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

**TRABAJO DE TITULACIÓN**

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## **DEDICATION**

This thesis is dedicated to my whole family, who has been the source of inspiration throughout my career. To my beloved husband Mauricio for sharing my sacrifices and encouraging me every day to reach my dreams. Lastly to my children Mathias and María Emiliana because without their love none of this would have been possible.

Fernanda

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Fernanda

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## ABSTRACT

This study focused on investigating Ecuadorian high school teachers' perceptions on ICT use in their EFL classes has as purpose to analyze and identify the aspects considered by EFL teachers as barriers to use ICT in the classes and the factors that influence them to use ICT. In this research carried out in the Quito city 20 EFL teachers from two public and two private high schools were involved. The data was collected through questionnaires and interviews. Regarding the methodology in this research, a mixed methods approach, quantitative and qualitative, was used. The quantitative method was applied to analyze the data obtained from the questionnaires in a numerical way; and the qualitative method was used to analyze the information attained by the interviews.

The results from this study demonstrated that according to teachers' perceptions the main barriers to use ICT in teaching are the scare to use ICT, hesitation to use ICT for fear of making mistakes, and unfamiliarity with ICT resources; meanwhile, the factors that influence teachers to use ICT are the following: the use of ICT helps to innovate the teaching methodology, ICT motivates students to learn English, and ICT has more advantages than disadvantages.

**Key words:** ICT, EFL, Ecuadorian, high schools, EFL teachers

## RESUMEN

Este estudio se enfocó en investigar las percepciones de los docentes ecuatorianos sobre el uso de TIC en sus clases de inglés como lengua extranjera (ILE), y tiene como propósito analizar e identificar los aspectos considerados por los docentes de ILE como barreras que impiden el uso de TIC en las clases y los factores que influyen en el uso de las TIC. En esta investigación, llevada a cabo en la ciudad de Quito, participaron 20 profesores de ILE de dos escuelas secundarias públicas y dos privadas. La información fue recolectada a través de cuestionarios y entrevistas. En cuanto a la metodología para esta investigación se usó el método mixto de enfoque cuantitativo y cualitativo. El método cuantitativo se aplicó para analizar los datos obtenidos de los cuestionarios de forma numérica; y el método cualitativo fue utilizado para analizar la información obtenida de las entrevistas.

Los resultados de este estudio demostraron que, de acuerdo con las percepciones de los docentes, las principales barreras para usar las TIC en las ILE clases son el miedo a usar las TIC, la indecisión sobre el uso de las TIC por temor a cometer errores, y la falta de familiaridad con los recursos TIC; Mientras tanto, los factores que influyen en los docentes para usar las TIC son los siguientes: el uso de las TIC ayuda a innovar la metodología de enseñanza, las TIC motivan a los estudiantes a aprender inglés, y las TIC tienen más ventajas que desventajas.

**Palabras claves:** TIC, ILE, colegios, profesores ILE

## INTRODUCTION

The use of ICT in EFL teaching has been a relevant topic of investigation for many educational researchers reporting that a great number of teachers and institutions of education are interested in integrating the use of ICT resources in their EFL classes. Thus, in order to contribute to this topic, this current study, Ecuadorian high school teachers' perceptions on ICT use in their EFL classes whose objective is to analyze and identify the aspects considered by EFL teachers as barriers to use ICT in their classes and the main factors that most influence to use ICT in the classroom, explains and gives relevant information after answering three research questions. The first question makes reference to the aspect related to teachers' characteristics that are considered by most EFL teachers as barriers to use ICT in their classroom. The second question refers to the factor related to teachers' characteristics that influence the most on teachers to use ICT in their classroom. And finally, the third one denotes the EFL teachers' perceptions on ICT use in relations to the gender.

This current research has been supported by previous studies related to the use of ICT in EFL classes. One of those studies was conducted by Soussi (2013), whose aim was to identify the difficulties that teachers face when using ICT in the EFL classes. The findings from this study reveal that the most common barriers were the lack of training and deficient access to technological tools, such as: internet, visual projectors, and computers. Likewise, the lack of time was another obstacle to use ICT resources in class. Additionally, another significant barrier that affects teachers to use ICT is the age of the teachers, it was found that older teachers are less confident to use ICT in the teaching process than younger teachers.

A study carried out by Almekhlafi and Almeqdadi in 2010 had the objective to identify how frequently teachers use ICT in the EFL teaching process. In this study, it was shown that teachers integrate technology in their EFL classes with different frequency; it depends the area where the schools are located. The result showed that teachers from the rural

area use less ICT resources than teachers from urban areas. Furthermore, the authors argue that the use of ICT in private schools is much more frequent than in public schools.

Lastly, a study done by Yunus, Nordin, Salehi, Sun, and Amin (2013), whose purpose was to identify the advantages and disadvantages of using ICT in EFL teaching. The results from this study revealed four advantages of using ICT in EFL classes: the use of ICT catches students' attention; ICT helps teachers to be creative and innovative; ICT aids students improve their vocabulary because students can find out the meaning of words and pronunciation; ICT helps students to acquire good and varied lexicon by watching movies or videos. On the other hand, some disadvantages on the ICT use were also found; the most common disadvantages were: difficulty to control the class because students get so excited when they use ICT tools in class and do not pay attention to the lesson; students might be distracted by other components accessible on internet and can read or watch information that is not good for them.

Likewise, a limitation was encountered in the process of the present research. The participants presented lack of disposition to take part in the interview and only expressed simple opinions.

Nonetheless, this research can be a useful tool for EFL teachers and researchers who are interested in investigating about ICT use in EFL teaching. It will contribute with useful information that can allow teachers to identify and avoid the barriers that prevent teacher to integrate ICT in classrooms as well as to find out or know about some positive factors related to the use of ICT in EFL classes.

**CHAPTER I:  
LITERATURE REVIEW**

The development and occurrence of Information and Communications Technology (ICT) has brought impressive changes in the English Foreign Language (EFL) teaching process, taking a relevant place among the resources available for the EFL teaching, which has been a relevant theme of investigation for many scientists and professionals involved in the EFL teaching process.

In order to contribute to this theme, this literature review defines and describes three topics: ICT use in EFL teaching, teachers and ICT use, and teachers' characteristics regarding ICT use; moreover, six studies related to teachers' perceptions on ICT use in their EFL classes.

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

According to Noor-UL-Amin (2013), there is a clear difference between the terms ICT for English teaching and ICT use in English teaching. ICT for English teaching refers to the development of information and communications technology specifically for EFL teaching and learning purposes; and ICT use in English teaching makes reference to the adoption of the general components of information and communication technologies in the EFL teaching and learning process.

