



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 their EFL
classes.**

TRABAJO DE TITULACIÓN

AUTOR: Coronel Sigüenza, María Gabriela

DIRECTORA: Inga Ordóñez, Gabriela Cecibel, Mgs.

CENTRO UNIVERSITARIO AZOGUES

2018



Esta versión digital, ha sido acreditada bajo la licencia Creative Commons 4.0, CC BY-NC-SA: Reconocimiento-No comercial-Compartir igual; la cual permite copiar, distribuir y comunicar públicamente la obra, mientras se reconozca la autoría original, no se utilice con fines comerciales y se permiten obras derivadas, siempre que mantenga la misma licencia al ser divulgada. <http://creativecommons.org/licenses/by-nc-sa/4.0/deed.es>

Marzo del 2018

APROBACIÓN DEL DIRECTOR DEL TRABAJO DE TITULACIÓN

Magíster.

Gabriela Cecibel Inga Ordóñez

DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de fin de titulación: *Ecuadorian high school teachers' perceptions on ICT use in their EFL classes*, realizado por Coronel Sigüenza María Gabriela, ha sido orientado y revisado durante su ejecución, por lo tanto se aprueba la presentación del mismo.

Loja, febrero de 2018

f)

Mgtr. Gabriela Cecibel Inga Ordóñez

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

Yo, Coronel Sigüenza María Gabriela declaro ser autor del presente trabajo de titulación: “Ecuadorian high school teachers’ perceptions on ICT use in their EFL classes”, de la Titulación de Ciencias de la Educación mención Inglés, siendo la Mgtr. Gabriela Cecibel Inga Ordóñez la 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.

Adicionalmente, declaro conocer y aceptar la disposición del Art.88 del Estatuto Orgánico de la Universidad Técnica Particular de Loja que en su parte pertinente textualmente dice: “Forman parte del patrimonio de la Universidad la propiedad intelectual de investigación, trabajos científicos o técnicos y tesis de grado que se realicen a través, o con el apoyo financiero, académico o institucional (operativo) de la Universidad”

f.....
Autor: Coronel Sigüenza María Gabriela
Cédula: 0301572251

DEDICATION

I dedicate this work to my mother Gema for being the angel that takes care of me and guides me. She is the one that makes my dreams come true. To my children that I love with all my soul: Juanito, Isabelita y Mary Fer. To my husband Fernando for his patience, support and company. To my God for giving me the strengths to fulfill this project. To my grandparents, because they take care of me from heaven. To my struggling classmates, without them nothing would have been possible.

To my angel, who from heaven takes care of me and is always with me; for you Chicho. And, to all the people that support me. This is a dream that has come true!

Maria Gabriela

ACKNOWLEDGMENT

Mom Gema thanks for trusting, believing and supporting me in all my projects, especially this one that has been my dream. Thanks children my dear children Juanito, Isabelita and Mary Fer. Thanks Fernando for your support and patience. To my God for allowing me reach a dream and giving me the strength to fulfill this aim. My sincere thankfulness to my struggling mates, without you anything would have been possible. Finally, my sincere gratitude to the staff of the UTPL for their support.

María Gabriela

CONTENTS

Cover	i
Aprobación Del Director Del Trabajo De Fin De Titulación	ii
Declaración De Autoría Y Cesión De Derechos	iii
Dedication	iv
Acknowledgment	v
Contents	vi
List Of Tables	vii
Abstract	1
Resumen	2
Introduction	3
Chapter I: Literature Review	5
Chapter II: Method	18
Chapter III: Results And Discussion	
Description, Analysis, And Interpretation Of Results	21
Conclusions	37
Recommendations	38
References	39
Annexes	43

LIST OF TABLES

Table 1. TEACHERS' CHARACTERISTICS CONSIDERED BY EFL TEACHERS AS BARRIERS TO USE ICT IN THEIR CLASSROOM.....	23
Table 2. TEACHERS' CHARACTERISTICS THAT INFLUENCE THE MOST ON TEACHERS TO USE ICT IN THEIR CLASSROOM.....	27
Table 3. TEACHERS' PERCEPTIONS BY GENDER IN RELATION TO THE ASPECTS THAT THEY CONSIDER AS BARRIERS TO USE ICT IN THEIR CLASSROOM	30
Table 4. TEACHERS' PERCEPTIONS BY GENDER IN RELATION TO THE FACTORS THAT THEY CONSIDER THE MOST INFLUENTIAL TO USE ICT IN THEIR CLASSROOM.....	34

ABSTRACT

The main objective of this study is to analyze the perception of Ecuadorian high schools teachers about ICT use in their EFL teaching; for its development, a descriptive analysis with a quantitative and qualitative approach was used, and the data was collected through the survey technique that was applied to twenty EFL teachers, ten male and ten female participants from a state and a private high school in the city of Azogues, in the province of Cañar. In addition, the interview technique was used and conducted to 6 teachers, 3 from a public and 3 from a private high school.

The findings show that teachers are aware of the importance of ICT in EFL teaching and are motivated to use them; likewise, male and female teachers are not anxious when using technological devices in their classroom and they are ready to get more training on ICT due to the technological changes. Moreover, some female teachers consider that younger teachers are more skillful than the older ones, which could be a limiting factor for the implementation of ICT in the class.

Key words: ICT, EFL, teaching, teachers' characteristics, ICT barriers, ICT tools, ICT implementation, and technological devices.

RESUMEN

Este estudio tiene como principal objetivo analizar la percepción de los docentes de colegios ecuatorianos acerca del uso de las TIC en la enseñanza del Inglés como idioma extranjero; para su desarrollo, se usó un análisis descriptivo con enfoque cuantitativo y cualitativo, la información fue colectada a través de la encuesta que fue aplicada a veinte profesores, diez hombres y diez mujeres de un colegio privado y uno público de la ciudad de Azogues de la provincia de Cañar; además, la técnica de la entrevista fue usada y conducida a 6 docentes, tres de un colegio público y tres de uno privado.

Los resultados muestran que los docentes están consientes de la importancia de las TIC en la enseñanza del idioma Inglés; así mismo, docentes mujeres y varones no están nerviosos de usar los dispositivos tecnológicos en sus clases y están listos para recibir capacitación en las TIC debido a los cambios tecnológicos. Además, algunas profesoras consideran que los docentes jóvenes son más diestros que los antiguos, lo cual podría ser un factor limitante para la implementación de las TIC.

Palabras Clave: TIC, Enseñanza del Inglés como Lengua Extranjera, características de los docentes, barreras para la implementación de las TIC, dispositivos tecnológicos.

INTRODUCTION

Nowadays, the information is transmitted and shared through the world in a few seconds through various sophisticated technological means; this is known as the Information and Communication Technology (ICT) that has changed the human traditional ways of communicating affecting different fields; one of this is the education, where the ICT has a great impact and has changed the teachers' role in the classroom. Regarding the importance of ICT in education, Kroeker (2010) holds that the use of computers and technology today has become fundamental to the operation of organizations and society; the author also states that today, information is transmitted almost instantly which allows the transfer of massive amounts of information in a matter of seconds, enabling humankind to advance in a multitude of ways; according to Kroeker, one of the areas that ICT has allowed its development is education, which is our matter of this study.

