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Ecuadorian high school teachers´ perceptions on ICT use their EFL classes.

TRABAJO DE TITULACIÓN

AUTORA: Mayorga Buenaño, Diana Elizabeth

DIRECTOR: Oñate Cifuentes, Pablo Jesús, Mgtr.

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Autor: Mayorga Buenaño Diana Elizabeth
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DEDICATION

First of all I would like to dedicate this thesis to God for life and wisdom that He has given me to obtain this Bachelor Degree. To all my family who have always been there to support me, specially to my children Steven and Sebastian who are my inspiration and strength with the role of being mother and professional, to my husband Javier, to my parents Hector and Maria who have always inspired me to follow my dreams. Also, to my brothers and sister Eden, Paulo and Carmen who have encouraged me to fulfill this achievement.

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ABSTRACT

The present research study discusses the perception of Ecuadorian high schools teachers about the use of Information and Communication Technologies (ICT) in their EFL teaching; to achieve this main objective, a descriptive analysis with a quantitative and qualitative approach was carried out and the data was gathered through the survey and interview techniques that were applied to twenty EFL teachers, ten male and ten female from a state and a private high school in the city of Quito, Ecuador; regarding the interviews, they were conducted to 6 teachers, 3 from public and 3 from private high schools.

The main results of this study indicate that teachers have a positive attitude towards the use of ICT tools in the teaching of EFL and they are open and ready to receive training in this field because they are aware of the fast advances of the technology. Besides, some teachers consider age as a limiting factor for the implementation of ICT in the class. Finally, the results show that female teachers feel a little more intimidated than men with the use of technological devices.

Key words: Information and Communication Technology (ICT), English as a Foreign Language (EFL), teachers' characteristics, and aspects considered as barriers for the ICT implementation.

RESUMEN

El presente estudio de investigación discute la percepción de los profesores de los colegios de Ecuador acerca del uso de las Tecnologías de la Información y Comunicación (TIC) en su uso en la enseñanza del Inglés como idioma extranjero; para alcanzar este principal objetivo, un análisis descriptivo con enfoque cuantitativo y cualitativo fue llevado a cabo y la información fue recogida a través de las técnicas de la encuesta y entrevista, las cuales fueron aplicadas a veinte docentes, de los cuales diez fueron y diez mujeres de un colegio público y otro privado de la ciudad de Quito; en lo que tiene que ver a las entrevistas, éstas fueron conducidas a seis profesores, tres del sector público y tres del privado.

Los principales resultados de este estudio indican que los docentes tienen un actitud positiva frente al uso de las herramientas de las TIC en la enseñanza del Inglés como idioma extranjero y que los mismo están abiertos y listos a recibir capacitación en este campo porque están consientes del rápido avance de la tecnología. Además, algunos profesores consideran la edad como un factor limitante para la implementación de las TIC en la clase. Finalmente, los resultados muestran que las profesoras se sienten un poco más intimidadas que los hombres con el uso los dispositivos tecnológicos.

Palabras Clave: Tecnologías de la Información y Comunicación (TIC), Inglés como Idioma Extranjero, características de los profesores, aspectos considerados como barrera para la implementación de las TIC.

INTRODUCTION

The quick spread of the Information and Communication Technologies (ICT) in the current globalized world has provoked many changes in the way human beings develop their different activities; in this context the education setting has not been except of the influence of the ICT, for this reason it is demanding studies and analysis in order to know what is the impact of ICT in education and specially what are the teachers' perceptions regarding their use in the development of their classes. Regarding the context previously set, Yusuf (2005) holds that the field of education has also been affected by ICT, which has unquestionably affected the way of teaching, learning and researching; likewise, ICT have the capacity to rise, increase, and develop skills, to encourage and engage learners, to help convey learning experience to work practices, to build economic viability for workers' future, along with underpinning teaching and assisting schools change (Davis & Tearle, 1999; Lemke & Coughlin, 1998; cited by Yusuf, 2005)

It is well known that EFL teachers have always used different pedagogical resources to improve their teaching practices and to motivate their students'. However, the integration of ICT in the classroom embodies a challenge for them. For this reason, it is important to know the opinion that have towards ICT tools; therefore, this is the main purpose of the present study, to research about Ecuadorian high school teachers' perceptions on ICT use in their EFL classes, taking into account the premises of inquiring about the aspects related to teachers' characteristics that are considered by most of the EFL teachers as barriers to use ICT in their classroom; the teachers' characteristics that influence the most on teachers to use ICT in their classroom; and, the way that is ICT use perceived by EFL teachers in relation to their gender.

Previous related studies to the one mentioned above have been made with quite similar purposes; that is the case of Silviyanti and Yusuf (2015), who wanted to determine if ICT is useful in EFL teaching, researching in this way the EFL teachers' perceptions about

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ICT use; their findings conclude that teachers' acceptance or rejection of ICT has pedagogical implications, and EFL teachers believed that it is important to implement ICT within classrooms because the technology increases students' motivation and learning; nevertheless, the teachers interviewed also revealed that cost and the insufficient competency in using ICT are the factors that prevent the implementation of ICT use in EFL teaching. Another study carried out by Namodi et al (2015) in Kenya proposed to observe the effect of teacher characteristics on ICT integration in state secondary schools, and the results gotten indicate that teachers' characteristics affect ICT integration in positive way; this study have been helpful for policy makers to develop teachers' programs and it also helps teachers to realize how intermediation programs impact their instructional behaviors; in addition, it offers evidence that teacher beliefs can be challenged. Finally, a study developed by Khany and Ghoreyshi (2013) with the goal of exploring the Iranian EFL teachers' familiarity, attitudes, and willingness regarding the use of different internet tools in their classes conclude that teachers indeed are familiar with the new technologies and have positive attitudes regarding the integration of them in the classroom to improve their learners' skills; on the other hand, the study revealed that Iranian institutes are not equipped with appropriate ICT tools; as consequence, there are not enough resources to use them in classes.

In addition, it is necessary to remark the importance of the current study because it will help authorities, teachers and policy makers to implement ICT tools and resources as fundamental transversal axis in the development of the classes and equipping of the classroom setting. Besides, this study will serve as guide for future researchers regarding this important topic of ICT use in teaching not English language but also in other subjects.

CHAPTER I:

LITERATURE REVIEW

This chapter reviews the most important literature related to the use of ICT in EFL teaching, teachers and ICT use and teachers' characteristics regarding ICT use. This bibliographical research will be useful to support scientifically the present study. The sources that have given used to provide the desired information have been books, scientific journals and web pages. In addition, previous studies about the teachers' perceptions regarding ICT have been analyzed in order to know a different perspective of other researchers.

ICT use in EFL teaching

Definition

According to a United Nations report (1999) Information and Communication Technologies (ICTs) cover Internet service provision, telecommunications equipment and services, information technology equipment and services, media and broadcasting, libraries and documentation centers, commercial information providers, network-based information services, and other related information and communication activities. Likewise, Daniels (2002) holds that ICTs have become within a very short time, one of the basic building blocks of modern society. Many countries now consider that understanding and mastering the basic skills and concepts of ICT is part of the primary concerns of education, alongside reading, writing and numeracy.