**Definition of ICT.** Information and Communications Technology (ICT) is an increasingly powerful means to enrich the mental ability to be creative and logical. ICT provides the means by which everybody can search out extensive stores that contain the latest developments and trends, as well as achieve relevant information to teach or learn any subject. It builds an easy way for each individual to get in touch with world experts in every field (Imison and Taylor, 2010). Additionally, Collins (2017) explains that ICT is a term that includes any communication device or technological application, such as computers, laptops, tablets, mobile phones, internet, blogs, forums, video conferencing, and others, which are useful in different areas of the education.

**Importance.** According to Fook, Kaur, Narasuman, and Lai (2016), currently the Information and Communications Technology (ICT) is so important to everybody. Thus, in this technological globalization, ICT resources are used to interchange information, communicate in real time, and search out information about different fields, such as education, science, investigation, businesses, and so on. Nonetheless, not all the ICT tools are used in all the areas, for example, regarding the educational field in EFL teaching process the most common ICT resources used are: computers, internet, televisions, visual projectors, tablets and mobile phones.

In addition, Vrasidas and Glass (2005) stated that ICT is really important for the teaching and learning purposes because ICT can greatly enhance the opportunities for students to engage in effective learning at different levels. The technology resources are the major component about what teachers need to get training in order to prepare authentic material for the teaching process. For instance, if teachers put into practice the use of ICT, they would get experience about how to use ICT resources and how to apply them in their classes.

**Advantages of using ICT.** ICT has various advantages for the EFL teaching process, such as: 1) ICT helps students to put into practice the English language not only in the classroom but also at home. Students can choose where to study at their own pace; especially, they can select any EFL program that goes according to their English level and requirement, and create their own learning strategy. 2) The use of ICT causes a relaxing environment that avoids students get anxiety, in comparison with the classic frontal teaching. 3) The use of educational software or hardware helps teachers to give immediate feedback to their students when they are working. 4) ICT attracts the students' attention to be more engaged in the learning process and apply the language in a more meaningful way by using videos, movies, or video conferencing. 5) Through the use of ICT, students have a more active role in their

education instead of the passive role like in the traditional system because the technology helps students to learn what exactly they need. 6) ICT aids teachers to be more creative and apply audio and visual information in different contexts; in fact, the use of ICT makes the lessons far more interesting for students than those lessons in which the technology is not used. 7) The use of ICT enables teachers to evaluate their students' knowledge and receive an immediate diagnosis of their student's level to work according to that information. 8) ICT tools make the teachers' tasks much easier because they have many available resources to make their lessons more interesting (Milan, 2017).

In addition, Isisag (2011) explains that the application of ICT in the EFL teaching gives not only benefits to the teachers but also to the students. ICT helps teachers and students to interact between them even out of the classroom. Students can exchange information in real time and participate in blog debates, work in teams on different projects wherever they are, exchange emails, search for information, and so on. By using the authentic material exposed in the internet, students will have a better perception about the culture of different English communities and meet many English speaker people. Moreover, ICT use causes a positive impact on EFL learners, for example: ICT increases learners' motivation and enhances personal commitment and engagement; ICT improves independent learning and develop the learners' collaboration and communication among them. According to Kelly and Safford (2009), the use of ICT resources in the EFL teaching /learning creates moments of linguistic empowerment in which EFL learners have the opportunity of creating their own learning techniques and put into practice the knowledge acquired.

**Disadvantages of using ICT.** Even though the above-mentioned many advantages of ICT in the teaching and learning process, there are, also some disadvantages in its use, which will be considered in this section. In this context, Salehi and Salehi (2012) describe four disadvantages and difficulties that teachers face when using ICT in the teaching practice,



which sometimes prevent them from using technology in their classes. These authors found that the cost of upkeep and maintenance of ICT resources is too expensive. The cost of repairing broken equipment may be too expensive for school budgets. The ICT tools connection causes loss of time because for some teachers the connectivity issues take between 5 to 10 minutes; this is a reason why technology integration often fails in classrooms. Lastly, the ICT use distracts the students' attention because, instead of searching for educative information on the net, they prefer to browse other inappropriate sites.

### **Teachers and ICT use**

**Teachers' role.** The teachers' role in the use of ICT in the classes is organize situations in which students put into practice their abilities and assist students in their all the activities they are going to carry out in the classroom. Another role of teachers is to build a learning community in the classroom in which students feel continuously engaged in increasing their own learning skills. Indeed, teachers should encourage EFL learners to use ICT tools and applications, such as programs on internet, video conferences, videos, and others, to innovation and acquire new knowledge about the target language (Hine, 2011).

Additionally, Cummings and Davison (2007) say that teachers as designers of materials and teaching activities using ICT resources should complete three basic roles: attitudinal role, functional role, and metaphoric roles. The attitudinal role of teachers refers to the attitudes adopted by teachers in relation to the changes in their teaching environment associated with ICT. Functional roles are those aspects related to the ICT use in the teaching practice. For instance, teachers might be required to manage software competences and moderate online discussions, such as forums or academic chats (as the ones we have on our web platform). Finally, the metaphoric role involve how teachers integrate their teaching methodology with ICT. It includes support and collaboration; for example, teachers as co-producers of knowledge through ICT resources participate in learning task with their pupils.

**Teachers' competences.** Kirschner and Woperies (2003) describe that ICT competencies of teachers define what a teacher should know to be capable of using technology in his/her teaching practice. It includes basic operations of the hardware and software, use of ICT, educational paradigms in which could be used ICT resources, use of ICT as mind tools, use ICT as a tool for EFL teaching, applying assessment paradigms that involve the use of ICT, and finally, understanding the policy dimensions of the use of ICT for teaching and learning. In the same line of thinking, Kadel (2005) claims that to be competent in the use of ICT in the teaching process, teachers should obtain a high level of academic knowledge, values, skills, personal disposition, sensitivity and capability, and the ability to put those elements into practice.

Additionally, Huang, Kinshuk, and Price (2014) reported six types of competences that a teacher should complete to use properly the ICT. First, teachers should recognize aptitudes and strategies to use ICT in the class. Second, teachers should recognize the curriculum and assessment related to competences about curriculum standards, and the integration of ICT into the curriculum. Third, teacher have to take care their pedagogy, they should take in mind where, with whom, when and how to use ICT in classes. Fourth, teachers should know the use of hardware and software tools. Fifth, teachers should know the how to organize and monitor a class, which is related to the use of ICT with the whole class, small groups and individual activities. Lastly, teachers need a professional development associated to the use of ICT resources to support their own professional development.