Therefore, this study intends to find out the Ecuadorian high school teachers' perceptions on ICT use in their EFL classes, with the purpose of obtaining data that allows discovering the aspects related to teachers' characteristics that are considered by most of the EFL teachers as barriers to use ICT in their classroom; the factors regarding to teachers' characteristics that influence the most on teachers to use ICT in their classroom; and, how ICT use is perceived by EFL teachers in relation to their gender.

In this sense, different authors have carried out several studies related to teachers' perception about ICT use. Therefore, the findings of some investigations have been taken into account to support the results obtained in the present study. One of the most relevant is a study carried out by Al-Munawwarah (2014), this study aimed to research about teachers' perceptions towards the implementation of ICT in EFL teaching and learning process; the study applied descriptive qualitative method and the data was gathered through an open-ended questionnaire and an interview; the findings of the study revealed that ICT helps teachers to

conduct interesting and enjoyable learning activities promoting learner autonomy and motivating the students to learn.

Likewise, Rena and Asnawi (2017) in their study intended to investigate the perceptions and challenges of English teachers regarding the implementation of ICT in ELT classrooms; this study used qualitative and quantitative methods and was done at senior state high schools in Banda Aceh; the results revealed that English teachers agreed that ICT was very helpful in teaching; however, limited time, deficient equipment, poor Internet connections, as well as lack of knowledge, experience and ICT training became obstacles that the teachers face in using ICT.

Another study carried out by Govender and Dhurup (2014) researched about the factors that affect the perceived pedagogical benefits of adoption of ICT and to establish any variations in terms of teachers' age in the context of the province of KwaZulu-Natal in South Africa; through an exploratory procedure, six factors emerged as a result of the perceived pedagogical benefits of the use of ICT: confidence, learning enhancement, work enhancement, work enjoyment, positive attitude towards learning tools and teaching enhancement.

It is important to remark that the present research benefits the academia and educational researchers because they can use the findings of this study to carry out their own studies and to compare the data obtained in their research studies. In the field of education, this research provides valuable conclusions and recommendations to improve the quality of education and the EFL teaching. In addition, future studies related to the topic of this study will find a valuable source of consultation in this research. Finally, it is a pleasure to mention that there have not been any limitations for the development of this study.

**CHAPTER I:
LITERATURE REVIEW**

ICT USE IN EFL TEACHING.

DEFINITION

Information and Communication Technology ICT is the combination of informatics technology with other related technologies, specifically communication technology; thus, ICT uses the newest technologies to process and communicate information (UNESCO, 2002). Besides, Information and Communication Technologies (ICT) cover a wider range of technologies such as radio, television, computers, the Internet, social networks and many other variations of technology (Yunus et al., 2013)

Complementing the previous definitions about ICT, Sarkar (2012) states that ICT refers to all sort of technological tools, which are useful for communicating, producing, sharing, collecting and managing information. Likewise, Siaw (2012) holds that ICT studies technology to manage information and allow communication; and it needs the intervention of modern technological devices to work appropriately.

On the other hand, Ghavifekr et al. (2012) make reference to ICT and education indicating that it refers to the use of computer - based communication that incorporates into daily classroom instructional process. They suggest that in conjunction with preparing students for the current digital era, teachers are seen as the key players in using ICT in their daily classrooms. This is due to the capability of ICT in providing dynamic and proactive teaching - learning environment.

IMPORTANCE

Regarding the importance of ICT in education, Kroeker (2010) holds that the use of computers and technology today has become fundamental to the operation of organizations and society; for author, today the information is transmitted almost instantly through various communication networks known as information and communication technology networks (ICT); which allow the transfer of massive amounts of information in a matter of seconds,

enabling humankind to advance in a multitude of ways; one of the areas that ICT has allowed its development is the education which is our matter of research study.

Besides, Dudeney & Hockly (2014) referring to the importance of ICT in language teaching mention that ICT such as the Internet offers a wide range of opportunities for language teachers. Language learning has to do with interaction and communication with other cultures, which is central in modern language teaching. Furthermore, it has to do with accessibility and being engaged in international class projects, using video chats and making video calls with different kind of software. When used appropriately, ICT can help to strengthen the importance of education to an increasingly networked society, raising the quality of education by making learning and teaching an active process connected to real life (Govender, 2013).

It is also important to mention that Kopinska (2013), in relation to ICT explains that modern curriculums help develop technological skills in learners, so that teachers and people involved in the education field require changing the traditional way of educating. Uluyol and Sahin (2016) argument that in this context, ICT is very necessary because it improves the development of teaching activities

Integrating ICT with education is crucial as it means connecting technology to perform learning skills. ICT helps to manage complexity and solve problems by thinking critically, creatively, and systematically towards the goal of acquiring thinking and problem-solving skills (Meenakshi, 2013).

ADVANTAGES OF THE USE OF ICT IN EFL TEACHING

Houcine (2011) do not doubt that the use of ICT has positive effects on foreign language teaching and learning. They mention that ICT impact depends on the way it is used; if teachers apply it adequately, the following advantages seem to the most obvious ones when using ICT to support foreign language teaching:

- The possibility to adapt easily the teaching materials according to circumstances, learner's needs and response.

- ICT allows to react upon and enables the use of recent/daily news, it offers access to authentic materials on the web,
- It allows the combination and use alternately of the language skills with different kind of resources such as text and images, audio and video clip, among others.
- Lectures become more interesting and less ordinary which enhances learners' engagement.
- ICT enables to focus on one specific aspect of the lesson (pronunciation, vocabulary, grammar, etc.).

Apart from the advantages mentioned above, Padurean and Margan (2009) give highlight other advantages of ICT usage in foreign language teaching, which can be listed as:

- Capacity to control presentation: this capacity marks the difference between computers and books; while books have a fixed presentation, computers can combine visual with listening materials, text with graphics and pictures and so on.
- Novelty and creativity: a teacher can use different materials for each lesson, not like in teaching with textbooks, where all classes presenting a certain topic are the same.
- Feedback: computers provide a fast feedback to students' answers through error correction. It not only spots the mistake but also corrects it, sometimes even giving the appropriate advice.
- Adaptability: computer programs can be adapted by teachers to suit their students' needs and level of language knowledge. Unlike books, which are produced in a single uniform format and need to be taught irrespectively of students' problems, computer programs are more learner- friendly.

DISADVANTAGES OF THE USE OF ICT IN EFL TEACHING

According to Azmi (2017) a disadvantage of using ICT is the fact that if it is applied without careful planning and well-defined objectives, it will provoke a waste of time and effort. Another issue that he mentions is that the cultural component of teaching material can be challenging and confusing. Moreover, an appropriate use of ICT in English language teaching

and multisensory delivery in particular requires adequate training and pedagogical planning. Blake as cited in Azmi (2017) insists that inexperienced teachers in using technology often believe that merely transforming an activity into a web or computer format will guarantee its success for students; the author highlights that any activity without adequate pedagogical planning and technologically enriched will produce unsatisfactory results with students, even if it is attractive from a ICT point of view.

Another disadvantage mentioned by Meenakshi (2013) refers to the fact that many teachers are reluctant to use ICTs, especially computers and the internet because of some reasons, among them poor software design, skepticism about the effectiveness of computers in improving learning outcomes, lack of administrative support, increased time and effort needed to learn the technology and how to use it for teaching; and finally, the fear of losing their authority in the classroom as it becomes more learner-centered.