In the context previously set, the field of education has also been affected by ICTs, which has unquestionably affected the way of teaching, learning and researching (Yusuf, 2005). ICTs have the capacity to rise, increase, and develop skills, to encourage and engage learners, to help convey learning experience to work practices, to build economic viability for workers' future, along with underpinning teaching and assisting schools change (Davis & Tearle, 1999; Lemke & Coughlin, 1998; cited by Yusuf, 2005). In a quickly changing world,

basic education is essential for an individual be able to access and apply information; such ability must include ICTs competence.

Importance

According to Meenakshi (2013), ICT assists the business environment, supports the success of modern corporations and provides governments with an efficient infrastructure. At the same time, ICT adds value to the processes of learning, and in the organization and management of learning institutions. Meenaskshi also admits that ICT has been developing very rapidly nowadays. Therefore, in order to balance it, the whole educational system should be reformed and ICT should be integrated into educational activities.

Moore and Kearsley (1996) mention that ICT is important because it raises the flexibility of delivery of education in order to students can access knowledge anytime and from anywhere. They also mention that ICT can influence the way students are taught and how they learn; such process can be done by the learner and necessarily driven by teachers. This would better prepare the learners for lifelong learning as well as to improve the quality of learning. Besides, Moore and Kearsley emphasize the importance of ICT concerning geographical flexibility, technology-facilitated educational programs also remove many of the temporal constraints that face learners with special needs.

According to Yadav and Mehta (2014) Information and communication technology (ICT) has become, within a very short time, one of the basic building blocks of modern society; for that reason they consider that many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy.

Advantages

In accordance with Kumar and Tammelin (2008) ICT provides language learners with the opportunity to use the language that they are learning in meaningful ways in authentic contexts. A second important benefit derived from the use of ICT in a language classroom is based on the opportunities it offers for cooperation and collaboration among classmates. A third major advantage of the use of ICT in blended language learning classrooms is the opportunity that ICT-based tools give to language teachers so that they can tutor their learners more effectively; with the aid of ICT-based tools and the constantly growing number of available educational resources, language teachers are able to give individual and personalized guidance to the learners.

In the same way Azmi (2014) mentions other advantages of incorporating ICT in language teaching, for the author ICT gives students a large number of benefits to broaden their opportunities in successfully learning a foreign language. These advantages range from enhancing motivation to promoting autonomous learning, fostering critical thinking skills, encouraging innovation and creativity, establishing interaction, increasing communication, promoting research and cooperative learning in the language classroom and improving students' performance on written class assessment.

Another advantage of ICT is perceived from the use of e-learning or online education. The process of online communication enables the learners to actively construct their own perspectives, which they can communicate to a small group. Thanks to ICT students engage in active, constructive, intentional, authentic and collaborative learning. Enabling the groups to socially construct knowledge through communicating and collaborating with others is an important element of constructivist-based online learning and teaching. (Yunus, et al, 2013)

Ammanni and Aparanjani (2016) summarize some advantages of the use of ICT in English language teaching in the following way:

- ICT brings the required information within a fraction of second.

- Learners become more innovative with the help of e-learning.

- ICT provides the information to the students, which will be useful for them to compete in this competitive world.

- English lessons that incorporate multimedia applications can apply powerful motivation and provide bored students with exciting new ways to learn.

- ICT can make students and teachers to work with current and authentic sources.

- ICT enhances the learner's interaction, verbalization involvement in group collaborative learning.

- Students can learn independently.

- With ICT pictographic description is available.

Disadvantages

Azmi (2017) points out that the use of ICT without careful planning and well-defined objectives will be a disadvantage of ICT because it causes waste of time and effort. Besides, she says that ICT uses in English language teaching and multisensory delivery in particular have their limitations as well. Another fact is that the cultural component of teaching material can be challenging for teachers; in this respect Evans as cited in Azmi (2017) argues that the huge availability of original, authentic texts can provide instant contact and stimulus for the language learners; nonetheless, such material, produced for native speakers cause difficulties to language learners and teachers and the subject matter may relate to a culture of which the learner has little or no experience.

On the other hand, Yunus et al. (2013) suggest that there are some disadvantages in terms of using ICT in the teaching of writing skills. For them, the use of computer technology could cause the apathetic attitude among students whereby they will not take their work

seriously. Moreover, ICT tools distract students' attention in the classroom and provide a tendency for the students to use short forms and informal abbreviations in their writing tasks. Finally, the authors mention that the presence of ICT tools in the classroom makes the students negatively involved in the development of the class and makes its control difficult for the teachers.

For Meenakshi (2013) a number of other difficulties have appeared from the application of technology whose impacts need to be completely explored. These include changes to the role of the teacher because most of them are used to traditional teaching; changes to the profile of learners who were passive agents of learning; and the most critical, changes in the costs associated with the implementation of high quality technological devices and ICT tools.

Teachers and ICT use

Teacher's role

Kook and Cuban as cited in Gilakjani (2017) stated that technologies change the teaching and learning process and the roles of the teachers will certainly change. For them, teachers will have the roles of information consultants, team collaborators, facilitators, course developers, and academic advisors. Teachers are the gatekeepers of instructional technology, they have a significant role in performing changes into their classes and providing the bridge between the school's objectives and the advantages learners get from these objectives.

Similarly, Scalon and Holliman (2013) mention that the implementation of ICT in language teaching has changed the traditional role of teachers, so that, the new role of teachers requires them to adapt to technology and change their attitude towards it. Moreover, Scalon and Holliman affirm teachers' new roles involve observing, monitoring, intervening and supporting the learning process; of course, it demands teachers' effort in order to improve the teaching process and develop students' skills successfully.

Herrera (2012) holds that in order to implement a real language teaching process with the use of ICT is demanding that teachers assume the new roles she points out:

- Assessor: In order to guide the student adequately in the learning process.

- Communicator: The teacher must have knowledge and abilities for designing communicational materials to attract learners.

- Graphic designer: The teachers must be able to design their own material using creativity and technology.

- Moderator: In order to intervene in discussions and forums about different topics with learners to provoke collaborative environment aided with ICT tools.

- Evaluator: The teacher and also students should be the evaluators of the learning process along the course.

Teacher's competences

According to the Commonwealth Department of Education, Science and Training as cited in Danner and Pessu (2013), competence is the ability to combine and apply appropriate treatment to particular tasks in particular contexts. These aspects include high levels of knowledge, values, skill, personal dispositions, sensitivities and capabilities, and the ability to put those combinations into practice in an appropriate way. Danner and Pessu (2013) add that an ICT competency describes what teachers should know to be able to use technology in their professional practice.

Lawrence and Veena (2013) state that teachers' competencies for the correct use of ICT fall into five fields: productivity, communication, research, media and presentation, which are explained as follow:

Productivity

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- Produce and manage learning documents including standard educational publications such as parent newsletters and handouts for students and class lists.