**Teachers' Gender.** According to a study done by Ono and Zavodny (2003), the gender as a characteristic of the teachers do influence in the use of technology resources, which established that female teachers are less confident than male teachers in their ICT skills. Furthermore, the same authors said that the use of computers and the internet is more dominated by male teachers than female teachers. However, Danner and Pessu (2013) do not

agree with these results and point out that during the research process the men showed higher ICT competencies than women; nonetheless, this variation was not really relevant to establish that male teachers are more competent in the use of ICT resources. Lastly, these authors concludes that whether a man and a woman get the same ICT training both will be confident and efficient to use ICT resources.

### **Teachers' characteristics regarding ICT use felt**

**Psychological.** Among the psychological factors that influence teachers to use ICT in their classes are teachers' attitudes. If the attitude of a teacher is positive toward the use of technology, teachers do their best to learn and integrate ICT tools into EFL teaching processes to make the lessons more innovative and fun for their students (Buabeng-Andoh, 2012). This estimation is in agreement with a research done by Hultman, Lofgren, and Schoultz (2012), in which the authors found that the teachers that are optimistic and think that ICT is a useful tool for the teaching are more creative and innovative to use ICT resources in the classes than those teachers who have a negative thinking. However, the authors also suggested that generally only a positive attitude toward ICT do not contribute very much to be successful in the use of ICT in the classroom because teachers should not only have a good perspective about ICT but also know how to integrate ICT resources in the teaching process.

**Educational.** Cox, Webb, and Abbott (2003) determined that teachers need enough knowledge about the topic or subject that they are going to perform in the classroom; moreover, extensive knowledge of ICT to be able to use the most appropriate resources in the classes. In other words, teachers need to have the ability to combine their academic, EFL, and ICT knowledge in a same class. In fact, Spector, Ifenthaler, and Sampson (2016) claim that teachers need new pedagogies not only to convey new knowledge, but also to connect it to the power of the technological world.

**Professional.** To use properly ICT resources in the EFL classes, teachers need to have the skills to recognize the different learning characteristics of each student; knowledge related to general teaching issues, for instance, teaching approaches and classroom management and; knowledge of educational context such as groups, classes, and the school. Moreover, teachers need to understand how this knowledge could be affected by the use of ICT, in order to make appropriate decisions about using ICT with their students (Cox, Webb, and Abbott 2003). In this context, Brinkerhoff (2006) claims that to implement technology and transform teaching practices, teachers should acquire excellent professional training about the use of ICT in the EFL teaching practice.

**Personal.** According to Schiller (2013), personal characteristics of the teachers such as educational level, age, gender, educational experience, and positive attitude towards the ICT use can influence the adoption of the technology tools in the teaching process. Lau and Sim (2008) state that teachers' professional development and experience are the main factors that aid teachers to be more confident when using ICT in their classes. In fact, these authors reported that older teachers who have rich experience in teaching, classroom management, and great competences in the use of computers could easily integrate any ICT resource into their classes. It is because teachers are accustomed with the use of technology in the classrooms and the individualities of the teaching process. This analysis is in agreement with Russel, Bebell, and Tao (2007), who determined that new teachers trained with technology, more than older teachers did, present more difficulty to integrate ICT in their teaching activities. The possible reasons are the following: firstly, new teachers only knows how to use ICT but not how to incorporate ICT in the classrooms, and secondly, these teachers experience new challenges in their first years of teaching and, therefore, spend most of their time in acquainting themselves with the school's curriculum and classroom management. Finally, Moreira (2016) also agrees that younger teachers, with less professional experience

in teaching, present a lower integration of ICT in the classes. Then, the teachers with an intensive ICT integration are older teachers (between 45 and 55 years old), who have a long teaching experience. In fact, teachers with long professional experience are the ones who usually use ICT in the classroom and in a wider variety of learning activities.

### **Previous studies in relation to Teachers' perceptions on ICT use in their EFL classes**

Regarding the ICT use in EFL teaching, some scientists have carried out different studies in order to obtain the teachers' perception about the use of ICT in the EFL classes; six of them will be described in this section.

In this way, a study conducted by Soussi (2013), whose aim was to identify the difficulties that teachers face when using ICT in their classes, seeks to identify the most common barriers and challenges that teachers get on their way when using ICT in the EFL teaching process. This study adopted a constituted and qualitative (mixed) approach, which interviewed English teachers and EFL learners. To analyze the qualitative data, a coding system was used and the quantitative data was analyzed through tables. The central techniques used in this study were percentages and scores.

The results from this study revealed some barriers that prevent teachers to use ICT in the EFL classrooms. The most relevant barriers were the lack of training and deficient technological tools in the classrooms such as lack of computers, lack access to the internet, and the lack of visual projectors. Another significant barrier that affects teachers to use ICT is their age; the findings showed that older teachers are less confident to use ICT resources in their classes than their younger colleagues are. The author explains that it is because the new generations are in continuous practice of the latest technology and involved in abundance of ICT equipment, which help them to get habits and experience to use technological resources. These aspects help younger teachers to feel more self-confident and motivated to use ICT in their EFL classes than the older teachers, who did not have the opportunity of using ICT tools,

when they were young. Finally, the author concluded that the technological scarcity, teachers' limited technical skills, lack of confidence to use ICT equipment, and lack of financial support to afford the cost of maintaining ICT resources are common barriers that interfere with the ICT use in the EFL teaching.

A study carried out by Sudiran (2016) in Indonesia, was designed to reveal the perception of teachers about the importance of using ICT as the medium of teaching English at schools; it describes the use of the internet in teaching and learning practice and tries to investigate the teachers' difficulties in integrating the internet in the EFL classes. The methods used in this research were quantitative and qualitative approach, and the data collection instruments were a questionnaire and an interview.

The result of this study revealed that teachers are positive about the importance of using ICT as teaching resource at schools. This study shown that ICT is a medium to teach English that benefits teachers to innovate their methodology of teaching and engage the EFL students to learn English in real life through different application that are exposed in the internet. In addition, it also detected that the use of the internet as a fundamental part of the ICT and resource to teach English is being used very well in some EFL classes. On the other hand, this research also showed three difficulties that prevent teachers to use internet in EFL classes, these were technical error when the computers are being used, not good internet connection, and electric current outage in the classroom. These problems obstruct the use of ICT resources in their classes due to they hinder the proper development of the lesson and make teachers and students losing time because it takes various minutes connecting the tools to the electricity, turning on the old computers, and waiting to log in the internet applications.

A study done by Almekhlafi and Almeqdadi (2010) had the objective of analyzing the ICT use in EFL classes and factors that prevent teachers from using ICT. The analysis related to ICT use was done firstly in a general way and after by gender.

The results revealed that teachers integrate technology in their EFL classes with different frequency. Teachers from the rural area use less ICT resources than teachers from urban areas; and, teachers from public schools use less ICT than teachers from private schools. Further, the findings showed that the most relevant factors that prevent teachers from integrating ICT resources on the teaching process were technical problems, large number of students, lack of ICT training, lack of motivation, and lack of financial support.

