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MENCIÓN INGLÉS**

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

TRABAJO DE TITULACIÓN

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DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

Yo, Chávez Suarez Marcia Elena 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.

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DEDICATION

First of all, I want to dedicate this humble work to God and to the Virgin Mary for giving me wisdom and understanding to fulfill this challenge with effort and dedication. Likewise, I dedicate this research work to my husband Marco, to my children Josué, Fabiola and Maria Paz who have supported me every cycle of my study, and for bring me their love and patience along my career.

Marcia Elena

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Marcia Elena

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	21
Chapter III: Results and Discussion	
Description, Analysis, and Interpretation of Results	25
Conclusions	42
Recommendations	43
References	44
Annexes	50

LIST OF TABLES

Table 1. TEACHERS' CHARACTERISTICS CONSIDERED BY EFL TEACHERS AS BARRIERS TO USE ICT IN THEIR CLASSROOM.....	27
Table 2. TEACHERS' CHARACTERISTICS THAT INFLUENCE THE MOST ON TEACHERS TO USE ICT IN THEIR CLASSROOM.....	31
Table 3. TEACHERS' PERCEPTIONS BY GENDER IN RELATION TO THE ASPECTS THAT THEY CONSIDER AS BARRIERS TO USE ICT IN THEIR CLASSROOM	35
Table 4. TEACHERS' PERCEPTIONS BY GENDER IN RELATION TO THE FACTORS THAT THEY CONSIDER THE MOST INFLUENTIAL TO USE ICT IN THEIR CLASSROOM.....	39

ABSTRACT

This study titled “the perception of Ecuadorian high schools teachers about the use of ICT in EFL teaching” has as main goals to find out the aspects that teachers consider as barriers and the teachers’ characteristics that influence the most on ICT use. This research has a quantitative and qualitative design because it makes use of numerical data for an interpretative description of the results. The survey and interview were the techniques for getting the desired information, which were applied to twenty EFL teachers, ten of which belong to public high schools and ten to private ones; likewise, ten are male and ten female; in addition, the interviews were formulated to six teachers, three from public and three from private high schools which are located in the cities of Azogues and Biblian from the province of Cañar in Ecuador.

The results show that both, male and female teachers recognize that ICT tools are an excellent resource for EFL teaching; besides, there is no gap between men and woman regarding their ability and confidence for using ICT in their classes.

Key words: Information and Communication Technology (ICT), English as a Foreign Language (EFL), factors, teacher’s perceptions and characteristics, barriers for ICT use.

RESUMEN

Este estudio titulado “percepción de los profesores de colegios ecuatorianos acerca del uso de las TIC en la enseñanza del Inglés como idioma extranjero tiene como principal objetivo descubrir los aspectos considerados barreras y las características de los docentes que influyen en el uso de las TIC. Esta investigación tiene un diseño cuantitativo y cualitativo porque hace uso de información numérica para una descripción interpretativa de los resultados. La encuesta y la entrevista fueron las técnicas usadas para obtener la información, ellas fueron aplicadas a veinte profesores de Inglés, diez pertenecen a colegios públicos y diez a privados; así mismo, diez hombres y diez mujeres; además, las entrevistas fueron formuladas a seis docentes, tres de colegios públicos y tres privados localizados en las ciudades de Azogues y Bilibian de la provincia de Cañar en Ecuador.

Los resultados muestran que los docentes reconocen que las herramientas de las TIC son un excelente recurso para la enseñanza del Inglés; además, no hay diferencia entre hombres y mujeres con respecto a sus habilidades y confianza en el uso de las TIC.

Palabras Clave: Tecnologías de la Información y Comunicación (TIC), Inglés como lengua extranjera (EFL), factores, percepciones y características de los profesores, barreras para el uso de las TIC.

INTRODUCTION

Nowadays, we live in a constant changing world that is mainly caused by the technology and is present in different areas of the human life; one of the areas where the technological revolution has great impact is in the field of the communication. The emergence Information and Communication Technology (ICT) has drastically changed the way we carry out our common daily activities. Fortunately, all the changes that ICT have brought have been positive and one of these changes has been in the educational environment, where the TIC have contributed in a great way to improve the teaching-learning process; Young (2002) states that one of the most vital contributions of ICT in the field of education is the easy access to learning; me mentions that students can now browse through e-books, sample examination papers, previous year papers etc. and can also have an easy access to resource persons, mentors, experts, researchers, professionals, and peers-all over the world.

All the fast changes that ICT has brought in the field of education also has caused that teachers do not feel confident enough about using technology; this is also the case of Ecuadorian teachers who are facing big challenges when trying to implement ICT tools in the development of their classes. For this reason, the present study intents to research about the perceptions that Ecuadorian teachers have regarding the use of ICT in their EFL classes; this research work is significant because it has the purpose of analyzing the aspects related to teachers' characteristics that are considered by most of the EFL teachers as barriers to use ICT in their classrooms, the factor regarding to teachers' characteristics that influences the most on teachers to use ICT in their classroom; and, the ICT use perception that EFL teachers have in relation to their gender.

It is important to mention that there are several studies related to the perceptions that teachers have towards the use of ICT; for example, Allam & Elyas (2016) in their study analyzed the perceptions of using social media as an ELT tool among EFL teachers in Arabia Saudi, which results indicated that the most of the participants believe strongly in the pedagogical values and benefits of using social media in EFL classes in the Saudi context.

Nevertheless, the majority expressed reservations regarding the extent to which social media can be freely utilized in the EFL classroom. In addition, Hashemi, (2016) in his research, studied the effects of ICT on a sample of 55 EFL college students, the findings show that ICT enhances language-learning experience and can act as an effective tool both for teaching and learning. Finally, another study carried out by Mollaei and Riasati (2013) aimed to investigate the perceptions of EFL teachers about the use of technology in their classes and the factors affecting technology implementation in Iranian Language Institutes; the results revealed that teachers had positive attitudes regarding the use of technology, in particular the use of the computer in their classrooms.