Regarding to the disadvantages of ICT in English language teaching, Soussi (2016) remarks the lack of technological resources which makes difficult its implementation; besides the author mentions the lack of students and teachers ICT skills, the lack of time, and finally the little confidence to use technology in language classes. On the other hand, Yunus et al. (2013) emphasizes that students do not behave responsibly when technology is used in the classroom; this causes disruption and does not allow a normal development of the class and comprehension of the topic.

Kumutha and Hamidah (2014) in their study carried in Malaysia determined some difficulties that teachers face when they want to integrate ICT integration in the English language lessons; the same ones are listed below:

- Teachers focus on syllabus and rush to finish it.
- Teachers concentrate more on fulfilling their tasks and responsibilities.
- Students are matured enough, so they do not need audio or visual strategies for teaching

- The belief that examination classes like should not indulge themselves in ICT integration during the lessons.
- The thought that classrooms with large number of students are not suitable for incorporating ICT in them.
- Difficulties to manage students in ICT classes.
- Old or experienced teachers do not want to accept and adapt to the changes.
- Old or experienced teachers do not want to receive any training on ICT in order to improve their ICT competence.
- Views of teachers that traditional methods are always effective ways.

TEACHERS AND ICT USE

TEACHER'S ROLE

Ferguson as cited in Gilakjani (2017) states that teachers are the main agents of integrating technology in the classrooms; for that reason it is paramount to consider their role in implementing technology; otherwise, it will bring about just limited effects for the learning process. In the same way, Wenglinsky as cited in Gilakjani (2017) affirmed that technology itself does not make a significant effect on learners' achievement without paying attention to the teachers' role in its integration; so that, teachers are considered as an important factor in educational technologies because they are increasing basic changes in the teachers' role and in the classroom activities.

Zhu (2010) states that teachers have different roles when using ICT in language teaching. They can have the role of expert, formal authority, personal model, facilitator, and delegator. In the role of expert, the teachers should have a lot of knowledge about the area they teach and should play the role of knowledge source for their learners. In the role of authority, Zhu holds that teachers should be very knowledgeable about the subject they teach and learners should follow the rules the teachers determine for them. In the role of model, what the teachers say, perform or indicate in the classes acts as a model for learners to follow and learn from their teachers. In the role of facilitator, the teachers guide their pupils to learn new

things according to what they already know and facilitate their learning processes. In the delegator role, the teachers give assignments to learners and encourage them to work autonomously.

As conclusion Zhu and Schellens as cited in Gilakjani (2017) affirm that the adoption of particular teacher roles in the use of technologies in language teaching can facilitate or stop learners' ability to acquire language skills. It should be mentioned that teachers could adopt the roles mentioned in the previous paragraph in according to the class situation and need.

TEACHERS' COMPETENCES

Krumsvik as cited in Bamigboye et al. (2013) emphasize that specific competence besides the ordinary technology competence is required from teachers because the center of their work is in education and instruction. He defines teachers' ICT competence as teacher's proficiency in using ICT in a professional context with good pedagogic-didactic judgment and his or her awareness of its implications for learning strategies.

On the other hand, Lawrence and Veena (2013) mention that teachers' competences for an adequate use of ICT tools include some basic skills like managing electronic files, using computerized databases and worksheets, sending and receiving e-mail messages and creating documents using visuals. For the authors, the aforementioned skills are requirements for more advanced skills, such as accessing online resources, creating desktop publishing documents, developing multimedia presentations, selecting and customizing instructional software to fit students' needs, streamlining record-keeping and other administrative procedures with electronic tools, and observing the correct protocols in sharing intellectual property. They organize the advanced competencies into five aspects: productivity, communication, research, media and presentation.

Sabliauskas, Bukantaite, and Pukelis (2006) made a review of several research publications modeling the ICT competency areas for teachers, Based on the review, they constructed the following list of areas included in teacher ICT competencies:

- Basic ICT competencies,

- Technological ICT competencies,
- ICT policy competencies,
- Competencies in the ethical areas of ICT use,
- Competencies of ICT integration into the teaching subject,
- Competencies of didactical methods based on the use of ICT, and
- Competencies of managing teaching/learning process working with ICT.

TEACHERS' GENDER

Mahdi and Al-Dera (2013) manifest that the gender factor is an essential issue that affects the use of ICT in language teaching. In their study, they found that there is a significant difference between male and female teachers in the use of ICT in language teaching and learning. Likewise, Russel and Bradley as cited in Mahdi and Al-Dera (2013) stated a correlation between gender and levels of computer anxiety, in which female teachers reported a greater degree of anxiety than male teachers. Furthermore, Todman (2000) concluded that research on computer self-efficacy in general revealed that men on average tend to acquire computer self -efficacy faster than women. Significant differences between males and females were observed for technical ICT abilities, and situational and longitudinal sustainability. In this case, male teachers' scores were higher.

Mustafa (2014) in his study found that female secondary school teachers have lower ICT knowledge, skills and ICT applications when compared to male teachers; probably as a result of the influence of different backgrounds such as income, education level and teaching experience. He also mentions that ICT skills among male and female teachers have a strong connection with the application of ICT. His study explains that ICT skills are the determinant factors for teachers to integrate ICT in their teaching and learning process. Thus, certain efforts particularly concerning teachers' attitude need to be taken seriously in improving teachers' ICT skills.

Moreover, Robertson et al. (1995) also found that male teachers consider themselves to be more efficient and have better skills than their female colleagues. On the whole, it can

be concluded that the role of female teachers in the use of ICT will be lower because they have a lack of confidence in using ICT during the development of the teaching-learning process.

TEACHERS' CHARACTERISTICS REGARDING ICT USE (PSYCHOLOGICAL, EDUCATIONAL, PROFESSIONAL, AND PERSONAL CHARACTERISTICS)

PSYCHOLOGICAL CHARACTERISTICS

Rogers as cited in Alrasheedi (2009) states that technology has become one of the most important teaching and learning tools used in schools. Its use for teaching and learning has created opportunities and challenges, and various studies have shown that it improves learning. However, for technology to have an impact, the role of teachers and their perceptions and attitudes toward it need to be examined. For the author, if teachers have positive attitudes, technology use will likely be effective and easy. Teachers' attitudes toward ICT are a key element in their adoption of the technology; this assumption confirms the commonly accepted belief that attitudes affect behavior.

In addition, Revilla et al. (2017) hold that teachers in order to have a positive attitude towards the implementation of ICT in classrooms need to be updated about the newest technologies, but the lack of training and other problems cause them what has been called techno-anxiety; other authors called this physiological problem technophobia.

EDUCATIONAL CHARACTERISTICS

ICT is an instructional tool and a medium to help in content delivery. Using ICT needs appropriate and sound instructional practices. Effective technology application requires proper pedagogical practices. According to Earle (2002), technology must take into pedagogical practices, they must go beyond information retrieval to problem solving; allow new instructional and learning experiences not possible without them; promote deep processing of ideas; increase student interaction with subject matter; promote faculty and student enthusiasm for teaching and learning; and free up time for quality classroom interaction - in sum improve the pedagogy.