- Analyze quantitative data, which includes administrative work.

- Organize information graphically use specialized graphic organizer programs, as well as general tools such as word processors or presentation programs.

Research

- Use effective online search strategies in their professional preparation, as well as in their classroom assignments.

- Evaluate and compare online information and sources.

- Save and cite online information and sources.

Communication

- Communicate using digital tools using email, instant messaging, mobile colleagues and others.

- Collaborate online for learning taking advantage of the ICT tools such as blogs, wikis, chats, audio and videoconferencing.

- Publish learning resources online.

Media

- Differentiate instruction with digital media being aware of assistive technologies for disabled students.

- Capture and edit images, audio, and video.

- Produce digital multimedia educational experiences combining media from a wide array of sources.

Presentation

- Create effective digital presentations using common tools for preparing slide shows, videos, and podcasts.

- Deliver digital multimedia presentations through common devices such as computers, projectors, and screens.

- Employ new media devices for learning.

Teachers' gender

Talking about gender, Antoniou and Kadel's studies, as cited in Danner and Pessu (2013), found that females have negative attitudes concerning computers; as a result they are often less computer literate than males. In addition, Schaumburg (2001) states that there is a significant difference between genders when using ICT, the author recalls that there are several studies that demonstrate that females are less interested in computers than males and use them less often. Besides, Derbyshire (2003) holds that the three computer related occupations (computer scientists, computer engineers and system analysts, and computer science and engineering) are the top career preferred by men. Sefyrin (2005) concludes saying that competence in ICT could be seen as a question of interest in ICT, where men are more interested in ICT than women.

On the other hand, Mustafa (2014) in his study reveals that knowledge and skills are significant gender mediators in the application of ICT in teaching and learning. His study successfully demonstrated that between male and female teachers, teachers' knowledge and skills are the key factors which can increase the application of ICT in teaching and learning. Although in terms of knowledge and skills, female are considered to have lower level than males, but the knowledge and skills among women are the most contributing factors to the application of ICT in teaching and learning.

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Wajcman (2006) mentions that gender disparity can also be seen in the area of ICT, she observed that many feminists believe that western technology embodies patriarchal values. She additional argued that most women are reluctant to go into technology because of the sex-stereotyped definition of technology as an activity appropriate for men.

Psychological characteristics

Koszalka as cited in Alrasheedi (2009) holds that despite knowledge and skills in computers use is important, its effective implementation depends on the attitudes of the teachers and their readiness to use technology. Teachers' attitudes can affect their willingness to implement technology in their classrooms. Besides, teachers' perceptions about technology are influenced by a combination of factors such as teacher self-efficacy, teacher philosophy, openness to change, and amount of professional development.

Likewise, Wambiri & Ndani (2017) mentions that teachers' attitudes and beliefs are crucial in the successful integration of ICT in the teaching/learning process; in addition, it is considered that teachers must have positive attitudes towards innovation in order to successfully transform educational practice; therefore, the author believes that it is probable that teachers' attitudes are influenced by their perception of the usefulness of ICT on their teaching.

Regarding teachers' attitude and willingness to use ICT and innovative technologies, Player-Koro (2012) identifies anxiety as one of the key limitations that teachers face; similar to findings from most related studies, this study reports teacher-computer related anxiety to the lack of familiarity with the devices and related technologies.

To sum up, it can be said that ICT tools have become an integral part of the classroom; consequently, teacher training programs have a substantial role to play in training teachers for the adoption of ICT, taking into account their psychological characteristics as well as their

personality traits, because it affects the way in which teachers develop their tasks
demonstrating their ICT skills (Kounenou, Roussos, Yotsidic, & Tountopoulou, 2014).

Educational characteristics

According to Vinatova et al. (2015) ICT plays an acknowledged critical role in
improving the quality of education. They are particularly important in helping teachers and
students to perform more effectively. To make the best use of ICT, teachers must be equipped
with adequate ICT competencies. In the process of integrating ICT into education, both
teachers' ICT competencies and how they perceive the role of ICT in their teaching/learning
processes play key roles. Besides, the authors argument that analysis, design, development,
implementation, evaluation, and management of ICT in education require diversified
competencies and knowledge

On the other hand, integrating ICT into education is a logical response to the demands
of the information age in terms of preparing students for future academic careers or
employment that is increasingly technology oriented (Gura & Percy, 2005).

Besides, Alrasheedi (2009) holds that strong cultural components in education, such as
liberal arts and social studies, will enable students to recognize the interconnections that turn
information into knowledge and, give a global perspective to the impact of technology on
human life in the information-age society. Furthermore, he thinks that communication is a
survival skill in the information age.

Professional characteristics

Teacher training in technology has been a major objective lately. Evidence supports
the controversy that blended learning, incorporating the use of ICT is a viable model both for
teachers' professional development and formal teacher education courses. (Belland as cited in
Kounenou et al., 2014)

In addition, Vinatova et al. (2015) think that teachers contribute toward the base of the education innovation, therefore teachers' professional competencies should be seen as an invaluable prerequisite to facilitate teaching and learning in this modern era of information and technology.

Likewise, Tearle (2003) mentions that teachers' professional development in the use of ICT for teaching and learning is recognized as having a key role to play in the process of enabling and supporting teachers' use of ICT in the development of the teaching and learning process. For the author, the need for professional development also recognizes progression and different phases of learners' needs with a view of ICT professional development as a special case of change management. It also supports the need for extended and comprehensive training.

Besides, Wambiri & Ndani (2017) hold that another key factor in teachers' training is their competence in using ICT in teaching and learning. Enthusiasm to integrate ICT in teaching calls for teachers' ability to handle computers and other ICT gadgets and associated software. In this regard, Drent & Meelisen as cited in Wambiri & Ndani (2017) established that the quality and level of teacher training influences effective adoption and use of ICT in schools; teachers' competence in computer use is a good predictor of ICT integration in teaching.

Personal characteristics

Redmond, Albion and Maroulis (2005) reported that teachers' personal backgrounds such as personal confidence, interests in using ICT and willingness to try something different are significant factors that might promote ICT integration in the classroom.

Besides Kounenou, Roussos and Yotsidi (2014) state that personality also influence teachers' career identity from its beginning, regarding their career choice content to the

everyday exercise of their working role. For them, teaching is not only a matter of methods, techniques, and procedures, but also a function of teachers' personality. Thus, it is important to understand personality contributions in supporting or constraining the use of ICT by teachers, for both educational and career reasons.

In addition Ilomäki (2008), hold that teachers' age is a factor that influences the use of ICT tools in the classroom. In his research, this author was able to verify that older teachers have insecurity when using technology. Besides, old teachers tend to show apathy or indifference to technology resources. On the other hand, young teachers demonstrated to have greater technological skills and security regarding technological devices. However, teachers' age is a factor that can vary from one place to another; in this sense Morley (2011) concludes that age is not a barrier in the ICT use, but rather the teaching experience, motivation and training.

In the following paragraphs some previous studies in relation to teachers' perceptions on ICT use in their EFL classes are going to be presented in order to know other researchers findings.