This study is important and necessary because it will help know what the perception and attitude of Ecuadorian teachers regarding the use of ICT in EFL teaching is; besides, it could be used for educational authorities and teachers to take decisions regarding the implementation of ICT tools in the educational institutions of our country; and also, this study can be used as reference for future studies related to the topic of this research work.

It is also compulsory to remark that the present research work has some limitations which are mainly related to the amount of teachers and high schools that have participated in this study.

**CHAPTER I:
LITERATURE REVIEW**

In this chapter the most significant theory related to ICT use in EFL teaching is described; as well as ICT definition, importance, advantages and disadvantages; also, it is included information from recognized authors and researchers about teachers' characteristics, teachers' gender and previous studies regarding teachers' perceptions in the use of ICT tools. All this information has been researched in books, scientific journals, indexed magazines and web pages and it will support the present study scientifically.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) USE IN ENGLISH FOREIGN LANGUAGE (EFL) TEACHING.

DEFINITION

The merging of telecommunication and computer technology has given origin to what is nowadays called Information and Communication Technology or ICT; the emergence of ICT has drastically changed the way we carry out our common daily activities. (Bouwman, Van Den Hoof, Van De Wijngaert, & Van Dijk, 2005)

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).

According to Zhao and Cziko (2001) three conditions are necessary for teachers to introduce ICT into their classrooms: teachers should believe in the efficacy of technology, teachers should consider that the use of technology will not cause any disturbances, and finally teachers should trust that they have control over technology.

On the other hand, for Salehi, H. and Salehi Z. (2012) the integration of information and communications technology in teaching and learning is considered as a medium in which a variety of approaches and pedagogical philosophies may be implemented; however, they consider that ICT as a teaching aid is more complicated because it demands more specific skills from the teachers.

IMPORTANCE

Young (2002) states that one of the most vital contributions of ICT in the field of education is the easy access to learning. He mentions that with the help of ICT, students can now browse through e-books, sample examination papers, previous year papers etc. and can also have an easy access to resource persons, mentors, experts, researchers, professionals, and peers-all over the world. This flexibility has heightened the availability of just-in-time learning and provided learning opportunities for many more learners who previously were constrained by other commitments.

ICT has the potential to innovate, accelerate, enrich, and grow skills, to encourage and engage students, to help relate school experience to work practices, as well as reinforcement teaching and helping schools positive transformation (Davis and Tearle, 1999; Lemke and Coughlin, 1998; cited by Yusuf, 2005). Based on shifts in the learning paradigm, technology can help teachers develop constructivist-based teaching activities. Constructivist use of technology during instruction can facilitate high-order thinking on the part of students (Baylor & Ritchie, 2002).

Tinio (2003) states that the introduction of ICT in education is a powerful tool for educational change and reform, which becomes a catalyst to promote and drive the acquisition of knowledge of learners whereby learners become empowered for lifelong learning and promote new ways of learning.

Furthermore, the Information and Communications Technologies (ICTs) have a vital role in the process of any English language teaching (ELT). Evidently, nobody can refute its contributions to the educational field. Particularly, to the teaching and learning of English language; they have a considerable influence on the way we teach and the content we bring. The new ICTs are much faster than the traditional ones and it might give an immediate feedback as well as the instant interaction. (Siswandi, 2017)

ADVANTAGES

Teaching language learners by using ICT has distinct advantages that are related not only to language education but prepares students for today's information society. Computer technologies and the Internet are powerful tools for assisting language teaching because Web technology is a part of today's social needs. (Wang cited in Yunus et al, 2013).

For Facer and Owen (2012) the benefits of ICT in foreign language teaching responds to three key issues: first, the need to ensure that learning a foreign language is seen as relevant and enjoyable to learners; second, the need to offer more opportunities for learners to practice using the new language; and third, the need to support language teachers, particularly at primary level and in rural areas. They also mention that ICT helps learners in:

- Increasing motivation to learn languages.
- Enabling language learning across institutions and outside formal educational contexts.
- Offering opportunities for meaningful practice of language in authentic contexts.
- Offering opportunities for maximal progress in language acquisition through responsive diagnostic and feedback systems.
- Providing innovative language engineering devices, which provide just-in-time support in language use.
- Enabling information and resource sharing among teachers.

According to Pennington (as cited in Azmi, 2017) the use of instructional technology and ICT in particular in the English language classroom can improve and enhance students' language acquisition and significantly encourage them to continue their learning and stimulate their creativity and passion. Technology in language learning can improve variety and increase the diversity of learning environments and opportunities and foster the quality of the learning

experience by making class content more varied and accessible to almost each individual learner; thus ensuring more participation and engagement among learners.

Regarding the advantages of ICT in language teaching, Kumar and Tammelin (2008) hold that ICT offers students the opportunity to use the language that they are learning in meaningful ways in authentic contexts. Another benefit of the use of ICT is the opportunities that it offers for working cooperatively in the language classroom. Besides, the use of ICT in blended language learning classrooms is the opportunity that the technological tools give to language teachers, in order to they can instruct their students more effectively; these tools provide infinite available educational resources, so that language teachers can give individual and personalized assistance to their students.

Another potential benefit of ICT use in the English language classroom is the abundance of authentic teaching material; ICT software stimulates the natural language learning process, focusing on listening and reading comprehension, speaking and writing which all offer authentic and real world content (Azmi, 2017). Besides, Evans as cited in Azmi (2017) holds that the Internet provides a variety of information that can support and improve learners' knowledge and skills in the foreign language learning.

DISADVANTAGES

Azmi (2017) argues that there is little debate about the potential benefits of ICT use on motivation and engagement in the language classroom. However, he mentions that the introduction of ICT materials as class content requires the use of advanced cognitive processes which may, and against the expected outcomes, de-motivate low achievers and those whose learning style is far more adapted to a teacher-dominated classroom. Kryachkov et al. 2015 agrees with Azmi mentioning that ICT has changed the quality of the education and considerably raised the standards of language but at the same time they warn that the excessive or uncontrolled use of ICT brings some risks, which goes from a highly negative impact on learners' health because of too much information to changes in students' concentration and diminished capacity for analytical thinking.