Regarding the teachers' perception by gender, the outcomes showed that male and female teachers have a clear perception about their abilities and competencies to integrate ICT resources in their EFL classes. It was revealed that most male teachers believe that using technology is important, but it should not be applied always in all the EFL classes because there are some teaching activities in where the ICT is not necessary; as well they expressed that ICT offers some advantages in the teaching-learning process, such as: ICT saves class time, minimizes teachers' efforts, grasps students' attention, and makes learning interesting. Likewise, the majority of female teachers are aware that the use of ICT is very important in the EFL teaching, and the most common ICT tools they use are computers, visual projectors, and internet. Female teachers also mention three advantages of using ICT, such as: ICT make the teaching and learning process easier; ICT increases student motivation, and ICT provides good support for EFL students in their different skills. In addition, both male and female teachers mentioned various elements, which could help them to be great users of ICT resources in the English teaching, which are: regular ICT training; integration of ICT in the curriculum as a compulsory complement; improvement of technology-enhanced materials such as videos, CDs, recorded information, and movies; enough financial support and freedom for teachers use technological tools; finally, workshops about ICT and proper use of ICT in the EFL classes, as well as providing teachers with state-of-the-art technology, including hardware and software, and motivate them through awards for outstanding

technology integration in their classrooms. In summary, the author concluded that teachers have a positive perception about ICT use, clear ideas about the barriers that prevent them from using ICT in their classes, but also awareness about the importance of using ICT in the EFL teaching.

A study carried out by Yunus, Nordin, Salehi, Sun, and Amin (2013) was focused on detecting the advantages and disadvantages of using ICT in EFL/ ESL teaching. The methodology applied in this research was a qualitative method and the instrument used for the collection of data was a semi-structured interview which was focused on obtaining the teachers' perception about the pros and cons of using ICT in their classes.

The advantages of using ICT in English classes that were mentioned in this study were the following: ICT catches students' attention which aids to create an environment where students feel comfortable to work in class; ICT use helps teachers to be creative and innovative; ICT aids students to improve their vocabulary because while students are reading an article, they can look up the meaning of the new words in online dictionaries, or improve the listening skills by watching movies and videos. On the other hand, some difficulties in the ICT use were also shown. First, the teachers claim that it is more difficult to monitor the class when they use ICT tools in class than when they do not use any ICT resource ; second, students might get distracted by other components which are accessible on the internet; and finally, if the teachers uses technological resources such as the internet, students can read or watch information that is not relevant for the EFL teaching and learning process.

Mohammadi and Masoomi (2015) conducted a study focused on identifying the perception of EFL teachers toward the integration of computers in the EFL classes.

Findings from this study revealed that teachers showed a great interest, willingness and positive attitude toward the use of computers and other technological tools in EFL classrooms. Most teachers believe that computers are valuable teaching instruments to



enhance the quality of performing EFL lessons because teachers can prepare teaching material to make their students to put into practice the listening, reading, writing and speaking skills in English. Nonetheless, this study also found that even though most teachers are positive about the use of ICT, some of them face difficulties to use computers and other technological resources such as the internet to teach English. The main barriers are lack of internet, limited technical support, not technological laboratory, limited computer facilities, and inappropriate class size. What is more, the deficient training was another negative factor that affect teachers to use computers in their EFL teaching process. Lastly, the authors concluded that teachers' positive attitude is a good factor that motivate teachers to use ICT; however, they need financial support, technological training, and a computer for each student to create a laboratory where the students could work each one in a computer, and not a computer for two or three students.

As a final point, a study conducted by Hismanoglu (2012) was focused on investigating the teachers' perceptions on ICT integration in teaching English as a foreign language. The results showed that the majority of participants presented lack of confidence and nervous to integrate ICT in their EFL classes. The main reason that make them feel negative is their lack of ICT training; most of them reported they have not attended to any technological laboratory where they could take training in a face to face class with the teacher. In consequence, they do not feel sufficiently competitive to use ICT and not confident in using technological resources in the classrooms, it leads them to avoid using ICT in their EFL teaching activities. To conclude the author said that although some teachers revealed that they face difficulty to use ICT in EFL classes, most of them stated that they are willing to learn about ICT and with enough ICT training and practice they will feel capable and motivated to integrate ICT resources in classes.

**CHAPTER II:**  
**METHOD**

## **Setting and participants**

This study was done in the city of Quito, in which 20 EFL teachers participated; 10 teachers were from two public high schools and the other 10 from two private high schools.

The participants were 50% men and 50% women. They were aged between 22 and 45 years old, and their years of experience ranged from 2 and 15 years.

## **Procedure**

To develop this research, the author started looking up information from a number of scientific sources such as books and journals that contain data about ICT use in EFL teaching. That information was described in the literature review section to explain some subtopics related to the use of ICT. The subtopics explored were: ICT use in EFL teaching, teachers and ICT use, and teachers' characteristics regarding ICT.

A combined method with quantitative and qualitative procedures was used to analyze and describe the data taken from the investigation field. The quantitative procedure was used to analyze and demonstrate the statistical results; meanwhile the qualitative method was applied to analyze the information in all the process of investigation.

The instruments used to collect information were surveys and interview. The teacher's survey was composed of two parts, the first section contained 18 statements that were applied in the field research to know the teachers' perception about the aspects considered by teachers as barriers to use ICT in their EFL classroom; and the second part enclosed 17 statements related to the factors that influence teachers to use ICT in their EFL classes. Furthermore, the teacher interview was made up of 8 opened-questions associated with the use of ICT in EFL teaching. Once all the data was gathered, it was tabulated in order to simplify the statistical results and percentages.

Considering all the steps that were monitored in this current research, it is rather necessary to say that this study gives an answer to three research questions: Which aspect related to teachers' characteristics is considered by most of the EFL teachers as barriers to use ICT in their classroom? Which factor regarding to teachers' characteristics does influence the most on teachers to use ICT in their classroom? How is ICT use perceived by EFL teachers in relations to the gender?

In order to give an answer to these questions, the data was described quantitatively in four tables. The first table shows statistical results with reference to the aspects related to teachers' characteristics that are considered as barriers to use ICT in their EFL classes. The second table demonstrates the most relevant factors that influence the most on teachers to use ICT. The third table shows the percentages, regarding teachers' perception by gender, of the most relevant barriers that hinder teachers to use ICT. And finally, the fourth table reveals the percentage of the factors that influence the most to male teachers as well as female teachers to use ICT in the EFL classroom.