Silviyanti and Yusuf (2015) carried out a study in order to determine if ICT is useful in EFL teaching, researching in this way the EFL teachers' perceptions about ICT use. The design of their study is qualitative because it seeks to know the attitudes of the teachers about the technological tools. A questionnaire with closed questions and interviews were applied to fifty-five EFL teachers in order to gather the desired information. The findings of this research indicate that teachers' acceptance or rejection of ICT has pedagogical implications. The EFL teachers believed that it is important to implement ICT within classrooms because the technology increases students' motivation and learning. Nevertheless, the teachers interviewed also revealed that cost and the insufficient competency in using ICT are the factors that prevent the implementation of ICT use in EFL teaching.

Namodi et al (2015) proposed in their study to observe the effect of teacher characteristics on ICT integration in state secondary schools in Nakuru - Kenya. The goals of their research were: to establish the effect of teacher educational beliefs on ICT integration and the effect of self-efficacy on ICT integration. They carried out a descriptive research which was tested statistically using Pearson Moments Correlation; and the results of the various elements of teachers' characteristics were explained through a descriptive analysis. The conclusion of this study was that teachers' characteristics affect ICT integration in positive way. This study have been helpful for policy makers to develop teachers' programs; it also helps teachers to realize how intermediation programs impact their instructional behaviors; in addition, it offers evidence that teacher beliefs can be challenged.

Khany and Ghoreyshi (2013) in their study intended to discover the Iranian EFL teachers' familiarity, attitudes, and willingness regarding the use of diverse internet tools in the development of their classes. The study involved 263 EFL teachers who were selected from different instates of Iran. A questionnaire to inquire about the desired information was applied and the results of this research revealed that Iranian EFL teachers are accustomed to the new technologies and have positive attitudes regarding the integration of them in the classroom; on the other hand, this study showed that Iranian institutions are not equipped with suitable ICT tools because of the poor economical resources they own.

Ghavifekr, Abd, Ghani, Rab, & Tengyue (2014) in their study stated as the main aim to identify the level of computer skills and knowledge of primary school teachers in the teaching and learning process. Moreover, the objective of their paper is to identify the level of ICT integration in teaching and learning process in classroom by primary school teachers. A total of 61 teachers from 10 public primary schools in Klang Valley, Malaysia were selected randomly to complete this quantitative study's survey questionnaire. The findings show that most of the teachers are normal users and many teachers more frequently use ICT in the

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teachers' room for their work rather than using it in their classroom for teaching and learning. Furthermore, results show that teachers should always be ready and well equipped in terms of ICT competencies and positive attitude to provide ICT-based learning opportunities for students to improve their learning quality.

Another study carried out by Nikolopoulou and Gialamas (2015) researched about high school teachers' perceptions of barriers to using computers in class. In order to get the necessary information, a questionnaire was applied to 119 high school teachers in Greece. Lack of finance resources, lack of Internet access and large number of pupils in the class were among the major perceived barriers to the use of computers in high schools. Three barrier-factors were extracted: "lack of support", "lack of confidence" and "lack of equipment". Female teachers perceived as a major barrier the lack of support. The poor training in ICT and the fewer the years of teaching experience resulted in teachers' perceiving the "lack of confidence" and the "lack of equipment" respectively, as minor barriers. Confidence with technology was significantly linked to gender; confidence with technology was higher for male teachers, as well as for those teachers who had more years of computer experience and technical training. Teachers' confidence with technology and their pedagogical training in ICT result in higher probability of computer use in class.

A final study highlighted by its importance was done by Teo, Huang and Hoi (2017), this study aims to examine intentions of English teachers in China to use technology in their classroom teaching. The data was collected from 183 English teachers at 5 Chinese universities via a self-report questionnaire and analyzed using a structural equation model. The results revealed that teachers perceive ICT useful. This study contributed to the understanding of technology acceptance theories by contextualizing the current study to Chinese educational context. It also provided valuable references for technology-related policy-making and teachers' professional development.

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CHAPTER II: METHOD

This chapter describes the setting and the participants that intervene in the field research of this study, and the procedures that were followed to come up with the conclusions of this research work, which are related to the methodology, data collection instruments, tabulation techniques and data analysis.

Setting and participants

This research work was carried in one public and one private high school of the city of Quito, located in the Conocoto neighborhood.

The population was composed by twenty EFL teachers; ten work in state high schools and ten in private high schools; in order to make the contrast between gender it was chosen ten male teachers and ten female teachers. Additionally, it is important to remark that all teachers have Bachelor's degree in English Foreign Language teaching. Regarding teachers' experience, a few of them range from 2 to 7 years of teaching experience, and most of them are above 15 years of experience. On the other hand, about half of teachers are between 25 to 35 five years old, and the another half is over their 40's.

Procedures

In order to get a scientific support for the research work it was necessary to use the bibliographic method to find the desired information, in this way, several authors who have written books and conducted scientific studies in this field were analyzed. Also, it was necessary to investigate the information contained in textbooks and international magazines. Additionally, some webpages on the Internet were also used to clarify certain concepts and to get more information about ICT, its importance, advantages and disadvantages, as well as teachers' characteristics and teachers' perceptions regarding ICT use.

The design of this research work was mainly qualitative because it analyses the results gotten quantitatively in a qualitative way, explaining the main results and contrasting them

with the interviews carried out to some teachers; which served to know teachers' opinion about their perception of the use of ICT in EFL teaching.

The instruments used to collect the necessary information were a survey and an interview. The survey was used to get teachers opinion regarding aspects that are considered as barriers for the use of ICT in EFL teaching, and to check the teachers' characteristics that influence the most on teachers to use ICT in their classrooms, the data was displayed in two tables in order to visualize the results in a better way. Likewise, the two aspects considered previously, were contrasted by teachers' perception according to their gender; these results were also displayed in other two tables. The interview was another data collection instrument which was applied to 3 male and female teachers respectively, it consisted of eight open questions with the purpose of inquire about teachers perceptions regarding ICT use, importance, advantages, barriers among others.

Three steps were followed by analyzing the information. First, the highest percentages of each parameter (strongly agree, agree, disagree, strongly disagree) were identified. Secondly, these statements were analyzed using the information obtained through the teachers' interviews. Finally, information from the literature review was used to support the analysis made. The same procedure was used to analyze all tables, but the parameters of the tables 3 and 4 were analyzed taking into account teachers' perceptions according to their gender.

The methodology and procedures used in this research work served to know the real perceptions of Ecuadorian high school teachers regarding ICT use in their EFL classes, the aspects related to teachers' characteristics that are considered by most of the EFL teachers as barriers to use ICT in their classroom; the teachers' characteristics that influences the most on teachers to use ICT in their classroom; and, ICT use perceived by EFL teachers in relation to their gender.