Likewise, Tamo (2014) highlights some other inconveniences regarding the use of ICT in EFL teaching; among them she mentions teachers' attitudes due to technical problems, lack of technological resources and poor skills to work with ICT tools. Another problem that the author comments is the fact some teachers consider ICT cause distraction in the classroom because students are not aware of its importance and misuse technology that can be used for educational purposes. Also, Tamo indicates that some learners are not enough instructed in the use of technology which causes another problem to teachers. Finally, the author holds that the time is another issue for teachers because they need some time to prepare materials, install the devices and deal with other situations that causes waste of time.

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

- Students have short periods of attention because of the ICT in language learning distracts them.
- Online learning cannot offer human interaction, which is important in the development of students' social skills.
- Students can access to other websites that are not necessarily the ones indicated by the teacher, for example to play games or to watch movies.
- It is demanding self-discipline and self-direction.
- Good infrastructure and trained teachers is a vital requirement to use the ICT tools in teaching and learning.
- The teacher is only a mediator in the development of the language class.

Furthermore, computer-enabled communication does not allow users to take advantage of social aspects of oral interaction such as body language and prosodic features. (Azmi, 2017)

TEACHERS AND ICT USE (TEACHERS' ROLE, TEACHERS' COMPETENCES, TEACHERS' GENDER)

TEACHER'S ROLE

The use of ICT tools by teachers in the classroom has also brought about a change in the role of the teacher, taking him or her from the role of a lecturer to a facilitator of learning. Recent foreign language teaching approaches and methods have been part of a broad reform that supports and extends students' participation and ensures more involvement in their learning (Azmi, 2017). In respect of this, Lee (2005) states that a teacher is no longer expected to be the only provider of knowledge in the classroom and students are required to play a new role; they need to take ownership of their learning and contribute to its construction and organization.

Likewise, Meenakshi (2013) states that teachers are no longer dispensers of knowledge but proactive facilitators. He thinks that is necessary to redefine the role of the teacher in the new information age. Another role of teachers should be the predictor of student learning; therefore, the importance of teacher training is heightened in this role of ICT as a tool for facilitating teacher training. Finally, Meenakshi says that it is necessary to bring teachers to ICT rather than take ICT to teachers.

On the other hand, Gilakjani (2017) indicates that that technology offers both teachers and learners a lot of materials and communication opportunities to improve their language teaching and learning. In order to successfully integrate technology in language classes, both teachers and learners should adopt new roles and use the existing technologies in suitable ways. Moreover, Vaghela (2016) comments that because of technology the role of teacher is changed in the classroom. It doesn't mean that there is no place of teacher in the classroom but it means that teacher has to play multiple roles.

Daithí Ó Murchú as cited in Vaghela, B. (2016) states that teachers preserve many of their traditional roles, for example: class leader or director, lecturer, information giver or discussion leader. They also negotiate multiple new roles in language classrooms that use innovative technology-supported practices. However, the new teacher roles that have been identified for teachers when using ICT in teaching are: instructional designer; trainer;

collaborator; student; silent partner; team coordinator; advisor; and monitoring and assessment specialist. Each role is associated with specific activities and it is possible with the of technology in support of project-based learning in inquiry-based instructional methods

TEACHERS' COMPETENCES

According to Lawrence and Veena (2013) teachers need to improve knowledge and skills to develop, improve and explore their teaching practices; for them, studies about teachers' competencies focus on teachers' role rather than in their competencies. Gupta as cited in Lawrence and Veena (2013) defines competencies as the knowledge, skills, attitudes, values, motivations and beliefs people need in order to succeed in a job.

Kirschner and Woperies (2003) highlight some main ICT competencies teachers require. These include competency in:

- Making personal use of ICT.
- Mastery of a range of educational paradigms that make use of ICT.
- Making use of ICT as minds tools.
- Using ICT as a tool for teaching.
- Mastering a range of assessment paradigms which involves the use of ICT.
- Understanding the policy dimensions of the use of ICT for teaching and learning.

On the other hand, Sysoyev and Evstigneed (2014) state that competence is the knowledge of up-to-date ICT tools; and, the ability to create and employ al technological tools as an integral part of foreign language teachers' competence. Besides, Sysoyev and Evstigneed hold that the use of ICT in foreign language learning is focused on the development of verbal skills (reading, speaking, writing, listening), language skills (vocabulary, phonetics, grammar) and the formation of socio-cultural and intercultural competences, and the ICT competence of foreign language teachers is the ability to use all the available ICT resources to help learners develop their language skills.

In addition, ICT competencies are based on using tools and technical equipment for grasping and transmitting knowledge. They include any technology resource that helps to create, manipulate, store, communicate and spread information. It means that the ICT competency is very important to improve the communication in the learning and teaching process. (Lawrence and Veena, 2013)

TEACHERS' GENDER

Schaumburg as cited in Danner and Pessu (2013) manifests that in recent years the gender gap issue in ICT has been the subject of many studies both internationally and locally; these studies have recognized that women tend to be less interested in computers than men and use them less often in their spare time. Moreover, studies have established that girls are less confident than boys in their computer skills, and that boys scored better than girls in computer related knowledge and skills.

In the same way, Mahmood and Bokhari (2012) in their study found that males were more satisfied regarding frequent use of Internet facility available; whereas, female use less frequently the Internet. Likewise, they mention that male students perform better than female students using computers for study purpose.

In addition, Mustafa (2014) holds that there are gender differences in term of ICT knowledge, skills, and ICT applications; this is probably due to the fact that male teachers have a better attitude towards ICT than females. The author also mentions that this might be happening because of lack of effective use of ICT among female teachers, which could be caused by too much work and self-confidence in using ICT. In contrast to males, their attitude and self-confidence in using ICT are stronger which in return help them in enhancing the ICT knowledge and skills to be more effective in applying ICT in the teaching and learning process.

Many gender studies have been conducted over time to find the answer to the question of gender differences in ICT attitude and use. Most of the researchers in the early studies

found that attitudes toward technology differed significantly between males and females, with male indicating greater interest and knowledge.