**CHAPTER III:**  
**RESULTS AND DISCUSSION**  
**DESCRIPTION, ANALYSIS, AND INTERPRETATION OF RESULTS**

In this section, the data obtained from the instruments of investigation, surveys and interviews that were administered in two public and two private high schools, will be described, analyzed, and interpreted using a mixed methodology, quantitative and qualitative. Once all the data was tabulated in graphs, those numerical results were exposed in four tables which provided clear details about the four variables stated in this research. The variables are: barriers to use ICT in the EFL classroom, factors that influence the most on teachers to use ICT in their EFL classes, teachers' perceptions by genders in relation to the aspects that they consider as barriers to use ICT in their classroom, and teachers' perceptions by genders in relation to the factors that they consider the most influential to use ICT in their classroom. In order to give a better explanation of these variables, all the research questions will be described and responded one by one in this section; the first one says:

**Which aspect related to teachers' characteristics is 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**

N°	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%	45 %	50%	<b>0%</b>
2	I do not think I would be able to learn how to use ICT in my classroom.	0%	0%	30%	70%	<b>0%</b>
3	I am afraid that if I begin to use ICT, I will become dependent upon them.	0%	0%	35%	65%	<b>0%</b>
4	I dislike working with machines that are smarter than I am.	0%	0%	10%	90%	<b>0%</b>

5	I feel apprehensive about using ICT.	0%	20%	10%	70%	<b>0%</b>
6	I have difficulty in understanding the technical aspects of ICT.	0%	10%	10%	80%	<b>0%</b>
7	It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key.	10%	10%	0%	80%	<b>0%</b>
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.	0%	30%	20%	50%	0%
9	You have to be master to understand how to use ICT.	0%	0%	20%	80%	0%
10	I have avoided ICT use because they are unfamiliar.	10%	20%	20%	50%	0%
11	I have not attended any ICT training courses.	0%	30%	30%	40%	0%
12	I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me.	0%	0%	20%	80%	0%
13	I am not interested in attending any ICT course.	0%	10%	40%	50%	0%
14	I do not know how to use any ICT resource.	0%	0%	10%	90%	0%
15	I do not use any ICT resource in class because I think that ICT are not necessary to teach English.	0%	0%	30%	70%	0%
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.	0%	10%	50%	40%	0%
17	I think that age is factor that determine the ICT use in class.	20%	25%	25%	30%	0%
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.	25%	25%	20%	30%	0%

**N=20**

Author: Fernanda Zambrano

Source: Ecuadorian public and private high school EFL teachers

The result of the data analysis revealed that most EFL teachers do not face so many barriers to use ICT in their EFL classes. That is, only a short number of teachers reported a few barriers that prevent them from using ICT resources in the EFL classes.

The findings show that one of the main aspects that was considered by the participants as a barrier to use ICT is the fear of making mistakes. The results from statement

number 8 indicate that 30% of participants “agree” that *they hesitate to use ICT for fear of making mistakes that they cannot correct*. As it has been noted, the findings show that the percentage is not the most significant, but it is a substantial number of teachers who face this problem; thus, it might be considered a barrier to use ICT in classes.

Another barrier to use ICT is the unfamiliarity with the ICT resources. In statement 10, it is noted that 10% of teachers “strongly agree” that *they have avoided ICT use because they are unfamiliar*. Another group of participants, 20%, also “agreed” with this statement. To sum up, 30% of participants were in agreement with this item. Although this percentage is not really relevant, it is important to highlight that the lack of familiarity with the ICT resources could be regarded as a barrier to use ICT in EFL classes.

The data analysis also confirms that some teachers have not gotten any ICT training. For instance, in statement 11, the 30% of participants “agree” that *“they have not attended any ICT training courses*. It shows that a significant number of EFL teachers have not gotten any training to use ICT in the classroom. Probably, this is a reason why some teachers feel limited from using ICT in their EFL classes.

Comparing the results from statements 8, 10, and 11, it is evident that they are all similar. Taking in mind these outcomes, possibly, the fear to use ICT and the lack of familiarity with the ICT resources might be caused by the lack of training.

Continuing with the data analysis, it was found that according to a significant number of participants the age is a factor that can cause a positive or negative impact on their abilities to use ICT in EFL classes. Statement 17 revealed that 20% of the teachers “strongly agree” that *age is a factor that determines ICT use in class*. It is supported by another 25% of participants who selected the option “agree” with respect to this statement. Considering both results, agree and strongly agree, it is noticed that 45% of EFL teachers think that age is a personal teachers’ characteristic that could cause barriers to use ICT in classes.



Furthermore, in statement 18, it was shown that 25% of the teachers “strongly agree” that *younger teachers are more skillful to use ICT than the older ones*. Besides, the 25% of the teachers also demonstrated that they “agree” that there is a difference among young and old teachers about ICT use. Analyzing the results from statement 17 (45%) and 18 (50%), it is evident that a great number of teachers think that age is a factor that aids or prevents EFL teachers to be successful in the use of ICT in class. It is in accordance with Soussi (2013), who reported that a significant factor that affects teachers to use ICT could be the age, and stated that older teachers are less confident to use ICT resources in their classes than their younger colleagues.

After analyzing the data from the first table, the next question will be responded based on the information stated in the table 2. The question says:

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

**Table 2**

**Teacher’s characteristics that influence the most on teachers to use ICT in their classroom**

N°	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	No answer
		%		%	%	%
1	The challenge of learning about ICT use is exciting.	50%	25%	20%	5%	0%
2	I am confident that I can learn technological skills.	80%	20%	0%	0%	0%
3	I feel motivated to use ICT in my class.	50%	30%	20%	0%	0%
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.	80%	15%	5%	0%	0%

5	I am sure that with time and practice I will be as comfortable working with ICT.	80%	20%	0%	0%	0%
6	I feel that I will be able to keep up with the advances happening in the ICT field.	40%	30%	20%	10%	0%
7	If given the opportunity, I would like to learn about and use ICT.	40%	30%	30%	0%	0%
8	I think that ICT are necessary tools in educational settings.	80%	0%	20%	0%	0%
9	I like to use ICT because they help me to innovate my teaching methodology.	70%	20%	10%	0%	0%
10	ICT help me to motivate my students to learn English.	20%	60%	10%	10%	0%
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.	20%	30%	30%	20%	0%
12	When I have any technical problem with ICT, I do not feel frustrated.	20%	20%	30%	30%	0%
13	Age is not an obstacle to learn about and use ICT in my classes.	30%	20%	30%	20%	0%
14	I know a lot about ICT use because I have attended some ICT training courses.	10%	10%	40%	40%	0%
15	I have learned to use ICT resources by myself.	30%	55%	5%	10%	0%
16	I think ICT has a positive impact on teaching process.	20%	70%	10%	0%	0%
17	ICT use has more advantages than disadvantages in EFL teaching.	80%	20%	0%	0%	0%

N= 20

Author: Fernanda Zambrano

Source: Ecuadorian public and private high school EFL teachers

Considering all the results from Table 2, it was identified that the option strongly agree was selected in some statements, which determine the factors that influence substantially on EFL teachers to use ICT in their classrooms.