CHAPTER III: DISCUSSION

DESCRIPTION, ANALYSIS, AND INTERPRETATION OF RESULTS

This chapter discusses the findings of the present study, which will be presented in through tables explaining the results gotten regarding the three research questions set at the beginning of this research; the first one deals with which aspects related to teachers' characteristics are considered by most of the EFL teachers as barriers to use ICT in their classroom; secondly, which factors regarding teachers' characteristics influence the most on teachers to use ICT in their classroom; and finally, how ICT use is perceived by EFL teachers in relation to their gender. In addition, the most significant percentages of these tables have been discussed and contrasted with the teachers' interviews.

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.	0	0	40	60	0
2	I do not think I would be able to learn how to use ICT in my classroom.	0	0	20	80	0
3	I am afraid that if I begin to use ICT, I will become dependent upon them.	0	5	40	55	0
4	I dislike working with machines that are smarter that I am.	0	0	40	60	0
5	I feel apprehensive about using ICT.	0	5	45	50	0
6	I have difficulty in understanding the technical aspects of ICT.	0	10	50	40	0
7	It scares me to think that could cause the computer to destroy a large amount of data by hitting the wrong key.	0	0	20	80	0
8	I hesitate the use of ICT for fear of making, mistakes that I cannot correct.	0	0	40	60	0
9	You have to be master to understand how to use ICT.	0	0	45	55	0
10	I have avoided ICT use because they are unfamiliar.	0	5	35	60	0
11	I have not attended some ICT training courses.	5	10	65	20	0
12	I have not attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate me.	0	5	25	70	0
13	I am not interested in attending any ICT courses.	0	5	30	65	0

14	I do not know how to use any ICT Resources.	5	0	35	60	0
15	I do not use any ICT resource in class because I think that ICT is not necessary to teach English.	0	0	35	65	0
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.	0	0	40	60	0
17	I think that age is factor that determines the ICT use in class.	10	5	30	55	0
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.	5	40	35	20	0

Elaborado por: Diana Elizabeth Mayorga Buenaño
Source: Ecuadorian high school EFL teachers

Analyzing the results of the table 1 about the teachers' characteristics that are considered as barriers for teachers to use ICT in the classroom, it is important to highlight that almost half of the teachers mentioned to be agree with the parameter *In my opinion younger teachers are more skillful to use ICT that the older ones;* this is relatively true since young people is more imbued with technology; therefore, younger teachers have better ICT skills that the older ones. Supporting this, Ilomäki (2008) holds that teachers' age is a factor that influences the use of ICT tools in the classroom; in his research, this author was able to verify that older teachers have insecurity when using technology; besides, old teachers tend to show apathy or indifference to technology resources, while young teachers demonstrated to have greater technological skills and security regarding technological devices.

On the other hand, a considerate amount of teachers mentioned to be disagree with the following parameters as barriers for the use of ICT in the classroom *I feel apprehensive about using ICT, I have difficulty in understanding the technical aspects of ICT, You have to be master to understand how to use ICT,* and *I have not attended some ICT training courses.*

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These results clearly show that the teachers do not have problems using ICT in the classroom because they understand how it works and have some training on it; regarding training courses, this is the highest parameter (65%) that teachers state to be disagree, which means that they have enough expertise for using ICT in the development of their classes. Wambiri & Ndani (2017) state that a key factor in teachers' training is their competence in using ICT in teaching and learning; it means that the ICT competency is very important to improve the communication in the learning and teaching process; in this sense, the parameters indicated above are not impediments for teachers to use ICT in their classrooms.

As support of the teachers' disagreement to the results highlighted before, it is critical to mention that many teachers (80% − 70%) indicated that they *strongly disagree* with the statements *I do not think I would be able to learn how to use ICT in my classroom, It scares me to think that could cause the computer to destroy a large amount of data by hitting the wrong key, I have not attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate me*. These results demonstrate that teachers do not feel anxious of using technology in their classes because they have positive attitude towards it and have enough ICT training; this is a fundamental teachers' characteristic because it helps them to be open to the teaching trends and technology advances, which will be helpful for applying all new resources in the class. In this respect, Kounenou, Roussos, Yotsidic, & Tountopoulou (2014) highlight that it is important to take into account teachers' psychological characteristics as well as their personality traits, because it affects the way in which they develop the tasks demonstrating their ICT skills. Analyzing the comments that teachers gave in the surveys, it can be noticed that almost all of them feel confident of using ICT in their classes because they mention that they and their students like the use it, ICT resources are helpful and easy to use in their classrooms, and, they said to have enough training; only one

of the surveyed teachers recognizes to be sometimes nervous when using ICT because of not being very good with technological devices.

In addition, another estimated amount of teachers (65% - 55%) declared their *strongly disagreement* with the items *I hesitate the use of ICT for fear of making mistakes that I cannot correct, You have to be master to understand how to use ICT, I have avoided ICT use because they are unfamiliar, I am not interested in attending any ICT courses, I do not know how to use any ICT resources, I do not use any ICT resource in class because I think that ICT is not necessary to teach English, I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process, I think that age is factor that determines the ICT use in class*. These results again show that teachers have positive attitude regarding the use of ICT in the development of their classes because they know how to use technological resources and feel confident enough for using them; besides, they are interested in attending training courses and they do not think that age is a limiting factor for implement ICT in the EFL teaching. Supporting these results, Gura & Percy (2005) assert that teachers play an important role in the integration of ICT into school curricula; although much of the technology is already in place and available to educators and promises to redefine goals and methods of teaching and learning, this will not come into reality without teachers' understanding and positive attitudes about the technology, practical skills to use it, as well as the willingness to use technology for educational purposes. On the other hand, Player-Koro (2012) identifies anxiety as one of the key limitations that teachers face; similar to findings from most related studies, this study reports teacher-computer related anxiety to the lack of familiarity with the devices and related technologies. Taking teachers' answers from the interviews, it can be observed that all teachers consider that ICT is a necessary and helpful tool to aid the teaching-learning process of the English language; and, all teachers have a positive attitude towards technology and do not feel anxiety of using it in the development of their classes.

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.	65	35	0	0	0
2	I am confident that I can learn technological skills.	75	25	0	0	0
3	I feel motivated to use ICT in my class.	65	35	0	0	0
4	Learning to use ICT is like learning any new skills - the more you practice, the better you become.	70	30	0	0	0
5	I am sure that with time and practice I will be as comfortable working with ICT.	60	40	0	0	0
6	I feel that I will be able to keep up with the advances happening in the ICT field.	45	55	0	0	0
7	If given the opportunity, I would like to learn about ICT use.	55	45	0	0	0
8	I think that ICT are necessary tools in educational setting.	50	40	10	0	0
9	I like to use ICT because they help me to innovate my teaching methodology.	55	40	5	0	0
10	ICT help me to motivate my students to learn English.	50	45	5	0	0
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.	40	55	5	0	0

12	When I have technical problem with ICT, I do not feel frustrated.	30	55	5	10	0
13	Age is not an obstacle to learn about and use ICT in my classes.	45	50	5	0	0
14	I know a lot about ICT use because I have attended some ICT training courses.	35	40	20	5	0
15	I have learned to use ICT resources by myself.	30	50	20	0	0
16	I think ICT has a positive impact on teaching process.	55	45	0	0	0
17	ICT use has more advantages than disadvantages in EFL teaching.	60	40	0	0	0