PSYCHOLOGICAL CHARACTERISTICS

Mollaei and Riasati (2013) manifest that the quality of teaching depends not only on the application or use of ICT but also on the reaction and attitude that teachers have regarding it. The authors also mention that in spite of the benefits of ICT tools, some teachers are reluctant to use them and prefer to continue with their traditional teaching because of the lack of ICT knowledge and instruction.

In order to find a psychologically valid explanation for the failure and to continue effectively using computers in teaching the UNESCO (2004) thinks it is necessary to examine the technological resources employed, the concerns of the educational material, its objectives and tasks; and to compare the subject and the competences of the employed technologies to find out if and where the technologies can be successfully used. The purpose of computer technologies application is particularly important.

On the other hand, Somekh as cited in Krumsvik et al. (2016) holds that teachers' apparent reluctance to make use of educational technology might be due to technophobia, skepticism or other reasons. Regarding teachers' skepticism, Howard (2013) found that integrating educational technology in classroom teaching is influenced by negative affective responses to technology, general risk-aversion in teaching and the perceived value of technology in teaching. At the same time, experiences from the practice field show that there are also teachers who are pioneers in the use of educational technology who seem to possess a high level of digital competence.

EDUCATIONAL CHARACTERISTICS

Gura & Percy (2005) 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. Likewise, the authors state that in an ICT educational environment, teachers are required to adjust their method of teaching in ways that promote students' learning.

On the other hand, Alrasheedi (2009) points out that for educational purposes, the focus should always be on how the technology is used but it can never replace teachers. The ICT teaching/learning environment provides teachers new possibilities and necessities for drastic changes in teaching behaviors. As a result of incorporating ICT into education Roblyer & Edwards (2000) note the following shifts in classroom behaviors:

- Whole-class to small-group instruction
- Lecture and recitation to coaching
- From working with better students to working with weaker ones
- From passive to more engaged students
- Test-based assessment to that based on products, progress, and effort
- Competitive to cooperative social structures
- All students learning the same things to students learning different things
- Primarily verbal learning to an integration of visual and verbal thinking.

PROFESSIONAL CHARACTERISTICS

According to Vinatova et al. (2015) the main factor for the implementation of ICT in education is to achieve a higher level of ICT competence of teachers. The increase in professional use of ICT will positively affect the increase of ICT competencies of teachers. Besides, they hold that improving the technical equipment in the schools will positively affect the use of ICT by teachers, so that, access to hardware and computers contribute to greater development of ICT competencies of teachers. In addition, motivational attitudes of teachers

in general are helpful and indicate a need for professional improvement; which will have a positive impact on ICT knowledge and skills of teachers in the corresponding areas.

Likewise, Cervera & Cantabrana (2014) affirm that professional development in ICT for teachers, in addition to being necessary given the dynamic nature of technology, also improves the institutional quality of schools. Moreover, Tearle (2003) arguments that professional development in the use of ICT for teaching and learning as well as personal professional use has been recognized as one of the influential factors in supporting teachers to take up or extend their use of ICT technology. He also mentions that there are other professional factors that influence the use of ICT in the teaching-learning process, the same ones include:

- Solid leadership with high expectations of the staff and students;
- Whole-school excellence in many aspects not just ICT;
- A positive attitude and a collaborative culture which promoted learning;
- A proactive and positive approach to external opportunity and influences;
- Well-motivated staff.

PERSONAL CHARACTERISTICS

Namodi et al. (2015) argument that teachers' beliefs about their teaching capability in particular fall in two categories; one refers to the requirement of an anticipated teaching task and an assessment of their personal teaching competence in light of those requirements; it includes the resources available. The second one deals with student factors such as their perceived ability, motivation, and socioeconomic status as well as contextual factors such as school leadership, collegial support, and the availability of resources. For the authors, personal competence was judged as those teachers make about their capabilities based on an assessment of internal strengths and deficits.

According to Selwyn (2011), the use of ICT helps teachers to develop their own personal characteristics such as self-confidence, honesty and open mindedness. Besides, the

improvement of teachers' personality can create a positive and motivational environment for the use of ICT, easing the achievement of students' language learning goals.

In addition, Tour (2015) mentions that it is important to see beyond psychological teachers' attributes and demographic factors to explore connections between teachers' personal and professional domains. She also thinks that there is a need to understand teachers' values, assumptions and dispositions about the use of ICT inside and outside the classroom because it plays an important role in how teachers engage in digital literacy practices.

Moreover, Ilomäki (2008), states that teachers' age is another personal characteristic factor that influences the use or rejection of ICT. In this study, the author was able to verify that older teachers have anxiety when using technology; in addition, elder teachers tend to be indifferent to use technological devices; on the other hand, the author holds that young teachers demonstrated to have greater technological skills and security regarding digital tools.

Regarding teachers' perceptions on ICT use in their EFL classes, it is necessary to mention that there are several related studies which can help us to understand better and complement the present research work; some of these studies are presented ahead:

Mollaei & Riasati (2013) in their study aimed to investigate the perceptions of EFL teachers about the use of technology in their classes and the factors affecting technology implementation in Iranian Language Institutes. In order to carry out their research, descriptive statistics and sample t-test were used to analyze the questionnaire data. The results obtained from both the quantitative and qualitative data revealed teachers' perceptions about integrating technology in their classes, incentives for teachers who use technology, types of technology used, facilitating and inhibiting factors affecting technology implementation, and the different attitudes of male and female teachers toward using technology. According to the results, teachers had positive attitudes regarding the use of technology, in particular the use of the computer in their classrooms.

Namodi et al (2015) in their study sought to examine the effect of teacher characteristics on ICT integration in public secondary schools in Nakuru Town Sub-county, Kenya. The objectives of the study were: to establish the effect of teacher educational beliefs on ICT integration; to establish the effect of self-efficacy on ICT integration. The study adopted a descriptive research design. The effect of teacher characteristics on ICT integration in public secondary schools was tested statistically using Pearson Moments Correlation. To describe the various elements of teacher characteristics on overall ICT integration, descriptive analysis (percentages) was done. The finding of this study was that teacher characteristics positively affect ICT integration. The study is beneficial to policy makers when developing teacher programs; it also helps teachers to see that intervention programs can influence their instructional behaviors; and it also provides evidence to researchers that teacher beliefs can be challenged. Besides, the study thus recommends that policymakers should incorporate the actual use of ICT when developing teacher programs, considering the influence of the teacher characteristics on classroom use of ICT, professional teacher development should be aware of the direct impact of these variables, especially the role of teacher ICT motivation.

