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Ecuadorian private high school teachers` perceptions on ICT use in their EFL

classes

TRABAJO DE TITULACIÒN

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DOCENTE DE LA TITULACIÒN

De mi consideración:

El presente trabajo de fin de titulación: Ecuadorian private high school teachers` perception on ICT use in their EFL classes, realizado por Anitei Anca María, ha sido orientado y revisado durante se ejecución, por lo tanto se aprueba la presentación del mismo.

Loja, septiembre de 2018

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DECLARACIÒN DE AUTORIA Y CESIÒN DE DERECHOS

"Yo, **Anitei Anca María**, declaro ser autora del presente trabajo de fin de titulación: Ecuadorian private high school teachers` perception on ICT use in their EFL classes, de la Titulación de Ciencias de la Educación mención Inglés, siendo Gabriela Cecibel Inga Ordoñez directora del presente trabajo, y eximo expresamente a la Universidad Técnica Particular de Loa 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, I want to dedicate this thesis to God for giving me the strength, courage, opportunity and blessing to climb all the steps, finish the job and complete this thesis.

Also, I dedicate this work to my mother, Rodica, for her constant support and motivation. It is also dedicated to my husband Carlos, to my son Carlos and my daughter Akemi, who motivated me to learn more, to be a better person and to be a good mother for them.

I dedicate this study to the memory of my father, Grigore.

Anca

AKNOWLEDGEMENT

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ABSTRACT

The purpose of the study, Ecuadorian private high school teachers` perceptions on ICT use in their EFL classes, is to discover the barriers and the characteristics that most influence teachers to use ICT in their EFL classrooms. The sample consisted of ten participants, five male and five female EFL teachers at private high schools in La Concordia, in the province of Santo Domingo de los Tsàchilas in Ecuador. This research used a quantitative and qualitative approach. The data was obtained by surveying and interviewing the chosen sample. The Likert – scale analysis was used to determine barriers, influence on the teachers` characteristics, and differences by gender of each variable. The results showed that personal` characteristics of the teachers as traditional teaching experience, age, money and time are considered as barriers for the use of ICT. Differences were found by gender in the ICT application. Therefore, ICT training courses and schools technical equipment need to be increased for an optimal application of the ICT in Ecuadorian private high school EFL classes.

Key words: ICT use, EFL, teachers` characteristics, barriers, teachers` perceptions

RESUMEN

El propósito del estudio, Las percepciones de los maestros de los colegios privados ecuatorianos sobre la utilización de los Tics en sus clases de inglés como lengua extranjera, es encontrar las barreras y las características que más influyen en ellos para la utilización de los mismos. La muestra consistió en diez participantes, cinco hombres y cinco mujeres maestros de inglés de colegios privados de La Concordia, Provincia de Santo Domingo de Los Tsàchilas, Ecuador. Esta investigación utilizo enfoques cuantitativos y cualitativos. Los resultados fueron obtenidos encuestando y entrevistando la muestra elegida. El análisis de la escala de Likert fue conducido para determinar barreras, influencia de las características de los maestros y diferencia por género para cada variable en parte. Los resultados mostraron que las características personales de los maestros como experiencia con la enseñanza tradicional, edad, dinero y tiempo son consideradas barreras para el uso de los Tics. Se encontraron diferencias por género en la aplicación de los Tics. Por lo tanto, la implementación de los cursos para enseñanza de los Tics y la el equipamiento tecnológico deben incrementarse para la aplicación máxima de los Tics en los colegios privados de Ecuador.

Palabras clave: uso de los Tics, inglés como lengua extranjera, características de los maestros, barreras, percepción de los maestros.

INTRODUCTION

Technological advances are changing our lives in so many different ways that we could call the 21st century the age of technology. The use of technology has transformed the teaching process into a "teachnology" (teaching with technology) process. Vhanabatte & Kamble (2014) said that "this is the age of information dominated by the digital technology" (p.205), referring to how we live in a knowledge based society and consequently, how it is mandatory to capitalise on the advantage that technology gives us, and use this advantage in education. The fact is that Information and Communication Technology (ICT) is changing all the areas of education and implicitly is changing the teaching process so it presents us new opportunities.