Elaborado por : Diana Elizabeth Mayorga Buenaño
Source: Ecuadorian high school EFL teachers

Concerning the teachers' characteristics that influence the most on teachers to use ICT in their classroom it can be revealed that some teachers (75% - 65%) *totally agree* with the following statements: *The challenge of learning about ICT use is exciting, I am confident that I can learn technological skills, I feel motivated to use ICT in my class, Learning to use ICT is like learning any new skills - the more you practice, the better you become.* Therefore, the researcher concludes that teachers have a positive attitude and feel motivated of using ICT in the development of their classes. Through the interviews, teachers remark that they feel motivated of using technology in their classes because it helps them to introduce the topics, to catch students' attention, to practice English language in a variety of ways, among others. Besides, all teachers are aware of the necessity of being updated about technological advances in order to use them for easing the teaching-learning process of the English language. As a scientific theoretical support, it is significant to mention that teachers' attitudes and beliefs are crucial in the successful integration of ICT in the teaching/learning process; in addition, it is

considered that teachers must have positive attitudes towards innovation in order to successfully transform educational practice; it is probable that teachers' attitudes are influenced by their perception of the usefulness of ICT on their teaching. (Wambiri & Ndani, 2017)

Likewise, several teachers (60% - 50%) hold to be *totally agree* with these parameters: *If given the opportunity, I would like to learn about ICT use, I think that ICT are necessary tools in educational setting, I like to use ICT because they help me to innovate my teaching methodology, ICT help me to motivate my students to learn English, I think ICT has a positive impact on teaching process*. From these results we can see that teachers are concerned about the importance and necessity of develop their ICT skills in order to use them in their classrooms, to improve their teaching methodology, to encourage their students, and to have a positive impact on the teaching of the English language. Teachers' position is a fundamental key factor to help learners develop their linguistic skills and essential characteristics of their personality. According to Vinatova et al. (2015) ICTs play an acknowledged critical role in improving the quality of education; they are particularly important in helping teachers and students to perform more effectively, for this reason, teachers should be given training opportunities in order to they develop ICT skills and integrate them in the teaching of EFL more sucessfully.

The results of the question about teachers' characteristics that influence the most on teachers to use ICT in their classroom also reveal that another important amount of teachers (55% - 45%) *agree* with the following statements: *I feel that I will be able to keep up with the advances happening in the ICT field, ICT help me to motivate my students to learn English, If I had any technical problem with ICT during my class I would continue doing the planned activities, When I have technical problem with ICT, I do not feel frustrated, Age is not an obstacle to learn about and use ICT in my classes, I have learned to use ICT resources by*

myself. These results indicate that teachers are mature and professional enough to deal with the technological updates and technical inconveniences during the development of the class when using ICT tools; besides, teachers do not think that age could be a constrain for learning about new technology for educational purposes; and they have not had any trouble training themselves about ICT tools for easing the development of the teaching-learning process of the English language. All these teachers' convictions are worthy of emphasizing and constitute a key factor for the EFL teaching. These results also are confirmed with the answer that teachers gave in the interviews, where most of them comment that personal and psychological factors could be a barrier to use ICT in the classroom; therefore, they mention to have a positive viewpoint regarding the use of ICT and consider the difficulties of its use as challenges to be overcome in order to grow up personally and professionally. Regarding these results, Wambiri & Ndani (2017) indicate that enthusiasm to integrate ICT in teaching calls for teachers' ability to deal with computers and other ICT gadgets and associated software; in this regard, Drent & Meelisen as cited in Wambiri & Ndani (2017) established that the quality and level of teacher training influences effective adoption and use of ICT in schools, teachers' competence in computer use is a good predictor of ICT integration in teaching and helps teachers to overcome the difficulties when using them into the classroom. Considering teachers' age, Morley (2011) concludes that age is not a barrier in the ICT use, but rather the teaching experience, motivation and training which supports what teachers commented in the surveys.

How is ICT use perceived by EFL teachers in relation to their gender?

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	0	0	0	30	50	70	50	0	0
2	I do not think I would be able to learn how to use ICT in my classroom.	0	0	0	0	20	20	80	80	0	0
3	I am afraid that if I begin to use ICT I will become dependent upon them.	0	0	0	10	30	50	70	40	0	0
4	I dislike working with machines that are smarter that I am.	0	0	0	0	30	40	70	60	0	0
5	I feel apprehensive about using ICT.	0	0	0	10	40	50	60	40	0	0
6	I have difficulty in understanding the technical aspects of ICT.	0	0	10	10	40	60	50	30	0	0
7	It scares me to think that could cause the computer to destroy a large amount of data by hitting the wrong key.	0	0	0	0	10	40	90	60	0	0
8	I hesitate the use of ICT for fear of making mistakes that I cannot correct.	0	0	0	0	30	50	70	50	0	0
9	You have to be master to understand how to use ICT.	0	0	0	0	50	40	50	60	0	0
10	I have avoided ICT use because they are unfamiliar.	0	0	0	10	30	40	70	50	0	0
11	I have not attended some ICT training courses.	10	0	0	20	70	60	20	20	0	0
12	I have not attended some ICT training courses; however, I prefer not to use ICT	0	0	0	10	10	40	90	50	0	0

	because they somewhat intimidate me.										
13	I am not interested in attending any ICT courses.	0	0	0	10	20	40	80	50	0	0
14	I do not how to use any ICT resources.	0	10	0	0	40	30	60	60	0	0
15	I do not use any ICT resource in class because I think that ICT is not necessary to teach English.	0	0	0	0	30	40	70	60	0	0
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.	0	0	0	0	40	40	60	60	0	0
17	I think that age is factor that determines the ICT use in class.	0	20	0	10	40	20	60	50	0	0
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.	0	10	50	30	40	30	10	30	0	0

Elaborado por: Diana Elizabeth Mayorga Buenaño
Source: Ecuadorian high school EFL teachers

Regarding the question about the way that ICT use is perceived by EFL teachers in relation to their gender, the results show that there are several parameters in which both male and female teachers almost coincide in *disagreeing*, the disagreement is observable in medium of higher percentages that vary between 30% to 40%, 40% to 50%, and from 60% to 70%; they are: *I dislike working with machines that are smarter that I am, I feel apprehensive about using ICT, I have difficulty in understanding the technical aspects of ICT, You have to be master to understand how to use ICT, I have not attended some ICT training courses, I do not how to use any ICT resources, I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process, In my opinion, younger teachers are more skillful to use ICT than the older ones.* These results demonstrate that both men and women teachers have the same appreciation about not considering some aspects as barriers to use ICT in their classrooms, they both agree not having problems of working with technological devices, they

have taking training in ICT and they do not consider age as a limiting factor for mediating EFL teaching with the aid of ICT tools. Lawrence and Veena (2013) state that teachers' competencies for the correct use of ICT fall into five fields: productivity, communication, research, media and presentation; and according to the results men and women teachers seem to perform equally in the fields stated by Lawrence and Veena. On the other hand, Mustafa (2014) in his study reveals that knowledge and skills are significant gender mediators in the application of ICT in teaching and learning; his study successfully demonstrated that between male and female teachers, teachers' knowledge and skills are the key factors which can increase the application of ICT in teaching and learning.