Likewise, Buabeng (2012) in his study research about the skills, perceptions and practices of teachers in the use of ICT in secondary schools in Ghana, for the required information a questionnaire was applied to 231 teachers. The results show that there is a positive but not meaningful relationship between the use of ICT and teachers' perceptions and competences. On the other hand, the findings indicate that there is not a relationship between the use of ICT and teachers' age and gender; therefore, the author concludes that ICT has not been implemented in the secondary schools in Ghana.

Hashemi, A. (2016) in his research, which is a quasi-experimental study, studied the effects of ICT on a sample of 55 EFL college students. The findings show that ICT enhances language-learning experience and can act as an effective tool both for teaching and learning. The author hopes the current study makes its way into the education system both in high schools and universities and can persuade the teachers to integrate ICT and teaching.

Allam & Elyas (2016) in their study analyze the perceptions of using social media as an ELT Tool among EFL teachers in Arabia Saudi. Their study was based on quantitative methods, using a survey instrument to gather descriptive data regarding the perceptions of seventy-five randomly chosen male and female EFL teachers at two Saudi tertiary institutions. The study utilized 14 Likert scale statements, where each statement had five Likert-type items for the participants to choose from. Analysis of the data gathered indicated that the most of the participants believe strongly in the pedagogical values and benefits of using social media as an ELT tool in EFL classes in the Saudi context. Nevertheless, the majority expressed reservations regarding the extent to which social media can be freely utilized in the EFL classroom. They perceive it as having a double-edged sword effect, and that is mainly due to some undesired distractions that some students may resort to. The study suggests more research studies in this area to develop the best practices for implementing social media in EFL teaching and learning within the Saudi context.

Another study carried out by Khany and Ghoreyshi (2013) explore the Iranian EFL teachers' familiarity, attitudes, and willingness regarding the use of different Internet tools in their classes. 263 EFL teachers were selected from different institutions from Iran, 123 teachers were male and 140 female. The researchers applied a questionnaire to inquire about the desired information. And, the results of the study demonstrated that Iranian EFL teachers 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 be used in the classrooms.

CHAPTER II:

METHOD

In this chapter the characteristics of the setting and the participants in the field research are described. In addition, the components of the procedure, data collection instruments, tabulation techniques, and data analysis are exposed.

SETTING AND PARTICIPANTS

This study took place in the cities of Azogues and Biblian from the province of Cañar, where the teachers of two high schools, one state and one private, participated given information for the development of this research.

Twenty EFL teachers were the whole population that gave the necessary information for the development of this study; ten belong to state high school and ten to the private one; likewise, then were male teachers and ten were female teachers. Moreover, it is important to indicate that all teachers have a third level degree in English Language teaching; most of teachers have from 2 to 10 years of experience and a few of them have more than 30 years of teaching experience.

PROCEDURES

The first part of this research work started with the collection and comparison of several bibliographical resources in order to establish the Literature review, information was gotten from written books, scientific studies, journals and websites; it was helpful to get more data about the definition of ICT, its importance, advantages and disadvantages, as well as teachers' characteristics and teachers' perceptions regarding ICT use.

The design of the this research work has a qualitative and quantitative approach that allowed describe the main results and contrast 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, these 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.

In order to analyze the information gathered from the surveys and interview, it was necessary to observe the highest percentages of each parameter (strongly agree, agree, disagree, strongly disagree) in the tables indicated above. Then, the answers 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 process of tabulation was developed using the Microsoft Excel program, classifying the answers of each question according to similar percentages. The results of the interviews are taking into account in the respective analysis of each research question where the data has been compared in contrasted with the surveys' results and supported with the bibliographical information of literature review.

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:

RESULTS AND DISCUSSION

DESCRIPTION, ANALYSIS, AND INTERPRETATION OF RESULTS

In this chapter the results of the present study are displayed in four tables and each one is going to be explained according to the research questions established 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; the second one explains the 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. Furthermore, the results of the surveys have been argued and contrasted with the interview ones.

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

	because they somewhat intimidate me.					
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.	0%	5%	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%	5%	30%	65%	0%
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.	0%	5%	25%	70%	0%
17	I think that age is factor that determines the ICT use in class.	0%	20%	25%	55%	0%
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.	0%	30%	35%	35%	0%

Author: Marcia Elena Chávez
Source: Ecuadorian high school EFL teachers

Regarding the aspects related to teachers' characteristics that are considered by most of EFL teachers as barriers to use ICT in their classroom, the results show that 70% and 65% of the surveyed teachers "disagree" in the parameters "I feel apprehensive about using ICT", and, "I have avoided ICT use because they are unfamiliar respectively"; it means that teachers do not hesitate to use technology in the development of their classes, which is beneficial because ICT is a helpful tool that eases in the process of EFL teaching; with respect this, Facer and Owen (2012) hold that the benefits of ICT in foreign language teaching responds to three key issues: first, the need to ensure that learning a foreign language is seen as relevant and enjoyable to learners; second, the need to offer more opportunities for learners to practice using the new language; and third, the need to support language teachers, particularly at primary level and in rural areas. Likewise, 55% of teachers "agree" with these three parameters

“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”; and, “It scares me to think that could cause the computer to destroy a large amount of data by hitting the wrong key”, as it can be observed, these statements are also related to the psychological implications that teachers have about the use of ICT in the classroom, and these results support that teachers do not have inconveniences using the technology in the classroom and that are able to solve any technical aspect when operating it.