The focus should always be on how the technology is used, as ICT can never replace teachers. The ICT teaching/learning environment provides teachers with both new possibilities and imperatives for radical changes in teaching behaviors. Though teachers can encourage their students to use technology, students' use of technology depends on factors such as student attitude, motivation, interest, access, and anxiety.

PROFESSIONAL CHARACTERISTICS

According to the National Education Technology Standards (ISTE) as cited in Alrasheedi (2009), technology should not be promoted in isolation, but rather as an integral component or tool for learning and communications within the context of academic subject areas. In this process, it is important to understand that technology integration is dependent upon teachers' technical expertise as well as pedagogical knowledge of its utilization for educational purposes.

Depending on the quantity and quality of training received, teachers' attitudes toward and confidence in technology could determine students' involvement in the learning process. The technology could be used to develop students' basic skills, reassess the classroom structure, and innovate teachers' instructional practices. (Yang, 2004).

Likewise, Tearle (2003) affirms that an important thread running through all the studies is that professional development is not simply about attending courses or receiving training, but something much more complex and proactive, with a clear emphasis on addressing how to do it and why it should be done.

PERSONAL CHARACTERISTICS

Although teachers are qualified enough to integrate ICT into their teaching practices, very few do so, bearing in mind the added educational value. Teachers' reluctance towards the integration of technology into classroom practice obstructs not only the educational goals and processes in a modern school environment, but also their personal career prospects. (Kounenou et al, 2014)

Hawkes and Romiszowski (2001) highlight that current views emphasize the social

dimension of reflection, through collaboration and collegial dialogue. However, teacher isolation, a definitive characteristic of the teaching profession, as well as the lack of time, resources, motivation and vision reduce the opportunities for teachers' collaboration, dialogue and reflection. Most of these practical and psychological obstacles are overcome with the aid of the ICT incorporation into teaching practices, since the use of technology enhances communication and reflection efficiently.

The teachers' perceptions about the use of ICT in EFL classes have also been analyzed in other studies; a few of them are presented below in order to know their findings.

Govender & Dhurup (2014) researched about the factors that affect the perceived pedagogical benefits of adoption of ICT by teachers. The study also sought to establish any variations in terms of age and the established benefits of ICT adoption. The sample comprised 1222 teachers employed in public secondary schools in the greater Durban area in the province of KwaZulu-Natal in South Africa. Descriptive analysis, factor analysis and correlations were used to analyze the data. Through an exploratory procedure six factors – ICT confidence, learning enhancement, work enhancement, work enjoyment, positive attitude towards learning tool, and teaching enhancement emerged as a result of the perceived pedagogical benefits of the use of ICT. The authors recommend that placing technology at the disposal of educators is not sufficient to ensure its use. They also mention that effective implementation of ICT in schools is a multifaceted, complex process that does not just involve providing the technology to schools, but also involves teachers' competencies, schools' readiness, long-term financing, curriculum restructuring, and the Government's willingness to invest in the teaching and learning infrastructure.

Al-Munawwarah (2014) in her study aimed to research about teachers' perceptions towards the implementation of ICT in EFL teaching and learning process. The study applied descriptive qualitative method, and the data was gathered through an open-ended questionnaire and an interview. The findings of the study revealed that ICT helps teachers to conduct interesting and enjoyable learning activities promoting learner autonomy and

motivating the students to learn. Besides, the present study shows some challenges encountered by the teachers in using ICT in EFL classes and strategies to overcome the challenges. As a general conclusion, the author holds that the teachers' perceptions towards the utilization of ICT in English teaching were positive; therefore, she recommended to use ICT in English teaching and learning process.

Another study carried out by Aydin (2013) aims to examine Turkish EFL teachers' knowledge of software and their reasons for personal computer use, including the attitudes and perceptions of self-confidence among teachers in integrating computers and the school climate and support with respect to the use of computers for teaching EFL. This study was conducted to 157 EFL teachers and a questionnaire and survey were used to collect the quantitative data. The results indicated that Turkish EFL teachers have little knowledge about certain software and experience difficulties using the software programs and that they suffer from a lack of technical and instructional support, although they have positive perceptions of computer integration and attitudes toward computer use.

Likewise, Hismanoglu (2012) aims to investigate the perceptions of prospective EFL teachers in the distance higher education system toward ICT implementation in teaching English as a foreign language. Most of the participants expressed negative attitudes to ICT integration and they manifested that their training has been insufficient; therefore, they do not feel appropriately competent to implement ICT in their teaching without having sufficient ICT instruction.

In another study, Razavi, Ghanizadeh and Akbari (2015) enquired into EFL teachers' attitudes and perceptions toward multimedia techniques. In order to carry out it, a three-phase study was designed. The first phase aimed at designing and validating the 'EFL Teachers' Attitudes and Perceptions of the Use of Multimedia' scale. The scale comprised 18 items measuring teachers' attitudes to multimedia and 9 items measuring their perceptions of multimedia. The second phase employed the validated questionnaire in two drastically different settings of language learning – official (public high schools) vs. non-official (private language

institutes) – which fluctuate in a range of perspectives. The findings of this study showed significant differences between teachers' attitudes as well as their perceptions of practice toward multimedia in the two contexts.

Finally, Rena and Asnawi (2017) in their study intended to investigate the perceptions and challenges of English teachers to the implementation of Information and Communication Technology (ICT) in ELT classrooms. This study used qualitative and quantitative methods. The participants were 26 English teachers at senior state high schools in Banda Aceh. The instruments used to collect data were a questionnaire and interviews. The results showed that English teachers agreed that ICT was very helpful in teaching; however, limited time, deficient equipment, poor Internet connections, as well as lack of knowledge, experience and ICT training became obstacles that the teachers face in using ICT.

CHAPTER II:

METHOD

This chapter examines the setting and characteristics of the participants that collaborated in the field research of the present study. Moreover, the procedure steps for the development of the study are showed in this section; these include the methodology used, the way of data collection through the instruments, the tabulation of the information and the analysis of the results.

SETTING AND PARTICIPANTS

This research was carried out in one public and one private high schools located in the city of Azogues, province of Cañar.

The population was composed of twenty EFL teachers; ten of them are from the public high school and ten from the private one. In addition, the sample of teachers' by gender was of ten male teachers and ten female teachers. Furthermore, it is necessary to point out that the age of male teachers varies from 25 to 45 years old, and the age of female teachers varies from 24 to 40 years, all of them have a third level degree in teaching English language. Regarding teachers' experience, most of them have from five to twenty years.

PROCEDURES

First, in order to get the bibliographical information it was necessary to research about the use of ICT's definition and importance, advantages and disadvantages, as well as teachers' characteristics and teachers' perceptions regarding ICT use. This information was gotten from several resources such as textbooks, journals and webpages.

The methodology used in this research was quantitative and qualitative. The quantitative approach aided to know the teachers' perception regarding ICT use in percentages. On the other hand, the qualitative approach was used to know the teachers' opinions through the personal interviews. Both methodological designs contributed equally in the collection and analysis of the data.

The techniques used in this study were the survey and the interview, which with the use of the instrument of the questionnaire helped gather the necessary information for answering the research questions stated in this research study. The survey was applied to the

twenty teachers (10 male and 10 female teachers). And, the interview was applied to six teachers (3 male and 3 female teachers).