On the other hand, the results of the following statements demonstrate that there is a considerate difference between male and female teachers in relation to the aspects that they consider are barriers to use ICT in the classroom; these results demonstrate a higher number of men than women teachers mention their *disagreement* with: *I feel insecure about my ability to use ICT as a resource to teach, I am afraid that if I begin to use ICT I will become dependent upon them, I have difficulty in understanding the technical aspects of ICT, It scares me to think that could cause the computer to destroy a large amount of data by hitting the wrong key, I hesitate the use of ICT for fear of making mistakes that I cannot correct, I have not attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate me, I am not interested in attending any ICT courses.* These scores clearly indicate that women are closer to be intimidated with the use of technological devices in the classroom because of not making mistakes and damages; and, they have not attended training ICT courses as men have done. Regarding this situation, Antoniou and Kadel's studies, as cited in Danner and Pessu (2013) found that females have negative attitudes concerning computers; as a result they are often less computer literate than males. In addition, Schaumburg (2001) states that there is a significant difference between genders when using

ICT, the author recalls that there are several studies that demonstrate that females are less interested in computers than males and use them less often. However, analyzing the interviews, it can be noticed that almost all female teachers say to feel confortable using ICT tools in the classroom, only one woman asserts to be a little scared because of lack of training; it contrast the results of the surveys.

Concerning to the opinion *strongly disagree* we can notice that there are some parameters in which the results show that both of men almost think the same because the ranges are equal or only vary in 10%; these statements say: *I do not think I would be able to learn how to use ICT in my classroom, I dislike working with machines that are smarter that I am, I feel apprehensive about using ICT, I have difficulty in understanding the technical aspects of ICT, I do not how to use any ICT resources, I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process, I think that age is factor that determines the ICT use in class.* With these results, we can observe that both male and female teachers are open to learn new things about the use of ICT in their classrooms; they also consider that despite their experience, ICT tools are a useful resource to aid the teaching process; besides, they think that age is not constraint to use technology in the development of their classes.

On the other hand, the results that considerably vary between men and women are: *I feel insecure about my ability to use ICT as a resource to teach, I am afraid that if I begin to use ICT I will become dependent upon them, I feel apprehensive about using ICT, I have difficulty in understanding the technical aspects of ICT, It scares me to think that could cause the computer to destroy a large amount of data by hitting the wrong key, I hesitate the use of ICT for fear of making mistakes that I cannot correct, I have avoided ICT use because they are unfamiliar, have not attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate me, I am not interested in attending any ICT courses.*

These results indicate the level of *totally disagreement* is higher in male than in women teachers which means that women are more apprehensive about using ICT as a resource to mediate teaching; therefore, they are a little more reluctant to use it; besides, they could be less interested in ICT training. Regarding the differences between man and women, Wajcman (2006) mentions that gender disparity can also be seen in the area of ICT, she observed that many feminists believe that western technology embodies patriarchal values. She additional argued that most women are reluctant to go into technology because of the sex-stereotyped definition of technology as an activity appropriate for men.

From the whole results of the table that is being analyzed, it is important to mention that only with a parameter teachers *agree,* this ones says: *In my opinion, younger teachers are more skillful to use ICT than the older ones*. Of course, male teachers rating is higher than female teachers, but it clear demonstrates that both men and women consider than younger teachers have better ICT tools, and through the interviews they comment that for younger teachers it is easy to use technological devices because they are more familiar with technology. Supporting this analysis, Ilomäki (2008), says that young teachers demonstrate to have greater technological skills and security regarding technological devices.

How is ICT use perceived by EFL teachers in relation to their gender?

Table 4. Teachers' characteristics that influence the most on teachers 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.	70	60	30	40	0	0	0	0	0	0
2	I am confident that I can learn technological skills.	90	60	10	40	0	0	0	0	0	0
3	I feel motivated to use ICT in my class.	70	60	30	40	0	0	0	0	0	0
4	Learning to use ICT is like learning any new skills - the more you practice, the better you become.	80	60	20	40	0	0	0	0	0	0
5	I am sure that with time and practice I will be as comfortable working with ICT.	40	80	60	20	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.	60	30	40	70	0	0	0	0	0	0
7	If given the opportunity, I would like to learn about use ICT.	70	40	30	60	0	0	0	0	0	0
8	I think that ICT are necessary tools in educational setting.	70	30	20	60	10	10	0	0	0	0
9	I like to use ICT because they help me to innovate my teaching methodology.	60	50	30	50	10	0	0	0	0	0
10	ICT help me to motivate my students to learn English.	50	50	40	50	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.	40	40	60	50	0	0	0	10	0	0

12	When I have technical problem with ICT, I do not feel frustrated.	30	30	60	50	10	0	0	20	0	0
13	Age is not an obstacle to learn about and use ICT in my classes.	40	50	60	40	0	10	0	0	0	0
14	I know a lot about ICT use because I have attended some ICT training courses.	50	20	30	50	20	20	0	10	0	0
15	I have learned to use ICT resources by myself.	30	30	50	50	20	20	0	0	0	0
16	I think ICT has a positive impact on teaching process.	80	30	20	70	0	0	0	0	0	0
17	ICT use has more advantages than disadvantages in EFL teaching.	80	40	20	60	0	0	0	0	0	0

Elaborado por: Diana Elizabeth Mayorga Buenaño
Source: Ecuadorian high school EFL teachers

Analyzing again the results that are similar or pretty similar between male and female teachers, we can notice that the following statements have gotten the highest opinion of *totally agreement* regarding the teachers' characteristics that influence the most on teachers to use ICT in their classroom; these declarations say: *The challenge of learning about ICT use is exciting, I feel motivated to use ICT in my class, I like to use ICT because they help me to innovate my teaching methodology, ICT help me to motivate my students to learn English.* The ranges express that both men and women teachers are motivated to use ICT in their classroom because they consider it exciting, challenging and helpful to innovate their teaching methodology; all these are good personal characteristics that teachers should cultivate to make successful the integration of ICT in EFL teaching. Silviyanti and Yusuf (2015) in their study found that teachers' acceptance or rejection of ICT tools has pedagogical implications; and

that EFL teachers believed that it is important to implement ICT within classrooms because the technology increases students' motivation and learning.