On the other hand, there is a 70% and 65% of teachers who “strongly disagree” with the following statements: “I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process”, “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”, “I do not use any ICT resource in class because I think that ICT is not necessary to teach English”. These results demonstrate that personal attitude of the surveyed teachers is worthy of admiration because teachers consider ICT as a good aid to teach English, they use technology and do not feel intimidated with it because they have attended ICT training courses; in addition, they are ready to get more training on this field. Analyzing the responses given by the teachers in the interviews, it can be noticed that all the teachers recognize the importance of ICT because of its utility in the EFL teaching; likewise, almost all of them affirm to use technological devices in their classes, there is only one teacher of a state high school who indicates not to use them because the Ministry of Education does not provide her institution with the necessary technological resources. In relation to the outcomes analyzed above Selwyn (2011) states that the use of ICT helps teachers to develop their own personal characteristics such as self-confidence, honesty and open mindedness, besides, the improvement of teachers’ personality can create a positive and motivational environment for the use of ICT.

Considering the rest of responses to the teachers' opinion "strongly agree", it can be seen in the table that 60% indicate: "I feel insecure about my ability to use ICT as a resource to teach"; and 55% said: "I do not know how to use any ICT Resources"; These results show that teachers' are professional enough and are able to use ICT tools in classes with any problem. Regarding this, Cervera & Cantabrana (2014) affirm that professional development in ICT for teachers, in addition to being necessary given the dynamic nature of technology, also improves the institutional quality of schools; moreover, Tearle (2003) mentions that professional development in the use of ICT for teaching and learning has been recognized as one of the influential factors in supporting teachers to take up or extend their use of ICT technology.

Finally, it is important to highlight that 55% of teachers "strongly disagree" with "I think that age is factor that determines the ICT use in class", 25% disagrees and 20% agrees with this item; it is true that majority of teachers do not think that age could be a barrier for the implementation of ICT in EFL teaching; however, some teachers agree with the fact that age could be a reason for the use of ICT in the class. Regarding teachers' age Ilomäki (2008) states that teachers' age is another personal characteristic that influences the use or rejection of ICT; in her study, the author was able to verify that older teachers have anxiety when using technology; in addition, elder teachers tend to be indifferent to use technological devices; on the other hand, the author holds that young teachers demonstrated to have greater technological skills and confidence regarding digital tools.

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	AGRE E	DISAGRE E	STRONGLY DISAGREE	NO ANSWE R
		%	%	%	%	%
1	The challenge of learning about ICT use is exciting.	35%	65%	0%	0%	0%
2	I am confident that I can learn technological skills.	55%	45%	0%	0%	0%
3	I feel motivated to use ICT in my class.	30%	70%	0%	0%	0%
4	Learning to use ICT is like learning any new skills - the more you practice, the better you become.	60%	40%	0%	0%	0%
5	I am sure that with time and practice I will be as comfortable working with ICT.	70%	30%	0%	0%	0%
6	I feel that I will be able to keep up with the advances happening in the ICT field.	25%	75%	0%	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.	60%	40%	0%	0%	0%
9	I like to use ICT because they help me to innovate my teaching methodology.	45%	55%	0%	0%	0%
10	ICT help me to motivate my students to learn English.	55%	45%	0%	0%	0%
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.	55%	45%	0%	0%	0%
12	When I have technical problem with ICT, I do not feel frustrated.	40%	55%	0%	0%	0%
13	Age is not an obstacle to learn about and use ICT in my classes.	75%	15%	10%	0%	0%
14	I know a lot about ICT use because I have	20%	50%	25%	5%	0%

	attended some ICT training courses.					
15	I have learned to use ICT resources by myself.	20%	65%	15%	0%	0%
16	I think ICT has a positive impact on teaching process.	50%	40%	10%	0%	0%
17	ICT use has more advantages than disadvantages in EFL teaching.	55%	35%	10%	0%	0%

Author: Marcia Elena Chávez

Source: Ecuadorian high school EFL teachers

Studying the teachers' characteristics that influence the most on teachers to use ICT in their classroom, the results demonstrate that 75% of teachers "strongly agree" with "Age is not an obstacle to learn about and use ICT in my classes"; and 70% with "I am sure that with time and practice I will be as comfortable working with ICT". It means that most of teachers do not consider age as a teacher characteristic that impedes the implementation of ICT in the classroom; in the same way, the majority of them are sure that with the time and practice they will be using ICT with no troubles. The answers given in the interviews prove the surveys' results since many teachers manifest to be pleased using ICT as an aid for the development of their classes. Likewise, from 60% to 55% of teachers "strongly agree" with "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 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"; and "ICT use has more advantages than disadvantages in EFL teaching". All these results confirm that teachers have positive attitude about the use of ICT in EFL teaching because they are motivated to use them, and consider technology as a useful tool for easing the teaching process of English language; in addition, they mention that in case of any technical inconvenience they know what to do, because they plan well their classes and are ready for any unforeseen event. Supporting

the effects of teachers' positive ICT attitude, Mollaei and Riasati (2013) manifest that the quality of teaching depends not only on the application or use of ICT but also on the reaction and attitude that teachers have regarding it; Vinatova et al. (2015) also arguments that motivational attitudes of teachers in general are helpful and indicate a need for professional improvement; which will have a positive impact on ICT knowledge and skills of teachers in the corresponding areas.

Continuing with the teachers' characteristics that influence the most on the use of ICT, 75% and 65% of teachers "agree" with the following statements: "I feel that I will be able to keep up with the advances happening in the ICT field", "I feel motivated to use ICT in my class", "The challenge of learning about ICT use is exciting", and "I have learned to use ICT resources by myself". These results again indicate that teachers are motivated and have an optimistic attitude about the use of ICT in the classroom; in addition, they are open to the new technological changes and considered them a challenge for their professional growth. Regarding this, Jimoyiannis (2012), states that the use of ICT helps teachers to develop their own personal characteristics such as self-confidence, honesty and open mindedness; besides, the improvement of teachers' personality can create a positive and motivational environment for the use of ICT, easing the achievement of students' language learning goals. Likewise, it is important to emphasize that a considerate amount of teachers affirm to have learned to use ICT tools by themselves, which demonstrates their compromise with their professional training and the need of improving their ICT skills to use them in teaching of English language.