The obtained information was organized in four tables; tables 1 and 2 correspond to questions 1 and 2 of this research and the tables 3 and 4 show the teachers' perception regarding ICT use by gender. After that, the highest percentages concerning the answers: "*strongly agree, agree, disagree, strongly disagree*" were identified and analyzed; this analysis was contrasted between male and female teachers surveys and interviews, and supported by the scientific theory reviewed in the previous chapter.

The quantitative and qualitative approaches were used to analyze the data in order to find the real perceptions of Ecuadorian high school teachers regarding ICT use in their EFL classes, and it also provides valuable information to know 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 ICT use perception by EFL teachers in relation to their gender. Once the analysis of the results was carried out, it was possible to write the conclusions and recommendations of the present study.

CHAPTER III:

DISCUSSION

DESCRIPTION, ANALYSIS, AND INTERPRETATION OF RESULTS

This chapter presents the analysis of the results obtained from the teachers' survey which have contrasted with the comments of the interviews related to the EFL teachers' perceptions about ICT use. In order to carry out the interpretation of each table, the highest percentages have been taken in account which deal with barriers of EFL teachers about ICT use; the factors that influence the use of ICT, and the gender different perception about the use of ICT in EFL teaching.

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%	5%	55%	40%	0%
2	I do not think I would be able to learn how to use ICT in my classroom.	0%	5%	40%	55%	0%
3	I am afraid that if I begin to use ICT, I will become dependent upon them.	0%	0%	65%	35%	0%
4	I dislike working with machines that are smarter than I am.	0%	0%	45%	55%	0%
5	I feel apprehensive about using ICT.	0%	0%	65%	35%	0%
6	I have difficulty in understanding the technical aspects of ICT.	0%	5%	70%	25%	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%	50%	50%	0%
8	I hesitate the use of ICT for fear of making mistakes that I cannot correct.	0%	5%	40%	55%	0%
9	You have to be master to understand how to use ICT.	0%	5%	55%	40%	0%
10	I have avoided ICT use because they are unfamiliar.	5%	0%	50%	45%	0%
11	I have not attended some ICT training courses.	0%	10%	40%	50%	0%
12	I have not attended some ICT training courses; however, I	0%	5%	65%	30%	0%

	prefer not to use ICT because they somewhat intimidate me.					
13	I am not interested in attending any ICT courses.	5%	0%	45%	50%	0%
14	I do not know how to use any ICT Resources.	0%	0%	55%	45%	0%
15	I do not use any ICT resource in class because I think that ICT is not necessary to teach English.	0%	0%	45%	55%	0%
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.	0%	0%	70%	30%	0%
17	I think that age is factor that determines the ICT use in class.	0%	5%	55%	40%	0%
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.	5%	25%	50%	20%	0%

Source: Ecuadorian high school EFL teachers

Author: Maria Gabriela Coronel Siguenza

Regarding the aspects related to teachers' characteristics that are considered by most of the EFL teachers as barriers to use ICT in their classroom, the scores of the table show that more than half of teachers, 65% and 70% *disagree* with the following statements: *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, I have not attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate me; and, I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.* The statements highlighted above are related to psychological factors that teachers might consider as barriers for the use of ICT; however, analyzing the results it can be noticed that teachers do not have this kind of difficulties because they do not feel intimidating using ICT in the development of their classes; moreover, they have attended training courses and do not have difficulty facing technical

problems. Regarding the fear that some teachers feel when using technological devices, Revilla et al. (2017) hold that the lack ICT training and other problems cause teachers what has been called techno-anxiety, other authors called this physiological problem technophobia; therefore, it is important that teachers have enough training on ICT tools in order not to suffer of this problem, I do not know how to use any ICT Resources,

Likewise, there is an important percentage of teachers 40% to 55% who also *disagree* to the following parameters: *I dislike working with machines that are smarter than I am, You have to be master to understand how to use ICT, I have avoided ICT use because they are unfamiliar, I think that age is factor that determines the ICT use in class; and, In my opinion, younger teachers are more skillful to use ICT than the older ones.* These results also indicate that teachers do not have inconveniences with ICT tools because they are familiar with their use in the classroom; besides, teachers do not agree with the fact that age could be a barrier for the use of ICT, they think that young and elder teachers have the same capability.

On the other hand, 55% of teachers *totally disagree* with *I do not think I would be able to learn how to use ICT in my classroom, I hesitate the use of ICT for fear of making, mistakes that I cannot correct; and, I do not use any ICT resource in class because I think that ICT is not necessary to teach English.* These answers related to teachers' professionalism are closely related to the previous ones, again teachers affirm not to have problems with the use of ICT in the classroom and they consider it as a good resource to ease the teaching of English language; this can be supported with the comments given in the interviews where teachers indicate that they see ICT as important tools to motivate students, to catch their attention; and even more, to improve their teaching methodology. With respect to this, Tearle (2003) affirms that an important thread running through all the studies is that professional development is not simply about attending courses or receiving training, but something much more complex and proactive, with a clear emphasis on addressing how to do it and why it should be done.

Regarding the percentage of the opinions *strongly agree* and *agree*, it can be observed that results are zero or very low; therefore, it can be said that teachers do not consider the

statements analyzed above as barriers for the use of ICT in EFL teaching. Only the parameter *In my opinion, younger teachers are more skillful to use ICT than the older ones* has a percentage of 25%, which means that a few teachers agree that younger teachers are more skillful to use ICT than older ones.

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

12	When I have technical problem with ICT, I do not feel frustrated.	35%	50%	15%	0%	0%
13	Age is not an obstacle to learn about and use ICT in my classes.	60%	40%	0%	0%	0%
14	I know a lot about ICT use because I have attended some ICT training courses.	20%	50%	30%	0%	0%
15	I have learned to use ICT resources by myself.	35%	55%	10%	0%	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.	50%	45%	5%	0%	0%

Source: Ecuadorian high school EFL teachers

Author: Maria Gabriela Coronel Siguenza

Regarding the teachers' characteristics that influence the most on teachers to use ICT in their classroom, the results reveal that more than half of teachers 60% and 65% express their *totally agreement* to the following parameters: *I like to use ICT because they help me to innovate my teaching methodology* and *Age is not an obstacle to learn about and use ICT in my classes*. These scores related to teachers' professional and personal characteristics indicate that teachers are really aware of the importance of innovation and use of technology for improving their teaching methodology, which according to Yang (2004) could be used to develop students' basic skills, reassess the classroom structure and innovate teachers' instructional practices. In the same way, half of teachers 55% and 50% also *strongly agree* with *Learning to use ICT is like learning any new skills - the more you practice, the better you become*, *I think that ICT are necessary tools in educational setting*, *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*, *I think ICT has a positive impact on teaching process*, and, *ICT use has more advantages than disadvantages in EFL teaching*. These outcomes are

closely related to teachers' educational characteristics and show that teachers have a positive attitude regarding the use of ICT in the educational context; moreover, they are professional enough and know what to do in case of a technical problem during the class. Analyzing the interviews, it can be corroborated that teachers see ICT as excellent tools for the development of their classes and for easing the teaching of English as foreign language. In relation to teachers' educational characteristics, Earle (2002) states that technology can never replace teachers and the ICT teaching/learning environment provides teachers with both new possibilities and imperatives for radical changes in teaching behaviors.