The introduction of ICT in EFL classes not only means that teachers should have technological knowledge but they must also need to have the necessary knowledge about how to use the technology, and how to implement it in activities and assessment into the classroom. Teachers are in the middle of the education process, and they not only use their technological knowledge to transmit information, but they must know how to improve their own knowledge and use it in all the teaching process. For a better understanding of the reality that English teachers live in their professional area in Ecuador, it is necessary to investigate perceptions that they have about the use of the ICT in their classrooms.

The aim of this research is to discover and analyse private high school teachers` perceptions on ICT use in their EFL classes. In addition, the results of the investigation will give answers to three scientific questions: Which aspects related to teachers` characteristics are considered by most of the EFL teachers as barriers to use ICT in their classroom? Which factors regarding teachers` characteristics does influence the most on teachers to use ICT in their classroom? How is ICT use perceived by EFL teachers in relation to their gender?

Many previous studies were conducted around the world in order to investigate and restate reasons and factors that have influence in teachers` acceptance or rejection of using ICT in EFL teaching. Madawi & Tarig (2016) made an investigation aimed to look at the perceptions of EFL teachers in using social media as a pedagogical tool. A quantitative method was used, based on a survey instrument applying to a sample composed of male and female EFL teachers. The results

highlighted that the fear of misuse or distraction is perceived as a barrier for the introduction of the ICT in teaching. Another important factor that also hinders the adoption of social media in the EFL classrooms within the Saudi context is time.

Also, Mollaei & Riasati (2013) investigated the perceptions of EFL teachers about the use of technology in their classes and factors affecting technology implementation and concluded that the quality of education depends exclusively on the quality of teachers, not the use of technologies, and teachers have a positive attitude and continuously attempt to introduce new technologies into the class, guaranteeing effective language instruction.

On the other hand, Oz (2015) investigated EFL teachers` perceptions and found that female teachers showed the most acceptance of the technology in EFL classes since they feel they can achieve more satisfactory results, and concluded that the participants agreed that technology eliminates time and space limitations, providing opportunities for practising English, and transmitting knowledge and skills in and outside the classroom.

The findings of this study will help teachers and the educational system to create a motivational environment for the students, improving the curriculum in order to introduce new methods, techniques and supplementary materials for English classes.

CHAPTER I
LITERATURE REVIEW

The present literature review is oriented to three topics: ICT use in EFL teaching, teachers and ICT use, and teachers' characteristics regarding ICT use. This chapter also contains a review, analysis and description of six previous studies related to teachers' perceptions on ICT use in their EFL classes in order to provide relevant information about purposes that the authors had, methodologies and instruments that were used to discover positive or negative perceptions of the teachers, and conclusions that investigators stated based on the results of their articles.

Information and Communication Technology (ICT) use in English as a Foreign Language (EFL) Teaching

Definition.

Some researchers defined Information and Communication Technology (ICT) as all the technologies used to communicate and exchange information. Vranabate & Kamble (2014) said that "ICT = IT + Other media" (p.206) and described the ICT as the combination of information technology with any other media outlet. In contrast, Kratz & Macklin (2013) wrote in their article that ICT "emphasized technology rather than information" (p.50) and let us know that "technology is the portal through which we interact with information" (p.50). Thus, McDougal (2009) developed a more complete term and defined ICT as an acronym formed by the merging of the information and communication technologies. We can separate the components of ICT into three words and define each one of them: information, as the message that we want to share, communication that is the process to exchange information and the last term, but not the least important, technology, which encompasses all the machines, devices, tools, equipment and networks developed for the application of scientific knowledge (Tri & Nguyen, 2014).

On the other hand, in the field of education, researchers defined Information and Communication Technologies from the point of view of the teaching and learning processes. In this way, (Rao 2014) referred to ICT as a knowledge process which comprises methods and techniques that help to produce, store or publish messages and transmit them using computers and telecommunication tools as part of the process of teaching and learning EFL in the classroom. Bustos & Romàn (2011) presented the ICT as the most relevant, allied for an efficient process of developing and practicing skills. So, as to not forget the students with special needs, Ai Peng & Daud (2015) defined the ICT as a special tool that helps students with their instructional needs, the instructional ICT, and assistive ICT which helps students with their physical needs.

