, but here only two of them are written and presented by Milan (2017) who argues that “teachers can receive an immediate diagnosis of the student’s level and work according to that information; ICT tools make teachers’ work much easier than before and they have a lot of available resources to make their lessons more interesting.

## CONCLUSIONS

In this study, most of the teachers of public and private high schools considered that the three barriers that prevented them from using communication technology in the EFL classes were lack of training, lack of confidence in using ICT's, and age of the teachers. Besides, it was found that various teachers have not attended any ICT's courses that is why they are not trained to perform lessons using ICTs.

Most of the teachers are conscious that with time and practice they will be skillful working with technology. So, the majority of them revealed that ICT's help teachers to motivate their students in learning English because teachers can use creative material and activities for teaching.

The reasons that most influence the EFL teachers to use ICT's in classes are: ICT's help teacher to innovate their methodologies to avoid using traditional methods and techniques, the use of ICT's aid teachers to motivate students to learn English, the use of ICT brings about more advantages than disadvantages in EFL teaching.

There is a significant difference between male and female teachers who use ICT's. Older teachers feel more insecure and timid when using it because of their lack of training. Thus, they prefer to use traditional methods and techniques because ICT's are unfamiliar for them and they prefer to use only the textbook all the time.

Male teachers, especially the younger ones, are more skillful to use technological tools and have demonstrated that they are more inclined to use technologically tools. They have a tendency to work in a more logical way than female teachers.

This current research shows that most of the teachers have a positive perception related to the use of ICT's in classes. They are in agreement about using ICT's in their classes because they have more advantages than disadvantages. Thus, despite there were reported technological

barriers, some teachers showed a good attitude towards implementation of the ICT's in their classroom due to they have easy access to audio and visual information which benefits their students.

## **RECOMMENDATIONS**

As was mentioned in the conclusion section, barriers such as insecurities and panic in relation the use of ICT's were identified in this current study as main factors that prevent teachers from using technological tools, thus, it is recommended that enough training should be given to teachers not only on the use of technology resources but also on the integration of ICT's to better facilitate the EFL teaching process.

Although the results showed that some older teachers believe they do not have good ability on the use of ICT's, it is recommended that they should be encouraged to get training because with time and practice they will be more comfortable working with technology.

Both male and female teachers agree with the fact that the use of ICT's has more advantages than disadvantages in EFL teaching. This means that men and women teachers should use these tools to improve technological learning in the classroom.

It is suggested to enhance teachers' technology integration and skills by delivering workshops about effective ICT's incorporation in EFL teaching activities. All teachers should participate without considering the age.

It is recommended to use ICT's in the teaching process because it is an effective supplementary material to make the teaching process more innovative and creative, and to make the learning activities more appealing for the students.

Finally, it is important to build laboratories where teachers could feel free to look for information on the Internet and prepare teaching materials, and then share them with their students in classrooms and also to use web 2.0 in which through this tool teachers and students can use videos conferences, chats, forums and so on. In fact, the classrooms should be equipped with enough technology resources.

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## **ANNEXES**



## ANNEX 1



### UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

#### OPEN AND DISTANCE MODALITY

#### ENGLISH DEGREE

#### TEACHER'S 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 scale ranging from strongly disagree to strongly agree.**

No	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
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	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 to me.				
13	I am not interested in attending any ICT course				
14	I do not 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 determine 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 disagree to strongly agree.**

N°	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
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 and 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 your collaboration**

## **Annex 2**



### **UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

La Universidad Católica de Loja

#### **OPEN AND DISTANCE MODALITY**

#### **ENGLISH DEGREE**

#### **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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**Thanks for your collaboration**