On the other hand, a significant fraction of teachers, 55% and 60% *agree* to these 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, I am sure that with time and practice I will be as comfortable working with ICT, 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 ICT use; and, I have learned to use ICT resources by myself.* These scores tell that teachers are motivated to use ICT tools and ready to continue updating their knowledge and skills, because they are aware that technology always changes. Furthermore, teachers are conscious of the importance of self-training because they have learned about ICT by themselves; it usually happens when there are no training courses in this field. Regarding teachers training, Revilla et al. (2017) hold that teachers in order to have a positive attitude towards de implementation of ICT in classrooms need to be updated about the newest technologies.

It is important to remark that the percentages of teachers who *strongly disagree* with the statements related the characteristics that influence the most to use ICT is zero, and only a 30% of teachers *disagree* with the parameter *I know a lot about ICT use because I have attended some ICT training courses*; it means that not all the teachers have enough training in UCT use. To sum up, the overall impression of these results demonstrates that most of the teachers support the statements proposed in the table as factors that influence the most on teachers when using ICT in the classroom.

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%	10%	80%	30%	20%	60%	0%	0%
2	I do not think I would be able to learn how to use ICT in my classroom.	0%	0%	0%	10%	70%	10%	30%	80%	0%	0%
3	I am afraid that if I begin to use ICT I will become dependent upon them.	0%	0%	0%	0%	90%	40%	10%	60%	0%	0%
4	I dislike working with machines that are smarter than I am.	0%	0%	0%	0%	70%	20%	30%	80%	0%	0%
5	I feel apprehensive about using ICT.	0%	0%	0%	0%	70%	60%	30%	40%	0%	0%
6	I have difficulty in understanding the technical aspects of ICT.	0%	0%	0%	10%	80%	60%	20%	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%	70%	30%	30%	70%	0%	0%
8	I hesitate the use of ICT for fear of making mistakes that I cannot correct.	0%	0%	0%	10%	30%	50%	70%	40%	0%	0%
9	You have to be master to understand how to use ICT.	0%	0%	10%	0%	50%	60%	40%	40%	0%	0%
10	I have avoided ICT use because they are unfamiliar.	0%	10%	0%	0%	40%	60%	60%	30%	0%	0%

1 1	I have not attended some ICT training courses.	0%	0%	20%	0%	40%	40%	40%	60%	0%	0%
1 2	I have not attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate me.	0%	0%	0%	10%	70%	60%	30%	30%	0%	0%
1 3	I am not interested in attending any ICT courses.	10%	0%	0%	0%	50%	40%	40%	60%	0%	0%
1 4	I do not know how to use any ICT resources.	0%	0%	0%	0%	50%	60%	50%	40%	0%	0%
1 5	I do not use any ICT resource in class because I think that ICT is not necessary to teach English.	0%	0%	0%	0%	60%	30%	40%	70%	0%	0%
1 6	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.	0%	0%	0%	0%	70%	70%	30%	30%	0%	0%
1 7	I think that age is factor that determines the ICT use in class.	0%	0%	0%	10%	70%	40%	30%	50%	0%	0%
1 8	In my opinion, younger teachers are more skillful to use ICT than the older ones.	0%	10%	10%	40%	60%	40%	30%	10%	0%	0%

Source: Ecuadorian high school EFL teachers

Author: Maria Gabriela Coronel Siguenza

Analyzing the teachers' perceptions by gender in relation to the aspects that they consider as barriers to use ICT in their classroom, it can be observed that 90% to 70% of male teachers disagree with *I feel insecure about my ability to use ICT as a resource to teach, I do not think I would be able to learn how to use ICT in my classroom, I am afraid that if I begin to use ICT I will become dependent upon them, I dislike working with machines that are smarter than I am, 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 have not attended some ICT training courses;*

however, I prefer not to use ICT because they somewhat intimidate me, I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process; and, I think that age is factor that determines the ICT use in class. These results demonstrate that male teachers do not consider all these aspects as barriers for the use of ICT in the classroom; it is true that female teachers' percentage of disagreement is low regarding these parameters, but they are mainly for a strongly disagreement in the same ones, which will be analyzed below. It can be deduced from the statements indicated above that male teachers do not feel anxious about the use of ICT in the classroom and that they use technological devices all the time despite of the technical problems that may occur, because they have enough training on this area and know exactly what to do with ICT tools; in relation to this analysis, Yang (2004) mentions that depending on the quantity and quality of training received, teachers' attitudes toward and confidence in technology could determine students' involvement in the learning process. Getting back to the results, it can be noticed that male teachers do not consider age as a factor that limits the implementation of ICT in the development of the class. Supporting these scores, it is important to mention that in the interviews male teachers manifest that they do not feel apprehensive using technology in the class, and that they do not have difficulties if everything is well planned and prepared in advance.

On the other hand, it can be seen that female teachers mainly answered to be *strongly disagree* in the following parameters: *I feel insecure about my ability to use ICT as a resource to teach, I do not think I would be able to learn how to use ICT in my classroom, I am afraid that if I begin to use ICT I will become dependent upon them, I dislike working with machines that are smarter than I am, 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, I am not interested in attending any ICT courses; and, I do not use any ICT resource in class because I think that ICT is not necessary to teach English.* This strongly disagreement also shows that female teachers do not consider these parameters as barriers for the use of ICT in the classroom because they do not feel insecure about their ICT skills

and they do not dislike working with technological devices; in addition, they have also received training courses and consider ICT tools as an excellent resource for the teaching of English as a foreign language. In this respect, Yang (2004) states that depending on the quantity and quality of training received, teachers' attitudes toward and confidence in technology could determine students' involvement in the learning process.

Comparing male and female teachers' results, it can be stated that there is not difference between women and men's perceptions regarding the barriers that impede the use of ICT in the classrooms; because both men and women teachers do not agree with the parameters proposed in this table and their comments are almost similar. The unique parameter that may be subject of analysis is *In my opinion, younger teachers are more skillful to use ICT than the older ones*, here 40% of female teachers *agree* with the same one, other 30% *disagree*; while male teachers *disagree* in 60% and 40% of them *strongly disagree*. These results indicate that some female teachers consider that younger teachers may have more advantages than elder teachers; in the interviews, a couple of women hold that for younger people it is much easier to learn and use ICT tools, which gives them an advantage. On the contrary to the results gotten, Mustafa (2014) in his study found that female secondary school teachers have lower ICT knowledge, skills and ICT applications when compared to male teachers, probably as a result of the influence of different backgrounds such as income, education level and teaching experience.

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.