The first item where the option “strongly agree” was highly nominated was in the statement 2, *I am confident that I can learn technological skills*. It demonstrates that teachers’ confidence to learn about ICT is a great factor that motivates them to use more repeatedly the ICT in classes.

The second item in which the option “strongly agree” got a great support was identified in statement 4, *learning to use ICT is like learning any new skill – the more you practice, the better you become*. In this statement, 80% of participants marked the option “strongly agree”. Regarding this result, probably, another factor that most influences to use ICT is the teachers’ positive attitude to think that they can learn to use ICT like any other skills.

The third factor that was highly marked with the alternative “strongly agree” was specified in statement 5, *I am sure that with time and practice I will be as comfortable working with ICT*. Here also, 80% of the teachers showed a strong agreement. Based on this finding, maybe, the positive attitude to think that with time and practice teachers could become comfortable with ICT is a good factor that can influence teachers to learn about and use ICT in EFL teaching.

As a fourth point, the option “strongly agree” was also reported with the 80% in statement 8, *I think that ICT are necessary tools in educational settings*. With reference to this statement, it is possible to say that most teachers are aware of the importance of using ICT in education. It motivates and influences teachers to use ICT in their EFL classes.

The fifth element where the item “strongly agree” was greatly nominated and reached the 70% was identified in statement 9, *I like to use ICT because they help me to innovate my teaching methodology*. It shows that a great number of EFL teachers believe that ICT is the best tool that aids them to innovate their EFL teaching, this perception influences them to use ICT resources in the English classes.

Finally, the last factor that was marked with a high acceptance, 80% “strongly agree”, was the statement 17, *ICT use has more advantages than disadvantages in EFL teaching*. Regarding this finding and the opinion of the teachers in the interview, the ICT brings about some advantages to the EFL teaching. A teacher said in the interview “*ICT helps me to make*

*the teaching material and lessons more innovative*". Another interviewee said *"I use ICT because it helps me to perform the lesson in an interesting and fun way.*

In addition, the option "agree" was substantial in statement 15. 55% of the teachers in the survey "agreed" that *they have learned to use ICT by themselves*, followed by a minor number, 30%, who selected the option "strongly agree". It demonstrates that most teachers have not attended to ICT training courses where they can learn how to integrate ICT in the EFL classes. It means that the majority of teachers integrate ICT in their EFL classes only bases on their experience and opinion, but not in the techniques learned in a technological laboratory. This perception is in agreement with Lau and Sim (2008), who state that teachers' professional development and experience are the main factors that aid teachers to be more confident when using ICT in their classes. In fact, these authors reported that older teachers who have rich experience in teaching, classroom management, and great competences in the use of computers could easily integrate any ICT resource into their classes.

In statement 10, *ICT helps teachers to motivate their students to learn English*, the option "agree" was also really relevant, taking up the 60%. This result reveals that a great number of teachers use ICT as a resource to motivate students to learn. For example, in the interview a teacher said *"When I use ICT students' motivation increase"*.

Finally, statement 16 also showed that 70% of participants "agree" that *ICT has a positive impact on the teaching process*. It shows that EFL teachers have a positive perception about the importance of using ICT in EFL classes. This finding is in line with Isisag (2011), who stated that the use of ICT resources in an effective and proper way causes a positive impact on EFL learners, because ICT increases learners' motivation and enhances personal commitment and engagement to learn the target language.

To conclude, with reference to the findings from Table 2, it was shown that the main factors that strongly influence teachers to use ICT are: teachers' confidence to learn about

ICT, teachers' positive attitude to think that learning to use ICT is like learning any new skill and with time and practice teachers could become comfortable with ICT; perception that ICT are necessary tools in educational settings; ICT helps to innovate the teaching methodology; and finally, the perception that ICT brings about more advantages than disadvantaged to the EFL teaching process.

These results are highly in agreement with a study carried out by Milan (2017), who demonstrated some advantages of using ICT which were also considered by the author as factors that influence teachers to use ICT in their EFL classes, here some of them: ICT aids teachers to be more creative and apply audio and visual information in different contexts; ICT makes the lessons far more interesting for students than those lessons in which the technology is not used; ICT enables teachers to evaluate their students' knowledge and receive an immediate diagnosis of their student's level to work according to that information; and finally, ICT make the teachers' tasks much easier because they have many available resources to make their lessons more interesting

As a next point, the analysis of this study bases on the data from table 3 and table 4 gives answer to the third question, which says:

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

**Table 3**

**Teachers Perceptions by genders 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%	5%	25%	20%	25%	25%	0%	0%
2	I do not think I would be able to	0%	0%	0%	0%	10%	20%	40%	30%	0%	0%

	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.	0%	0%	0%	0%	15%	20%	35%	30%	0%	0%
4	I dislike working with machines that are smarter than I am.	0%	0%	0%	0%	10%	0%	40%	50%	0%	0%
5	I feel apprehensive about using ICT.	0%	0%	5%	15%	5%	5%	40%	30%	0%	0%
6	I have difficulty in understanding the technical aspects of ICT.	0%	0%	0%	10%	10%	%	40%	40%	0%	0%
7	It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key.	0%	10%	0%	10%	0%	0%	50%	30%	0%	0%
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.	0%	0%	5%	20%	15%	5%	25%	25%	0%	0%
9	You have to be master to understand how to use ICT.	0%	0%	0%	0%	5%	15%	45%	35%	0%	0%
10	I have avoided ICT use because they are unfamiliar.	0%	10%	10%	10%	15%	5%	25%	25%	0%	0%
11	I have not attended any ICT training courses.	0%	0%	15%	15%	20%	10%	15%	25%	0%	0%
12	I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me.	0%	0%	0%	0%	15%	5%	35%	45%	0%	0%
13	I am not interested in attending any ICT course.	0%	0%	5%	5%	25%	15%	20%	30%	0%	0%
14	I do not how to use any ICT	0%	0%	0%	0%	10%	0%	40%	50%	0%	0%

	resource.										
15	I do not use any ICT resource in class because I think that ICT are not necessary to teach English.	0%	0%	0%	0%	10%	20%	40%	30%	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%	30%	20%	10%	30%	0%	0%
17	I think that age is factor that determine the ICT use in class.	5%	15%	15%	10%	10%	15%	20%	10%	0%	0%
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.	10%	15%	15%	10%	10%	10%	15%	15%	0%	0%

**10 Male teachers = 10 Female teachers**

Author: Fernanda Zambrano

Source: Ecuadorian public and private high school EFL teachers

Relating to the results from Table 3, which describes the teachers' perception by gender about the barriers to use ICT in the EFL classes, there was not any significant difference among men's and women's perceptions; however, although that variation was not relevant, it is necessary to say that it was identified that women reported more barriers to use ICT than men.