Importance.

Many recent researchers argue that Information and Communication Technology (ICT) is the most important key to 21st century education, and named this contemporary age the Net Generation. Nowadays students use technology for everything. Students in their day-to-day lives are constantly connected with technology and ICT helps teachers to present an entertaining class using a diverse set of tools to encourage the students to learn (Mitchell, Wohleb & Skinner, 2016). ICT is taking an important place in teaching English as a foreign language improving and, in some cases, even replacing traditional methods. It needs to be conceptualized as having the great impact that it has in EFL teaching (Dlamini & Coleman, 2017). Kratz & Macklin (2013) said that nowadays ICT has the same importance as reading and writing had in earlier centuries.

From the psychological – educational point of view, ICT has significant importance because of the capacity of transformation and improvement of the curriculum in a specific context, as EFL teaching (Bustos & Romàn, 2011). The influence and use of the ICT in private high schools is growing day-by-day and we are witnesses to the continuous change of teaching EFL. At the same time we can observe the support that ICT gives to what is being learned and the way in which students are learning and teachers are teaching English as a foreign language (Ron, 2002). Shang Fu (2013) said that ICT is a powerful tool to change and reform education and Ai Peng & Daud (2015) stated that ICT plays a vital role helping to adapt and create a perfect learning environment for students with special needs.

Advantages.

Researchers agree that ICT has a direct impact on creativity. Vranabatte & Kamble (2014) said that ICT gives us a terrific advantage because it "has opened new avenues, like online learning, e-learning, virtual university, e-coaching, e-education, e-journal, etc" (p.205). These two authors outline several advantages that we can encounter using ICT as we develop an "understanding and application of the concepts, expression power, reasoning and thinking power, judgement and decision, comprehension, speed and vocabulary, self-concept and value clarification, proper study habits, tolerance and ambiguity, risk taking capacity, scientific temper, etc"(p.207). Kratz & Macklin (2013) agree with Vranabatte & Kamble and argue that ICT helps to support critical thinking, solve problems, break monotony and provides variety in teaching. On the other hand, Al-Munawwarah (2015) "discovered that there were three benefits of using ICT in the English teaching and learning process; namely, helping the teachers to conduct interesting and enjoyable learning activities, promoting learner autonomy, and motivating the students to learn" (p.77).

On the other hand, ICT helps teachers to improve their creativity, innovate and create new ways of using technology with pedagogical purposes (Henriksen, Mishra & Fisser, 2016). Noureddine (2017) agrees with them and said that ICT has a high utility in EFL classrooms, as motivation, and to stimulate creativity and passion. The author highlights that ICT gives variety and diversity in the classroom environment, transforming it appropriately to improve and optimize teaching EFL giving a quality experience. Also, the author said that ICT used in the curriculum offers an access to the technology which gives the opportunity to the users to be in contact with cultures where English is used as a mother tongue or as a second language, a fact which results in a better acquisition of linguistic skills and increases the participation and engagement among students. Shang Fu (2013) said that applying ICT in instruction, teaching and assessment raise education quality and connect teaching with real-life situations.

Disadvantages.
According to Kratz & Macklin (2013) there are three disadvantages of using ICT: first – high school students have a high level of knowledge of technology and they believe themselves as competent users and this can demotivate them; second – using the same technology, computer for example in a language laboratory, it is very easy to move from the academic environment to the social one, and this can trigger an interruption in the activity of the classroom. The third disadvantage that the authors encountered is that without a good assessment, teachers don't know if the ICT is used effectively in teaching EFL. Also, "inadequacy of internet access, students' lack of internet skills, lack of skills of using the Internet for ELT purpose, extra work-load, time constraints were the major barriers to effective use of the Internet as a media tool" (Boersma & Getu, 2016, p.26).