Finally, the results indicate that a 55% of teachers "agree" with these parameters: "If given the opportunity, I would like to learn about ICT use", "I like to use ICT because they help me to innovate my teaching methodology"; and, "When I have technical problem with ICT, I do not feel frustrated". It means that teachers are aware of the importance of the ICT not only for easing the EFL teaching but also to improve their teaching methodology; besides, they know what to do in case of a technical problem and are ready to receive more training about ICT use for educational purposes; these scores coincide with the opinions given in the surveys, where

teachers also indicate their desire for improving their ICT skills. With respect to the aforementioned, Tour (2015) arguments that there is a need to understand teachers' values, assumptions and dispositions about the use of ICT inside and outside the classroom because it plays an important role in how teachers engage in digital literacy practices.

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

9	You have to be master to understand how to use ICT.	0%	0%	20%	0%	20%	70%	60%	30%	0%	0%
10	I have avoided ICT use because they are unfamiliar.	0%	0%	0%	0%	50%	80%	50%	20%	0%	0%
11	I have not attended some ICT training courses.	0%	0%	10%	10%	50%	40%	40%	50%	0%	0%
12	I have not attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate me.	0%	0%	0%	0%	60%	10%	40%	90%	0%	0%
13	I am not interested in attending any ICT courses.	0%	0%	10%	0%	30%	30%	60%	70%	0%	0%
14	I do not know how to use any ICT resources.	0%	0%	10%	0%	30%	30%	60%	70%	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%	10%	0%	30%	30%	60%	70%	0%	0%
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.	0%	0%	10%	0%	20%	30%	70%	70%	0%	0%
17	I think that age is factor that determines the ICT use in class.	0%	0%	30%	10%	20%	30%	50%	60%	0%	0%
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.	0%	0%	40%	20%	20%	50%	40%	30%	0%	0%

Author: Marcia Elena Chávez

Source: Ecuadorian high school EFL teachers

Analyzing teachers' perceptions by gender in relation to the aspects that they consider as barriers to use ICT in their classroom, it can be noticed that nobody "totally agree" with any parameter; regarding the opinion "agree", only the last statement have a percentage that could

be taken into account; here 40% of male teachers, in contrast to 20% of female teachers “agree” with “In my opinion, younger teachers are more skillful to use ICT than the older ones”; but, on the other hand 50% of female teachers “disagree” with this parameter; these scores mean that men are likely to think that younger teachers perform better than elder teachers in the use of ICT; however, another 40% of male teachers also “totally disagree” this fact. Regarding these results and as it was mentioned above, Ilomäki (2008) holds that young teachers demonstrated to have greater technological skills and security regarding digital tools.

Concerning the next two answers, it can be seen that 60% of male teachers “disagree” with “I feel insecure about my ability to use ICT as a resource to teach” and “I have not attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate me. These results are corroborated with 70% and 90% of women teachers’ results, who “strongly disagree” with the two parameters before mentioned. These scores demonstrate that both men and women teachers do not consider being insecure about their ICT skills; neither they feel intimidated; and they have gotten some training about the use of technological devices. These findings are supported by both men and women teachers who through their comments in the interviews manifest to be self-confident about their abilities in the use of ICT tools. On the contrary to the results found in this study, Mustafa (2014) holds that there are gender differences in term of ICT knowledge, skills, and ICT applications; this is probably due to the fact that male teachers have a better attitude towards ICT than females.

Similarly, the results displayed in the table show that male and female teachers almost have the same appreciation in their answers, because 60% of men disagree and 70% of women “strongly disagree with “I feel insecure about my ability to use ICT as a resource to teach”; 60% of men “disagree” and the same percentage of women “strongly agrees” with “I do not think I would be able to learn how to use ICT in my classroom”, 70% of men “disagrees” and 50% of women “strongly disagrees with “I am afraid that if I begin to use ICT I will become dependent upon them”; and 50% of both men and women teachers “disagree” about “I hesitate the use of ICT for fear of making mistakes that I cannot correct.”; analyzing these scores it can

be observed that male and female teachers do not consider as barriers for the use of ICT the psychological aspects aforementioned in the statements, like the anxiety about their ICT skills, the fear or making mistakes, the dependence that ICT may cause or their incompetence for using ICT tools in the classroom; but rather they are confident about their ICT skills, they are ready to improve even more and use their ICT abilities in the development of their classes. Regarding teachers' ICT insecurity, Somekh as cited in Krumsvik et al. (2016) holds that teachers' apparent reluctance to make use of educational technology might be due to technophobia, skepticism or other reasons; regarding teachers' skepticism, Howard (2013) found that integrating educational technology in classroom teaching is influenced by negative affective responses to technology, general risk-aversion in teaching and the perceived value of technology in teaching.

There are other parameters in which the difference of disagreement and strongly disagreements is higher; however, there is not too much difference between agree or strongly disagree because at the end both express a disagreement to those statements; that is the case of the following ones: "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", "You have to be master to understand how to use ICT"; and "I have avoided ICT use because they are unfamiliar"; here the percentage of female teachers' disagreement is much higher than men teachers and goes from 70% to 90%. These scores indicate that women teachers do not have major inconveniences with technology, they are familiar with it and they do not need to be masters for using ICT in their classrooms. Likewise, 90% of female teachers "strongly disagrees" and 60% of male teachers "disagrees" with the answer "I have not attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate me", it means that both men and women have gotten ICT training and for this reason they do not feel intimidating of using it in the classroom. In relation to this analysis, Lawrence and Veena (2013) state that ICT competencies are based on using tools and technical equipment for grasping

and transmitting knowledge, they include any technological resources that help to create, manipulate, store, communicate and spread information.