N°	STATEMENT	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		NO ANSWER	
		%		%		%		%		%	
		M	F	M	F	M	F	M	F	M	F
1	The challenge of learning about ICT use is exciting.	60%	20%	40%	80%	0%	0%	0%	0%	0%	0%
2	I am confident that I can learn technological skills.	60%	30%	40%	70%	0%	0%	0%	0%	0%	0%
3	I feel motivated to use ICT in my class.	50%	40%	50%	60%	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.	60%	40%	40%	60%	0%	0%	0%	0%	0%	0%
5	I am sure that with time and practice I will be as comfortable working with ICT.	40%	40%	60%	60%	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%	10%	40%	80%	0%	10%	0%	0%	0%	0%
7	If given the opportunity, I would like to learn about use ICT.	70%	20%	30%	80%	0%	0%	0%	0%	0%	0%
8	I think that ICT are necessary tools in educational setting.	70%	40%	30%	60%	0%	0%	0%	0%	0%	0%
9	I like to use ICT because they help me to	70%	60%	30%	40%	0%	0%	0%	0%	0%	0%

	innovate my teaching methodology.										
10	ICT help me to motivate my students to learn English.	60%	40%	40%	60%	0%	0%	0%	0%	0%	0%
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.	60%	40%	40%	60%	0%	0%	0%	0%	0%	0%
12	When I have technical problem with ICT, I do not feel frustrated.	50%	20%	40%	60%	10%	20%	0%	0%	0%	0%
13	Age is not an obstacle to learn about and use ICT in my classes.	60%	60%	40%	40%	0%	0%	0%	0%	0%	0%
14	I know a lot about ICT use because I have attended some ICT training courses.	20%	20%	50%	50%	30%	30%	0%	0%	0%	0%
15	I have learned to use ICT resources by myself.	50%	20%	50%	60%	0%	20%	0%	0%	0%	0%
16	I think ICT has a positive impact on teaching process.	70%	30%	30%	60%	0%	10%	0%	0%	0%	0%
17	ICT use has more advantages than disadvantages in EFL teaching.	70%	30%	30%	60%	0%	10%	0%	0%	0%	0%

Source: Ecuadorian high school EFL teachers

Author: Maria Gabriela Coronel Siguenza

Analyzing in relation to gender the teachers' characteristics that influence the most on teachers to use ICT in their classroom, the results show that 80% and 70% of male teachers *strongly agree* with *If given the opportunity I would like to learn about use ICT, I think that ICT are necessary tools in educational setting, I like to use ICT because they help me to innovate*

my teaching methodology, I think ICT has a positive impact on teaching process; and, ICT use has more advantages than disadvantages in EFL teaching. These scores show that male teachers are motivated and open to get more training in the use of ICT because they consider that it will cause a positive impact on the of EFL teaching due to its benefits; and besides, because ICT training will help them improve their teaching methodology, these answers are supported with the opinions given in the interviews, where several teachers manifest that they use ICT in the development of their classes not only for assisting the teaching-learning process of EFL but also for improving their teaching methodological skills. Regarding this, Robertson et al. (1995) found that male teachers consider themselves to be more efficient and have better skills than their female colleagues.

On the other hand, female teachers' main answers show their *agreement* for the following items: *The challenge of learning about ICT use is exciting, I am confident that I can learn technological skills, I feel that I will be able to keep up with the advances happening in the ICT field, If given the opportunity; and, I would like to learn about use ICT.* These results are closely related to the ones obtained from male teachers because women also demonstrate their positive attitude and motivation for using ICT in the classroom and for learning more about technological devices because they are aware of the rapid advantages of technology; furthermore, they will like to keep their knowledge and skills up-to-date in order to use them in the teaching of English language. Alrasheedi (2009) holds that it is important to understand that technology integration is dependent upon teachers' technical expertise as well as pedagogical knowledge of its utilization for educational purposes; therefore, teachers' positive attitude towards the use of ICT is very significant.

CONCLUSIONS

Both male and female teachers are aware of the importance of ICT tools and use them in the development of their classes because they are an excellent resource that motivates students, eases the teaching of English language as a foreign language and improves teachers teaching methodology.

Male and female teachers do not feel anxious of using ICT in the classroom because they are well trained and in some cases they have trained by themselves; moreover, they are professional enough to deal with the inconveniences that may happen when using technological devices, because they always plan their classes and prepare their materials in advance.

All teachers have a positive attitude regarding the use ICT for educational purposes and they are conscious that technology always changes; therefore, they are open to the advances and ready for updating their ICT knowledge and skills in order to be able to apply it in the teaching of English language.

Some female teachers see age is a barrier that limits the implementation of ICT in EFL teaching since they consider that younger teachers are more skillful than the elder ones; besides, they think that for old teachers it is much difficult to learn about technology and develop technological skills, which may affect the use of ICT tools in the classroom.

Teachers who participated in this study show that private and public high schools' teachers have almost the same perceptions regarding the use of ICT in EFL teaching, because most of them indicated not to have the same barriers for the use of ICT in the classroom and they also agree with the characteristics that influence the most on the use of ICT.

Educational institutions do not have the necessary resources for equipping the classrooms with technological devices and to have at least one English multimedia

laboratory, which limits the implementation and use of ICT in the development of teaching-learning process of the English language.

RECOMMENDATIONS

Male and female teachers should continue using ICT tools in the development of their classes because they help learners to be motivated and aids teachers in the teaching of English language; besides, the use of ICT improves the quality of the education and the teachers' teaching methodology.

Teachers should continue attending to training courses or training by themselves about the use of ICT in order to avoid anxiety when using technological devices in the classroom, because technology is always changing; in this way, teachers will know what to do with the new technology in case of any technical problem.

Elder teachers should be aided and receive more training in the use of ICT, since they may be less skillful than younger teachers, which with dedication and effort can be overcome; besides, elder teachers' experience will help them to deal with the inconveniences that the use of technology may bring in the development of their classes.

It is true that teachers from private and public institutions have almost the same perceptions about the use of ICT; however, state institutions are not well equipped as the private ones because of lack of economic resources.

Educational authorities should offer training courses about the use of ICT for ELF teaching, since there is no specific training in this field; for this reason, EFL teachers have to instruct by themselves or adapt their knowledge and skills about the ICT to the teaching environment of the English language.

Educational institutions and the Department of Education should worry for equipping the classrooms and laboratories with up-to-date technological devices in order to teachers can be able to implement and use ICT tools in the development of the teaching-learning process of the English language successfully.

REFERENCES

- Al-Munawwarah, S. F. (2014). Teachers' perceptions on the use of ICT in Indonesian EFL learning context. *English Review: Journal of English Education*, 3 (1), 70-80
- Alrasheedi, H. (2009). *Information and Communication Technology (ICT): Effects of Gender and Training among Kuwait Teachers*. (Doctoral dissertation) Available from ProQuest Retrieved from Dissertations and Theses database. (UMI No. 3390414)
- Aydin, S. (2013). Teachers perceptions about the use of computers in EFL teaching and learning: the case of Turkey. *Computer Assisted Language Learning*, 26(3), 214-233. doi:10.1080/09588221.2012.654495
- Bamigboye, O., Bankole, O., Ajiboye, B. & George, A. (2013). Teachers' Attitude and Competence Towards the use Of ICT Resources: A Case Study Of University Of Agriculture Lecturers, Abeokuta Ogun State, Nigeria. *The Information Manager*, 13, pp. 10-15.
- Ghavifekr, S., Abd, A., Ghani, M., Ran, N., Meixi, Y., & Tengyue, Z. (2012). ICT Integration In Education: Incorporation for Teaching & Learning Improvement. *The Malaysian Online Journal of Educational Technology*, 2(2), 24-45.
- Gilakjani, A. P. (2017). A Review of the Literature on the Integration of Technology into the Learning and Teaching of English Language Skills. *International Journal of English Linguistics*, 7(5), 95. doi:10.5539/ijel.v7n5p95
- Govender, D., & Dhurup, M. (2014). An Exploratory Factorial Analysis of Teachers' Perceptions of Perceived Pedagogical Benefits of Adoption of Information and Communication Technology in Teaching and Learning. *Mediterranean Journal of Social Sciences*. doi:10.5901/mjss.2014.v5n20p1214