On the other hand, the rapid advances in the technology have made the ICT a challenge for EFL classroom integration (Henriksen, Mishra & Fisser, 2016). According to them, Ai Peng & Daud (2015) discovered that the lack of teachers` knowledge about how to integrate the ICT in an effective way in EFL classrooms is another disadvantage. Hepp, Prats Fernandez & Holgado Garcia (2015) also wrote in their article about the problems that teachers have integrating ICT in their teaching even though they know how to use it for themselves. Noureddine (2017) said that the use of ICT in EFL teaching, without good planning and well defined goals, is a waste of time and effort for the teachers. Also, he mentioned the disadvantage that books written by native people have into EFL classroom. This kind of English books can be difficult to understand by teachers and students because of the lack of understanding that they have of the writers` culture.

The challenges and barriers that EFL teachers encounter make them think about the utility of the ICT in EFL classroom. Also, Ron (2002) included in his article some disadvantages that he found in his investigation as: a lack of infrastructure support to purchase technology, lack of training among teachers, lack of motivation and need, teachers` lack of technological knowledge and even lack of staff who maintain technological laboratories.

Teachers and ICT use

Teachers` role.

All the changes that came with the implementation of the ICT in EFL teaching forced teachers to change their roles in the classroom. Veiga-Simao, Flores, Barros, Fernandez & Mesquita (2015) argue that teachers play several roles. First, teachers are students and teachers at the same time: students, for the continuous update of the new methods and tools and teachers for all the activities that their profession imply: planning, finding better goals for the class choose the best strategy for learning, etc. Then, the authors mentioned that teachers even must be their own judges and reflect on their results, draw conclusions about, measure their performance and modify errors. Finally, they wrote about the role as self – regulator teacher, where teachers need to accomplish all the phases of the planning.

In the same way, Gilakjani (2015) said that we can encounter five roles of the teachers: planner, manager, facilitator, guide and participant in the use of ICT in EFL classroom. Also, he indicates that the traditional method of teaching gives us a teacher with a role of dispenser of information, but now, this fact has changed and we can see the teacher in a role of information facilitator. This kind of role gives autonomy to the teacher and a lot of opportunities in teaching. In addition, the author states that teachers should play the role of trainers in order to motivate students to be proactive. He also presented the teachers in the role of providers, in which the teachers must innovate and have appropriate didactic material. Díaz Larenas, Alarcón Hernández & Ortiz Navarrete (2015) stated that teachers can be guides, monitors, prompters and models, since the students follow them.

Teachers` competences.

Researchers defined the ICT competence as the teachers` capacity to develop, realize and innovate pedagogy with technological support. "This raises important issues for teachers, of course, not least because the introduction of ICT is likely to affect pedagogic strategies." (Scalon & Holliman, 2013). About the teachers` competences, the Ecuadorian Ministry of Education (2012)

highlights that teachers shouldn't have only ICT knowledge, they must know how to promote autonomous learning and develop individual and group activities.

The Ministry of Education from Colombia (2013), in its online portal named Colombia Aprende, classified the teachers` competences into a five types. The first one is the technological competence which means the capacity of the EFL teachers to select and use ICT tools in an efficient way. The second type is the pedagogical competence which is the teachers` capacity to use ICT to reinforce the teaching process. The third type is the communicative competence which contains the teachers` ability to express, make contact and relate with virtual spaces and use diverse ICT tools. The fourth kind of competence that the authors found is the management competence, which describes the teachers` capacity to use ICT for planning, organizing, administrating and evaluating all of the educational process. The last one is the investigative competence which is defined as the teachers` capacity to use ICT to transform and innovate knowledge. Another interesting point that this educational program highlights is the time for each competence, that is divided into three steps: the explorative time in which the teacher uses their capacity to recognize tools and ways to integrate ICT in EFL classroom, the integrative time in which teachers demonstrate their capacity to integrate ICT in EFL teaching and the innovative time when teachers apply all their knowledge and ICT to give solutions to problems that they encounter in EFL teaching.