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.	30%	40%	70%	60%	0%	0%	0%	0%	0%	0%
2	I am confident that I can learn technological skills.	50%	60%	50%	40%	0%	0%	0%	0%	0%	0%
3	I feel motivated to use ICT in my class.	30%	30%	70%	70%	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%	60%	40%	40%	0%	0%	0%	0%	0%	0%
5	I am sure that with time and practice I will be as comfortable working with ICT.	70%	70%	30%	30%	0%	0%	0%	0%	0%	0%
6	I feel that I will be able to keep up with the advances happening in the ICT field.	30%	20%	70%	80%	0%	0%	0%	0%	0%	0%
7	If given the opportunity, I would like to learn about use ICT.	40%	50%	60%	50%	0%	0%	0%	0%	0%	0%
8	I think that ICT are necessary tools in educational setting.	70%	50%	30%	50%	0%	0%	0%	0%	0%	0%
9	I like to use ICT because they help me to innovate my teaching methodology.	40%	50%	60%	50%	0%	0%	0%	0%	0%	0%

10	ICT help me to motivate my students to learn English.	30%	80%	70%	20%	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.	50%	60%	50%	40%	0%	0%	0%	0%	0%	0%
12	When I have technical problem with ICT, I do not feel frustrated.	50%	30%	40%	70%	0%	0%	0%	0%	0%	0%
13	Age is not an obstacle to learn about and use ICT in my classes.	60%	90%	30%	0%	10%	10%	0%	0%	0%	0%
14	I know a lot about ICT use because I have attended some ICT training courses.	20%	20%	40%	60%	40%	10%	0%	10%	0%	0%
15	I have learned to use ICT resources by myself.	40%	0%	40%	90%	20%	10%	0%	0%	0%	0%
16	I think ICT has a positive impact on teaching process.	40%	60%	40%	40%	20%	0%	0%	0%	0%	0%
17	ICT use has more advantages than disadvantages in EFL teaching.	50%	60%	30%	40%	20%	0%	0%	0%	0%	0%

Author: Marcia Elena Chávez
Source: Ecuadorian high school EFL teachers

Regarding the results of the last table that deal with the teachers' characteristics that influence the most on teachers to use ICT in their classroom, they indicate that the highest results (70% and 60%) in which male teachers "strongly agree" are: Learning to use ICT is like learning any new skills - the more you practice, the better you become", "I am sure that with time and practice I will be as comfortable working with ICT", "I think that ICT are necessary tools in educational setting, these scores indicate that male teachers are aware of the usefulness of ICT in the teaching-learning process, and besides, they are ready to continue improving and updating their knowledge and skills about technology for education purposes. Gura & Percy (2005) state 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.

Taking female highest results it can be noticed that they mainly "agree" (90% and 80% respectively) to the answers: "I have learned to use ICT resources by myself" and "I feel that I will be able to keep up with the advances happening in the ICT field"; it means that almost all female teachers have instructed themselves in the use of ICT devices and also that they are ready to deal with the advances of technology for educational purposes. Likewise, female teachers' scores show that a considerable percentage of them (70% to 60%) also "agree" with "The challenge of learning about ICT use is exciting", "I feel motivated to use ICT in my class", "When I have technical problem with ICT, I do not feel frustrated". "I know a lot about ICT use because I have attended some ICT training courses"; these results demonstrate that male teachers do not have any emotional trouble about the usage of ICT and they do not feel frustrated in case of a technical problem; in the interviews they also mentioned to have trained themselves and attended some instruction workshops about the use of ICT tools, which has been helpful to be able to use technological devices in the classroom without any problem.

Finally, it is consider important to analyze the statement Age is not an obstacle to learn about and use ICT in my classes, here 90% of female teachers and 60% "strongly disagrees" with the common belief that younger teachers have better technological skills that the elder ones; these scores are also supported by the interviews' opinions, which is favorable because it means that all teachers are well trained about the use of ICT in the high schools where this study took place.

CONCLUSIONS

Teachers who participated in the present study are aware of the importance of the use of ICT tools in the EFL teaching because they considered them an important auxiliary resource that helps motivate students and themselves, and improves their teaching methodology.

Both male and female teachers are well trained in the use of ICT for educational purposes and do not feel anxious when using them in the development of their classes because they have instructed themselves in this area and have received some training courses about the use of technological devices.

Teachers are conscious that technology always changes and progresses; in addition, they are open and ready to update their knowledge and skills regarding the use of ICT in order to apply their abilities in the context of their classroom and for improving the teaching of the English language.

Male and female teachers do not think that they will become dependent of ICT for using them all the time in the classroom; they considered ICT tools as a complementary resource that eases the teaching of ELF; and the most important is for them is the teacher's attitude and professionalism to carry out a successful class.

Contrary to the belief that younger teachers perform brilliant in the use of technology and that they have better ICT skills, the teachers that intervened in this study show that they do not have considered age as a limiting factor for the implementation of ICT in the classroom.

Both male and female teachers have almost the same position regarding the use of ICT and there is no gap between their attitude and opinions; besides, the results indicate that they do not have significant barriers for the implementation of ICT in the EFL teaching.

RECOMMENDATIONS

Educational authorities should provide all the institutions and classroom with the necessary technological devices in order to teachers can use them in the development of their classes; besides, these resources need to be continuously updated because technology changes and improves everyday, and what is new today, in a couple of year is obsolete.

It is remarkable that teachers self-educate about the use of ICT but the educational institutions and the Ministry of Education should offer ICT training courses permanently in order to all the teachers be able to use educational technological devices; also for updating their knowledge and skills.

Teachers always need to be open and ready to the advances of technology, because it is constantly changing and there will always be new ICT tools that the teachers have to know how they work in order to use them in the class; especially in the environment of the teaching the English language.

The use of technological tools for the development of the classes does not cause addiction; on the contrary, they are an important resource that nowadays more teachers are using; but the main actor in the teaching process is the teacher, who uses technology when it is necessary and when there are no technological resources, teachers know what to do to continue with the development of the class.

Teachers attitude towards age should no be discriminating; it is true that young people has more ability to use technology because they have born in this technological era; but it is not necessary a limiting factor for the implementation of ICT in the classroom because older teacher can also perform well with training and dedication.

Female and male teachers should continue with their positive attitude towards the use of ICT tools because it will help to defeat all the difficulties they may find in their usage; furthermore, it will help keep learners motivated and will get better learning outcomes.

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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 AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO ANSWER
1	The challenge of learning about ICT use is exciting.					
2	I am confident that I can learn technological skills.					
3	I feel motivated to use ICT in my class.					
4	Learning to use ICT is like learning any new 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?