The first most relevant barrier to use ICT, according to women, is the scare to use ICT, as it was stated in statement 7. 10% of the women in the interview "strongly agreed" and 10% "agreed" that *they feel scare of thinking that they could destroy a large amount of data in the computer by hitting the wrong key*. Nonetheless, taking into account the perception of the men, they did not select neither agree nor strongly agree. Men were more positive and reported that they do not feel scare of using ICT; thus with respect to the statement above mentioned, they selected the option "disagree" and "strongly disagree".

The second barrier to use ICT in which was found that the women present more difficulty than the men is notorious in statement 8. It determines that *more women than men hesitate to use ICT for fear of making mistakes that they cannot correct*. The results indicate that 20% of the women and only 5% of the men selected the option “agree”.

A third barrier that affects more to women than men was visible in the statement 10. In this item 10% of the women “strongly agree” and 15% “agree” that *they have avoided to use ICT because they are unfamiliar*. On the contrary, the response of the men shows that they think the unfamiliarity with ICT is not an obstacle to use technological resources in class; that is, only 5% of the men show “agree” with this perception.

On the other hand, age is an aspect that could define the use of ICT according to women’s and men’s responses. 15% of the women in the interview “strongly agreed” and 10% “agreed” that *age is a factor that determine the ICT use in class*; moreover, 15% of the men and 5% of the women “agree” with this perception. It means that 25% of the women and 20% of the men are in agreement with this estimation.

Additionally, a similar perception was identified in the statement 18. 15% of women “strongly agree” and 10% “agree” that *younger teachers are more skillful to use ICT than the older ones*. This is supported by a similar number of the men, from which a 10% marked the option “strongly agree” and 15% “agree”.

The results from statements 17 and 18 make reveal that both women and men recognize that age is a factor that determine the use of ICT in the EFL teaching process. Moreover, in the interview a female teacher said “*I think that gender is not a personal teachers’ characteristic that affect the use of ICT, in my opinion, age is a relevant factor that can be considered a barrier in the ICT use*”. These outcomes are in agreement with a study conducted by Lin, Zhang, and Zheng (2016) in which it was stated that the age is a



characteristic of teachers that can help or affect the use of ICT in classes; moreover, these authors determine that younger teachers are more skillful to use ICT resources. However, Moreira (2016) disagrees with this perception and argues that younger teachers, with less professional experience in teaching, present a lower integration of ICT in their classes; and besides, this author claims that the teachers who have an intensive ICT integration are older teachers (between 45 and 55 years old) because they have a long teaching experience. This author considers that the age is not a relevant factor that hinders teachers from using ICT in their classes because the most important is the professional experience to integrate ICT in the teaching process.

As a final point, the present analysis will describe the most relevant factors that motivate teachers to use ICT in their EFL classes, regarding eachers' gender.

**Table 4**

**Teachers Perceptions by genders in relation to the factors that they consider the most influential to use ICT in their classroom**

No	Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		No Answer	
		M	F	M	F	M	F	M	F	M	F
		%	%	%	%	%	%	%	%	%	%
1	The challenge of learning about ICT use is exciting.	30%	20%	15%	10%	5%	15%	0%	5%	0%	0%
2	I am confident that I can learn technological skills.	45%	35%	5%	15%	0%	0%	0%	0%	0%	0%
3	I feel motivated to use ICT in my class.	25%	25%	20%	10%	5%	15%	0%	0%	0%	0%
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.	40%	40%	10%	5%	0%	5%	0%	0%	0%	0%
5	I am sure that with time and practice I will be as comfortable	40%	40%	10%	10%	0%	0%	0%	0%	0%	0%

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

**10 Male teachers = 10 Female teachers**

Author: Fernanda Zambrano

Source: Ecuadorian public and private high school EFL teachers

Results from Table 4 describe the teachers' perception by gender about the factors that influence the most on teachers to use ICT in the classrooms, and show that men are more positive to use ICT resources than women.

A first factor is detected in the statement 1, 30% of men and 20% of women "strongly agree" that *the challenge of learning about ICT use is exiting*; what is more, the option "agree" was also supported by more men than women, 15% men and 10% women. These outcomes evidence that male teachers feel more excited to learn and use ICT than female teachers; therefore, male teachers are more influenced to use ICT in their EFL classes.

The second factor is identified in statement 2. The results show that men are more confident that they can learn technological skills than women. Specifically, 45% of the men and 35% of the women in the interview "strongly agreed" that *they feel confident to learn any technological skills*.

The third factor that influences more to men than women is the perception that *ICT are necessary tools in educational settings*. It is evident in statement 8, in which 45% of the men and 35% of the women "strongly agree" that *ICT are necessary tools in the educational setting*, it influences them to use ICT resources in their EFL classes.

Another relevant factor that generates a difference between men and women's perception was evidenced in statement 9, *ICT helps to innovate the teaching methodology*. With respect to this statement, more men than women, 40% men and 30% women, selected the alternative "strongly agree"; as well as the option "agree" was selected by the 10% of men and 10% of the women. It shows that most men than women consider that ICT are innovative tools useful for the EFL teaching.

Statement 10 was highly reported by men as a factor that motivates them to use ICT in their EFL classes. The result showed that 15% of men "strongly agree" and 35% "agree" that

*ICT helps to motivate students to learn*; on the contrary, regarding the women's perception only 5% "strongly agree" and 25% "agree" with the statement.

Statement 15, *I have learned to use ICT resources by myself*, also reveals a different perception among men and women. 20% of the men in the interview "strongly agreed" and 30% "agreed" that they have learned to use ICT by themselves; meanwhile, only 10% of the women "strongly agreed" and 25% "agreed" with statement 15. Taking in mind these findings, it is noted that the men are more enthusiastic to learn to use ICT by themselves than women.

The aforementioned results are supported by the opinion of a man and two women who participated in the interview. For instance, a woman said "*Men use more frequently ICT in their EFL classes because they are always more interested in acquiring and using the new technology resources, it helps them to feel more confident to use ICT in EFL classes*".

Additionally, another woman expressed "*Male teachers use more ICT in the EFL classes because they are less creative than female teachers, and to make the class more innovative and interesting they use ICT in classrooms although they do not have enough knowledge about ICT*". Considering the perception of men, one of them said "*As a teacher, I feel that students get bored when completing books and my ability to make the lesson fun and enjoyable is limited, that is why I use ICT, they allow me to expand the information and make the lesson more fun and interesting for the students*".