Thus, Castañeda, Acosta & Morea (2013) encountered three groups of competences: knowledge about ICT, the same with the investigative time, deepening knowledge, the same with the integrative time and the generation of knowledge, the same with innovative time. The authors also state that in the future, apart from their knowledge of English, English teachers should be able to reflect about the technological context and develop new abilities and a constantly use of the ICT in order to promote collaborative learning. Along the same line, Sulistiyo (2016) said that teachers must have pedagogical, content, personal and context knowledge. He states that teachers should understand concepts, structures, strategies and techniques, and must be able to organize the lesson's content in order to give sequence to the teaching process. Also, the author points out another classification: language competence, content knowledge and teaching skills.

Teachers' gender.
The integration of ICT in EFL teaching depends of a series of demographic factors and one of these is teachers` gender. About this theme Serìn (2015) states that there is no significant

difference between male and females teachers regarding the integration of ICT in teaching. He also said that the influence that teachers` gender has, is not clear. According to him, Rahimi & Yadollahi (2011) concluded in their investigation, that the teachers` gender has no relationship with the use of ICT in their classrooms. On the other hand, Laabidi (2017) rejected the ancient theory which said that there is no gender difference. He said that teachers` gender is a variable which influences the use of ICT in EFL classes. As a result of the study he underlined that female English teachers integrate technology in teaching more than male teachers do. Contrarily to this, Nur (2014) found that male EFL teachers use more ICT tools than female teachers. He said that this fact could be because of the positive attitude that male teachers hold regarding ICT compared with the negative attitude that females have and their lower knowledge about ICT application in teaching. Moreover, Bao Dinh (2015) agrees with Mahdi & Al-Dera (2013), and supports the same theory, that male EFL teachers tended to integrate ICT more frequently in their teaching than females.

Teachers` characteristics regarding ICT use

Psychological characteristics.

Although all changes are made with the intention to improve education in all aspects, these changes can cause challenges for the teachers and their psychological perception. In this way, Khany & Tazic (2016) encountered a strong relationship between psychological empowerment and trust, with intrinsic and extrinsic satisfaction. The researchers also state that the psychological empowerment is growing in the teachers` heart, at the same time with teachers` job satisfaction and all these facts give them trust. The teachers` work improvement, like ICT tools, can have positive or negative influences and it could be directly related with teachers` trust, and in effect, could affect the teaching process.

Yousefi Azarfam & Jabbari (2012) investigated about teachers` technological anxiety and technophobia. Even though those are psychological teachers` characteristics or problems, the authors stated that the factors that influence them are more personal, not professional or technological, and have a direct relationship with the use of ICT in EFL teachers` classrooms. Also, they found some reasons that influence teachers` fear of technology: lack of personal knowledge about teaching English with technology, lack of access to technology and lack of confidence in their technological skills. The technological anxiety has to do with teachers` fear to not obtain the result that they expect, and disagreement (Rahimi & Yadollahi (2011).

Another investigation about the psychological characteristics of EFL teachers restated that the teachers` knowledge about themselves, affecting variables such as confidence or self-control, help teachers to maintain a good level of acceptance facing new forms of teaching (Mahrooqi, Denman, Al Siyabi & Maamari, 2015). Along the same line, Uluyol & Sahin (2016) stated in their article that motivation is another psychological factor that can reflect higher or lower use of ICT in EFL teaching. Also, the authors say that "more concrete encouragement, support opportunities must be developed to increase teachers` motivation to improve the level and quality of ICT use in the classroom" (p.65). Teachers must show their enthusiasm to the students and give them motivation for learning. A higher motivation level helps teachers to be better in teaching and to use the indicated technological tool for each activity. ICT used makes teaching more "enjoyable, interesting and effective among other constructive outcomes" (Silviyanti & Yusuf, 2015, p. 29). "Motivation on the other hand is generally referred to as the driving force behind one's action fuelled by one's desire for something" (Adeyemi, 2014, p.77).