Regarding the same question of analysis, there are other parameters where the results indicate that male teachers have a very different appreciation than female teachers; men rates are higher than women's in terms of *totally agreement*; they are as follow: *I am confident that I can learn technological skills, Learning to use ICT is like learning any new skills - the more you practice, the better you become, I feel that I will be able to keep up with the advances happening in the ICT field, If given the opportunity, I would like to learn about use ICT, I think that ICT are necessary tools in educational setting, I know a lot about ICT use because I have attended some ICT training courses, I think ICT has a positive impact on teaching process, ICT use has more advantages than disadvantages in EFL teaching.* These results show that men feel more motivated to learn about ICT and technological advances; and their attitude towards technology is more positive. Through the interviews, female teachers also comment to be motivated and ready to improve their ICT skills to implement them in their classes; however, the surveys demonstrate that male teachers' desired for improving in this aspect is higher. In relation to this, Derbyshire (2003) holds that the three computer related occupations (computer scientists, computer engineers and system analysts, and computer science and engineering) are the top career preferred by men. In addition, Sefyrin (2005) concludes saying that competence in ICT could be seen as a question of interest in ICT, where men are more interested in ICT than women. On the other hand, the unique parameter where women's *totally agreement* is superior to men's is in *I am sure that with time and practice I will be as comfortable working with ICT,* which corroborates that women are aware of not being skillful enough in the use of ICT; however, they are ready to improve in order to implement in a better way ICT in their classes.

Considering the response *agree*, it can be noticed that men and women teachers have almost equal opinion in the following parameters*: If I had any technical problem with ICT during my class, I would continue doing the planned activities; When I have technical problem with ICT, I do not feel frustrated; I have learned to use ICT resources by myself.* These results indicate that both male and female teachers are mature and professional enough to deal with the difficulties they may have in classes; it also means that teachers plan responsibly their classes and know what to do case of technical problems or another setback. Likewise, teachers are aware of the necessity of self-training in the use of ICT tools to be able to use them in their classrooms. Regarding teachers' professionalism, Koszalka as cited in Alrasheedi (2009) holds that teachers' attitudes can affect their willingness to implement technology in their classrooms; besides, teachers' perceptions about technology are influenced by a combination of factors such as teacher self-efficacy, teacher philosophy, openness to change, and amount of professional development.

Analyzing the other responses, it can be observed that the percentage in which female teachers *agree* is considerably higher than male teachers' in the following parameters: *I feel that I will be able to keep up with the advances happening in the ICT field, If given the opportunity, I would like to learn about use ICT, I think that ICT are necessary tools in educational setting, I think ICT has a positive impact on teaching process, ICT use has more advantages than disadvantages in EFL teaching*. Although these results look higher in women than in men, it is compulsory to highlight that almost the same parameters, male teachers indicated their *totally agreement*, comparing their totally agreement with female teachers' agreement, we can conclude that both men and women are concern with the importance that ICT have in the development of the classes as a useful resource to ease the teaching-learning process of the English language; and despite a few disadvantages, teachers'

attitude is positive because they are open and ready to improve their ICT skills in order to

apply them in classes successfully.

CONCLUSIONS

Teachers considered in the present study have a positive attitude towards ICT tools and feel motivated of using them in the development of their classes because it is a useful resource that aids them to introduce the topics, to catch students' attention, to practice English language in a variety of ways and to improve their teaching methodology, which helps improve the teaching of English as a foreign language.

Age is a barrier that some teachers consider as limiting factor for the implementation of ICT in EFL teaching since they consider that younger teachers are more skillful to use ICT that the older ones; this may be relatively true since young people are more imbued with the technology, and for them it is much easier to manipulate technological devices, which is transmitted to the educational environment.

Teachers do not have inconveniences using ICT in the classroom because they understand how they work, they have some expertise on them and have some training; besides, teachers are open and ready to up-to-date training courses since they are aware of the fast technological changes and want to be able to use new technological tools in the development of their classes.

Female teachers feel more anxious of using technology in the development of their classes since they are a little intimidated with the use of technological devices in the classroom due to the fear of making mistakes and damages to the technological devices and because some of them have not attended training ICT courses as male teachers have done.

Male teachers are more interested than female teachers in using ICT tools as a resource to aid the teaching of EFL since they have better ICT skills. However, female teachers have a positive attitude towards technology and are aware of the necessity of getting training in this field in order to use technological devices in classes more successfully.

Teachers who work in private and state high schools in Ecuador have almost the same perceptions regarding the use of ICT in EFL teaching, because the results gotten in the surveys and the opinions given in the interviews make notice that in both environments private and public, that the strengths, weakness and worries about ICT use are pretty similar.

RECOMMENDATIONS

Teachers should continue with their self-motivation and positive attitude towards the importance of ICT as a resource that successfully aids and eases the teaching of English as a foreign language. Besides, teachers should share their knowledge and disposition to other educational institutions of the country that do not see ICT as an excellent didactic source to improve teaching not only in language teaching but in all the areas.

Elder teachers should break the paradigm that only young teachers are more able to use technology and apply it for educational purposes; therefore, authorities should implement training courses in order to elder teachers overcome their inconveniences regarding the use of technological devices. In addition, the institution should create spaces and a camaraderie environment where younger teachers could share with elder teachers their knowledge about the use of ICT tools.

All teachers need to be aware that technology changes everyday and that what we know today, perhaps tomorrow will no be useful; in this sense, teachers should be opened to assimilate the changes, and to be ready to use and adapt the new technologies in the field of the education, specifically in the teaching of EFL in order to help learners get a better learning.

Female teachers need more training courses and workshops in the use of ICT tools; in this way they will feel less anxious when using technology in the classrooms because they will know exactly how the devices work and will act adequately in the case of any technical problem. Besides, men teachers can help women teachers to share their knowledge about ICT and bring them help explaining how devices and software work.

Female teachers not only need to take extra training in the use of ICT but they also need to feel the necessity of using technology in the development in the class as male teachers

do; therefore, female teachers should be more open and ready to use ICT in the development of the EFL teaching because it eases its process and motivates learners to learn in a meaningful way.

The Ministry of Education should provide specific training in the use of ICT for the teaching of EFL because there are no courses at all in this area; besides, teachers of the private and public sector have to look for ICT training courses and in other cases they have to train themselves in order to apply their knowledge and skills about ICT in the development of their classes; therefore, the intervention of the educational authorities is demanding for teachers professional instruction.

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ANNEXES

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

MODALIDAD ABIERTA Y 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 recourse 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 that 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 could cause the computer to destroy a large amount of data by hitting the wrong key.					

Nº	STATEMENT					
8	I hesitate the use of 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 some ICT training courses.					
12	I have not 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 courses.					
14	I do not how to use any ICT Resources.					
15	I do not use any ICT resource in class because I think that ICT is 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 disagree 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.					

#	Statement					
4	Learning to use ICT is like learning any new skills - the more you practice, the better you become.		54			
5	I am sure that with time and practice I will be as confortable 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 setting.					
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 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

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

MODALIDAD ABIERTA Y 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?
_____
_____
_____

2. Do you use ICT in your English classes?

YES ( ) NO ( )
Why?
_____
_____
_____

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

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?
_____
_____
_____

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?
_____
_____
_____

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

YES ( ) NO ( )
Why?
_____
_____
_____

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

YES ( ) NO ( )
Why?
_____
_____
_____

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

Male ( ) Female ( )
Why?
_____
_____