These findings are in agreement with a previous study carried out by Ono and Zavodny (2003), who established that female teachers are less confident than male teachers in their ICT skills. Furthermore, the same authors said that the use of computers and the internet is more common in EFL classes performed by male teachers than female teachers.

On the other hand, it is important to highlight that three elements were reported by both men and women as factors that influence the use of ICT, in which the alternative

“strongly agree” was supported by 40% of women and 40% of men. The first component was the statement 4, *Learning to use ICT is like learning any new skill – the more you practice, the better you become*; the second one was statement 5, *I am sure that with time and practice, I will be as comfortable working with ICT*; and lastly, statement 18, *ICT use has more advantages than disadvantages in EFL teaching*. These results are in line with a previous study conducted by Danner and Pessu (2013), who revealed that male teachers demonstrated higher ICT competencies than women; however, they consider that this variation is not really relevant to determine that male teachers are more competent in the use of ICT resources, because with a good training and practice everybody could use ICT resources without difficulty.

## CONCLUSIONS

This study revealed that the most relevant aspects considered as barriers which prevent EFL teachers from using ICT in their EFL classes were four: scare to use ICT resources, hesitation to use ICT for fear of making mistakes, lack of familiarity with ICT resources, and age. Regarding the last aspect, it was found that younger teachers are more skillful to use ICT in classes than older ones due to the fact that they have more ICT training.

In contrast, this study also showed the factors that were considered the most influential to use ICT in EFL classes. These are psychological factors such as: confidence to learn about ICT, the idea that learning to use ICT is like learning any new skill, and awareness that enough training and practice help to become comfortable with ICT. Moreover, educational factors such as: ICT are necessary tools in educational settings, ICT helps to innovate the teaching methodology, and ICT brings about more advantages than disadvantaged in the EFL classes.

In addition, this study demonstrated that most teachers have learned to use ICT by themselves. It means that the majority of teachers have not attended to any ICT training course, and integrate ICT in their classes based on their experience and not on techniques learned in a technological laboratory.

The teachers' perception by gender about the barriers to use ICT in the EFL classes determined that although the difference between men's and women's response was not significant, it is essential to say that women reported more barriers to use ICT than men. The most relevant barriers that hinder women to use ICT were scare and hesitation to use technological tools for fear of making mistakes that they cannot correct.

Moreover, the teachers' perceptions by gender related to the factors that influence the most on teachers to use ICT in the classrooms show that men are more positive to use ICT resources than women. More men than women learn to use ICT by themselves because they

men feel more confident to manipulate any ICT resources although they may not be familiar with them. Likewise, most men agree that ICT helps to innovate their EFL teaching and ICT use motivates their students to learn.

Lastly, this study also showed that both women and men agree that age is a factor that determines teachers' ICT use in the EFL classes, and believe that the younger teachers are more skillful to use ICT resources. Nonetheless, the perception that ICT has more advantages than disadvantages was supported by men and women.

## RECOMMENDATIONS

The best strategy to overcome those psychological aspects such as scare and fear that become an obstacle to use ICT resources in class is getting enough ICT training. That training should not be only about how to manipulate any ICT resource, but also how to integrate ICT resources in the EFL teaching methodology.

Although the results showed that younger teachers are more skillful to use ICT resources, it is recommended that old teacher to take ICT training courses because with a good training and practice everybody can get acquainted with the ICT use. As a proverb says “Only perfect practice makes perfect”.

A great number of participants reported they are confident that they can learn technological skills. That is, it is advisable to give them training support and ICT resources because they have shown a positive attitude to learn about ICT use. Teachers with optimism, good training and enough ICT resources perform innovative, interesting and motivating lessons. It will place teachers, students, and school with a high level in the educational system.

Teachers who avoid using ICT for fear of making mistakes are not conscious that they are making their students miss an opportunity to explore new options of learning because ICT can be used for different activities and for numerous purposes. That is why, it is advising them not to feel afraid of making mistakes since any problems caused by ICT tools can be solved by any specialist in technology. The most important is losing the fear and scare and putting into practice the ICT use.

Likewise, it is suggested using ICT because it helps teachers to innovate the EFL teaching activities for the reason that ICT is a proper tool to teach grammar, pronunciation, vocabulary, listening and reading skills. For example, using ICT, students have the opportunity to listen to music, to watch movies and videos in the target language to improve



vocabulary, pronunciation and their listening skill. These activities could be integrated by teachers in the classroom and put into practice by the students out of the classroom, too.

As a final point, the results showed that ICT has more advantages than disadvantages; then, it is suggested using ICT in EFL classes. In fact, this study mentions two advantages: ICT helps to engage students by providing more information than teachers can perform on their own; and finally, ICT helps teachers to convey audiovisual information which aids to engage students in the activity more attentively.

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## **ANNEXES**

## ANNEX 1



### UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

#### OPEN AND DISTANCE MODALITY

#### ENGLISH DEGREE

#### TEACHER'S SURVEY

Gender: M ( ) F ( )

Years of EFL teaching experience: ( )

Age: ( )

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

No	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1	I feel insecure about my ability to use ICT as a resource to teach.				
2	I do not think I would be able to learn how to use ICT in my classroom.				
3	I am afraid that if I begin to use ICT, I will become dependent upon them.				
4	I dislike working with machines that are smarter than I am.				
5	5 I feel apprehensive about using ICT.				
6	I have difficulty in understanding the technical aspects of ICT.				

7	It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key.				
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.				
9	You have to be master to understand how to use ICT				
10	I have avoided ICT use because they are unfamiliar.				
11	I have not attended any ICT training courses.				
12	I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me.				
13	I am not interested in attending any ICT course				
14	I do not know how to use any ICT resource.				
15	I do not use any ICT resource in class because I think that ICT are not necessary to teach English.				
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process				
17	I think that age is factor that determine the ICT use in class.				
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.				

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

N°	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1	The challenge of learning about ICT use is exciting.				
2	I am confident that I can learn technological skills.				
3	I feel motivated to use ICT in my class.				
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.				
5	I am sure that with time and practice I will be as comfortable working with ICT.				

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

**Thanks for you collaboration**



**ANNEX 2**



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

La Universidad Católica de Loja

**OPEN AND DISTANCE MODALITY**

**ENGLISH DEGREE**

**TEACHER'S INTERVIEW**

Gender: M ( ) F ( )

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

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

YES ( ) NO ( )

Why?

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2. Do you use ICT in your English classes?

YES ( ) NO ( )

Why?

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

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

YES ( ) NO ( )

Why?

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

YES ( ) NO ( )

Why?

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6. Is there any advantage to use ICT in EFL teaching? YES ( ) NO ( )

Why?

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7. Is there any disadvantage to use ICT in EFL teaching? YES ( ) NO ( )

Why?

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

Why?

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**Thanks for you collaboration**