Teachers` beliefs is another psychological characteristic that researchers Borg & Alshumaimeri (2017) defined like all the ideas that teachers think are true and are influenced by the cognitive and affective dimension of the teachers, are the result of teachers` experiences and they have a big influence in teachers` practice. "There was a significant positive relationship between beliefs about language learning, pedagogical beliefs, and beliefs about ICT integration" (Inayati & Emaliana, 2017, p.83). According to them, Liu, Lin & Zhang (2017) "demonstrate the importance of understanding teachers' pedagogical beliefs, as these individuals are more responsible than anyone else for the integration of technology into teaching practices" (p.14).

Educational characteristics.

According to Mitchell, Wohleb & Skinner (2016), the introduction of the ICT in education gave the teachers new ways to teach but it is a big challenge for them, not only for the integration of the technology in their classes, but also because they must remain in a continuous process of updating their skills and knowledge of technology. The authors also highlighted that a better way to avoid anxiety and a negative attitude is to help teachers increase their technological knowledge, in order to maintain the same technological rhythm with students and to present entertaining classes using a diversity of tools in order to encourage students to learn.

Therefore, Papadima-Sophocleous, Giannikas & Kakouli-Constantinou (2014) restated in their article that "teachers must be suitably exposed to new technologies, which would be the initial

stage of regaining their self-assurance; therefore, language teachers must undertake in- and pre-service training that will include the use of new technologies for language educational purposes." (p. 299). In addition, Teng (2017) said that technological pedagogy still has a gap between curriculum requirements and EFL teachers` reality. He demonstrated that English teachers have insufficient technological knowledge and they need specific support to increase it.

Professional characteristics.

About this theme, Ron (2002) stated that ICT promotes skills, how information will be used rather than what information is. He thought that ICT has a good impact, focusing on what teaching is and how teaching is done, pointing to a variety of information sources, forms and type that teachers could use in EFL teaching. Also, Abali (2013) said that even when the technology took an important place in the educational field, sometimes it even takes the instructors` role, thus, teachers cannot forget their professional responsibilities and they should be prepared for the information age. This implies not only that teachers must have knowledge about technology, but also know how to apply the appropriate technology for each activity and need.

On the other hand, Gilakjani, Leong & Ismail (2013) found in their investigation a "close relationship between technology and constructivism… and stated that learning takes place in contexts, while technology refers to the design and environments to engage students" (p.49). The authors also said that technology makes the educational process better, while teachers learn the indicated pedagogical tools in order to have a positive impact in their teaching process. According to them, Nalliveettil & Hammoud Alidmat (2013) wrote in their article, that the introduction of ICT in EFL teaching starts when teachers are planning the lessons. For this reason teachers should employ their creativity in order to help all students to learn and to improve the learning environment. In the same way, Noom-ura (2013) said that the teachers are the most important factor in the teaching process and the quality of their professionalism can be observed in the combination of methods, techniques and activities, supported by technological tools which lead to a supportive environment for students` learning.

Personal characteristics.

Researchers agree that the teachers must have personal characteristics that help them to be good professionals. Al-Mahrooqi, Denman, Al-Siyabi & Al- Maamari (2015) investigated about a lot of teachers` personal characteristics such as empathy, being a good class manager, having a good sense of humour, showing care toward students` comprehension and progress (students need to

be congratulated for their achievements), being prepared for the class (always having a lesson plan), treating students fairly and equally (giving all the students the opportunity to learn, independently, their own way, and being a good support system for them, putting at their disposal all of the technological tools that they need, in order to achieve their goals). Creativity and the ability to innovate and help teachers to find the ideal technological tools in order to be helpful with students` learning problems, to help solve their difficulties and fulfill their needs. Patience is another characteristic investigated by the authors. It helps teachers to have a good relationship with students and understand their personalities, needs and learning styles.

Regarding this kind of characteristics, Laabidi, (2017) said that it is very important for teachers to have a good personal experience with technology because it helps them to have a positive attitude towards technological tools and this fact results into a solid implementation of the ICT in EFL teaching. Thus, the author stated that a constant training can help teachers to understand how to use technology and gain knowledge about all the advantages that the use of ICT can have. Also, he said that school policy and a good infrastructure help teachers to feel more comfortable using technology in teaching.