- Govender, D. W., & Govender, I. (2013). Technology adoption: A different perspective in a developing country. Paper presented at the 5th World Conference on Educational Sciences, 5-8 February 2013, Sapienza University of Rome, Italy.
- Hawkes, M., & Romiszowski, A. (2001). Examining the Reflective Outcomes of Asynchronous Computer-Mediated Communication on Inservice Teacher Development. *Journal of Technology and Teacher Education*, 9(2), 283-306.
- Hismanoglu, M. (2012). Prospective EFL Teachers' Perceptions of ICT Integration: A Study of Distance Higher Education in Turkey. *Educational Technology & Society*, 15 (1), 185–196.
- Houcine, S. (2011). The effects of ICT on learning/teaching in a foreign language. ICT for Language Learning, 4th Edition. International Conference. Retrieved from conference.pixel-online.net/ICT4LL2011/
- Khany, R. & Ghoreyshi, M. (2013). Iranian EFL Teachers' Familiarity, Attitudes and Willingness towards Different Internet Tools and their Applications. *European Online Journal of Natural and Social Sciences*, 2(2), 612-621
- Kopinska, M. (2013). New Technologies in Foreign Language Classroom: the role of attitudes. Paper presented at *International Conference. "ICT for language learning."* 6th edition, Florence, Italy
- Kroeker, K.L. (2010). Engineering the web`s third decade. *Association for Computing Machinery*, 53(3), 16-18.
- Kumutha, R & Hamidah, Y. (2014). Barriers Teachers Face in Integrating ICT during English Lessons: A Case Study. *Malaysian Online Journal of Educational Technology*, 2, pp. 11-19.
- Kounenou, K., Roussos, P., & Yotsidi, V. (2014). Teacher Training in Technology Based on their Psychological Characteristics: Methods of Group Formation and Assessment. *Procedia - Social and Behavioral Sciences*, 116, 3536-3541. doi:10.1016/j.sbspro.2014.01.798

- Lawrence, A. S., & Veena, K. (2013). Improving teacher competency through ICT. *Retrieved from http://www.academia.edu/1462066/ict_and_teacher_competencies*.
- Mahdi, H. & Al-Dera, A. (2013). The Impact of Teachers' Age, Gender and Experience on the Use of Information and Communication Technology in EFL Teaching. *English Language Teaching*, 6(6). doi:10.5539/elt.v6n6p57
- Meenakshi, L. (2013). Importance of ICT in Education. *IOSR Journal of Research & Method in Education (IOSR-JRME)* , 1, pp. 03-08
- Mustafa, N.. (2014). The Effects of Gender Differences in Ict Application: Bridging the Gap of Knowledge and Skills among Teachers. *Australian Journal of Basic and Applied Sciences* , 8(10)., pp. 81-86.
- Padurean, A., Margan, M. (2009). "Foreign Language Teaching Via ICT". *Revista de Informatica Sociala*, vol. VII nr. 12, ISSN 1584-384X.
- Razavi, A., Ghanizadeh, A., & Akbari, O. (2015). Teachers' perceptions of the use of multimedia in teaching English in official and non-official language learning settings. *International Journal of Research Studies in Educational Technology*,5(1). doi:10.5861/ijrset.2016.1407
- Rena, J., & Asnawi, M. (2017). The Use of Information and Communication Technology (ICT) Amongst Efl Teachers: Perceptions And Challenges. *English Education Journal (EEJ)*,8(4), 469-487.
- Revilla, O., Alpiste, F., Fernández, J. & Santos, O. (2017) Reducing Techno-anxiety in High School Teachers by improving their ICT Problem-solving skills. *Behavior & Information Technology*, 36(3), 255-268. <http://dx.doi.org/10.1080/0144929X.2016.1221462>
- Robertson, S.I., J. Calder, P. Fung, A. Jones & T. O'Shea, 1995. Computer attitudes in an English secondary school. *Computers in Education*, 24(2): 73-81.
- Sabaliauskas, T., Bukantaite, D., & Pukelis, K. (2006) Designing Teacher Information and Communication Technology Competencies areas. *Vocational Education: Research and Reality*, 12:152-161

- Sarkar, S. (2012). The Role of Information and Communication Technology (ICT) in Higher Education for the 21st Century. *The Science Probe*, 1 (1), 30-41. Retrieved from <http://www.thesciprobe.com/archive>
- Siaw, B. (2012). *Concise ICT Fundamentals*. Texas, USA: Trafford
- Statistics Canada (2008). *Information and communications technologies (ICTs)*. Retrieved from <http://www.statcan.gc.ca/pub/81-004-x/def/4068723-eng.htm>.
- Tearle, P. (2003). Enabling teachers to use information and communications technology for teaching and learning through professional development: influential factors. *Teacher Development*, 7(3), 457-472. doi:10.1080/13664530300200222
- Todman, J. (2000). Gender differences in computer anxiety among university entrants since 1992. *Computers & Education*, 34 (1), 27-35. [http://dx.doi.org/10.1016/S0360-1315\(99\)00036-6](http://dx.doi.org/10.1016/S0360-1315(99)00036-6)
- Uluoyol, C. & Sahin, S. (2016). Elementary School Teachers' ICT use in Classroom and their Motivators for Using ICT. *British Journal of Educational Technology*, 47(1), 65-75. <https://doi.org/10.1111/bjet.12220>
- UNESCO (2002). Information and communication technology in education. Retrieved from <http://unesdoc.unesco.org/images/0012/001295/129538e.pdf>.
- Yang, S. K. (2004). *Teachers' perception of use of student performance information: Technology acceptance model*. (Doctoral Dissertation, The University of Texas at Austin). Retrieved from <http://www.proquest.umi.com.ezproxy.tamu.edu:2048/pqdweb?did=765810421&sid=38&Fmt=2&clientId=2945&RQT=309&VName=PQD>
- Yunus, M., Nordin, N., Salehi, H., Sun, C., & Embi, M. (2013). Pros and Cons of Using ICT in Teaching ESL Reading and Writing. *International Education Studies*, 6 (7), 119-130. <http://dx.doi.org/10.5539/ies.v6n7p119>
- Zhu, C. (2010). Teacher roles and adoption of educational technology in the Chinese context. *Journal for Educational Research Online*, 2 (2), 72-86.

ANNEXES

ANNEX 1



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 than I am.					
5	I feel apprehensive about using ICT.					
6	I have difficulty in understanding the technical aspects of ICT.					
7	It scares me to think that could cause the computer to destroy a large amount					

	of data by hitting the wrong key.					
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 know 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	AGRE	DISAGRE	STRONGLY	NO
		AGREE	E	E	DISAGREE	ANSWE
						R
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 skills - the more you practice, the better you become.					
5	I am sure that with time and practice I will be as comfortable working with ICT.					
6	I feel that I will be able to keep up with the advances happening in the ICT field.					
7	If given the opportunity, I would like to learn about use ICT.					
8	I think that ICT are necessary tools in educational 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

ANNEX 2



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?