On the other hand, Rahimi & Yadollahi (2011) investigated this theme and they stated that teachers' age and years of experience are inversely correlated with ICT use, while teachers academic credentials, computer ownership and computer literacy have an important influence on using ICT in teaching EFL.

Self-efficacy is another characteristic that researchers like Webster & Son (2015) described as the personal characteristic that demonstrates the teachers` ability to organize and execute actions in order to fulfil a specific goal. Self-efficacy, decision-making, internal beliefs about personal and professional goals, self- image, the adaptability to emergent situations and information, even behaviours and self-control affect the teachers` decisions to accept or reject ICT in EFL teaching. According to them, Bozdogan & Ozen (2014) wrote that "self-efficacy levels of teachers play a significant role on the effectiveness of teaching pedagogy,…, technology integration to education can be traced at the very least from the teacher perspective" (p.187).

Many previous studies about the teachers` perceptions regarding the use of the technology were conducted around the world in order to provide solutions to the problems that teachers can have.

Thus, researchers investigated and restated reasons and factors that have influence on teachers` acceptance or rejection of using ICT in EFL teaching.

The article of Goodwin, Low, Ng, Yeung & Cai (2015) delineated the differential relations of teachers' cognitive playfulness attribute and academic self-concept, and examined the role of risk-taking as a mediator of such relations. To get the answers to the research questions, the authors used a quantitative approach and sent emails containing surveys to the participants. The sample was composed of students and teachers in Singapore. The results of the investigation conducted that risk taking significantly mediated the effect of cognitive playfulness on perceived ICT importance, but the mediating effect was not observed in ICT competence. Therefore, the cognitive playfulness has a direct influence on ICT competence while its effect on ICT importance was indirect through the mediating role of risk-taking.

Another article, published by Mollaei & Riasati (2013), was conducted to investigate the perceptions of EFL teachers about the use of technology in their classes and factors affecting technology implementation in Iranian Language Institutes. The quantitative approach of the investigation applied questionnaires, designed to elicit teachers' perceptions of the use of technology in language. Qualitative methodology aimed to elicit information about male and female teachers' perspectives on technology implementation, in particular, computer in their own teaching contexts. The results of this study demonstrated that the participants think that the quality of education depends exclusively on the quality of teachers, not the use of technologies, and teachers have a positive attitude and continuously attempt to introduce new technologies into the class, guaranteeing effective language instruction. Thus, the authors concluded that the roles of the teachers are critical in structuring the learning process, organizing activities and evaluating materials in the EFL classroom.

Also, Mohammadi & Masoomi (2015) investigated the perception of Iranian English teachers in institutes in Kurdistan towards the application of the technology in EFL courses. The study also discussed in detail the factors and circumstances that play a part in teachers` perceptions. The design adopted was the quantitative research methodology, using a sample of 96 EFL teachers who were randomly selected to participate in this study. They all volunteered to fill out a questionnaire about their perceptions and application of the computer technology in the classroom. The concerns were primarily their technology experience in English language learning and along with it, some background information like gender, age, education and teacher

experiences. The findings showed that there is a high positive perception toward technology among the Iranian teachers. They had more positive affective and cognitive perception than behavioural perceptions.

On the other hand, Turgut (2017) put into practice a study which aimed to compare TPACK (Technological, Pedagogical and Content Knowledge) among teacher-candidates, pre-service and in-service EFL teachers in the south of Turkey. This research compares ELT (English Language Teaching) of the teacher-candidates attending teacher certification programs with an ELT focus and in-service teachers of ELT through self-perceived TPACK. None of the existing studies have attempted to do such a comparison in the ELT field before. Quantitative and qualitative methods were applied using survey and classroom observations as instruments of the investigation. The results showed that despite increases in computer access and technology training, technology was underused by teachers in instruction. Additionally, in-service teachers` use of technology was mostly for enhancing rather than transforming teaching and learning process. Lastly, the findings provide discerning evidence that teacher-candidates have perceived self-efficacy as mainly relevant to their teaching knowledge rather than TPACK as a whole. The conclusion was that teachers` knowledge confidence does not necessarily mean innovative and integrated technology.

About the same topic, the researchers Madawi & Tarig (2016) conducted a study aimed to look at the perceptions of EFL teachers in using social media as a pedagogical approach when teaching English and what factors hinder such adoption. A quantitative method was used, based on a survey instrument for gathering data regarding the perceptions of seventy-five randomly chosen male and female EFL teachers of two Saudi tertiary institutions. The results highlighted that there seems to be a subconscious barrier hindering the adoption of this important tool, namely the fear of misuse or the distraction it may cause among some students, and even some teachers. Additionally, there seems to be this widespread belief that current curricula do not accommodate social media in the taught materials (textbooks). An important factor that also hinders the adoption of social media in the EFL classrooms within the Saudi context is the time.

Another investigation about technology and English language teachers was made by Oz, (2015) and sought to investigate EFL pre-service teachers' perceptions of Mobile Assisted Language Learning (MALL), to find out whether their perceptions differed significantly by gender, grade level and the Grade Point Average (GPA). In the quantitative approach surveys were used to gather

data and for the qualitative approach the author used interviews as instrument. The sample included 220 pre-service EFL teachers in Ankara, Turkey. The findings revealed significant differences among the participants in terms of their perceptions towards the suitability and effectiveness of integrating MALL into EFL classrooms. Females showed higher perceptions about m-learning technology in EFL classes since they feel they can achieve more satisfactory results using mobile technology due to the availability, accessibility, portability/mobility, and versatility of these devices. Most participants acknowledged that m-learning technology can eliminate time and space limitations, providing opportunities for practising English, and transmitting knowledge and skills in and outside the classroom. Despite the benefits, some participants stressed the importance of teacher supervision and counselling which, in fact, necessitates that teachers get trained in using m-learning technology.

CHAPTER II

METHOD

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

Settings and Participants

The present research was conducted in four private high schools in La Concordia, a little town situated in the Santo Domingo de Los Tsàchilas Province of Ecuador. There were ten EFL teachers who participated in this study: five males and five females. Furthermore, six teachers (three males and three females), were selected to take part in the interview. The females' ages ranged from 28 to 40 years old and the males' ages ranged from 30 to 45 years old.

As concerns the teachers' experience in EFL teaching, the male teachers have between four and ten years, and the females have between one and twelve years. Also, the females have more years of experience in teaching, around twelve years, while the males have around ten years. Not all of the teachers have received technology training. Another point is that not all of the teachers have obtained a university degree in education; some of them are still teachers in training.

Procedures

The first part of this research work started with the collection and comparison of bibliographical information from on-line textbooks, on-line magazines, on-lines journals and scientific articles made by different authors or corporations. Relevant information was selected in order to identify and describe what authors researched and concluded about definition, importance, advantages and disadvantages, teachers' psychological, professional, educational, and personal characteristics regarding ICT use in English as a foreign language. In addition to the literature related to the main topic, it was necessary to analyze several studies published by international scientific journals, regarding the teachers` perceptions on ICT use in EFL classrooms.

For collecting and analysing data in the present study, the quantitative approach was applied to collect and analyze the statistical data, while the qualitative method was used to analyze and describe all the information contained in the investigation process.

The instruments to gather the data were a survey and an interview. The first part of the survey contained 18 statements focused on finding information related to the characteristics of the teachers, considered by EFL teachers as barriers to using ICT in their classrooms, and the second part had 17 statements chosen to provide information related to the characteristics of the teachers that influence the most on teachers to use ICT in their classroom. Likewise, the same aspects were considered to find the teachers` perceptions according to their gender. The results were displayed into four different tables using the Likert scale to measure the answers of the participants into five categories: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) and No Answer (NA). The interviews were conducted based on the guide instrument composed by eight open ended questions, focused to obtain specific information related to ICT use in EFL teaching, such as advantages of the technology, importance, barriers, perceptions of the teachers, among others.

In order to find out the results of the research, it was necessary to tabulate the data gathered. In this way, the percentages belonging to each parameter of the surveys were extracted, in order to complete the four tables necessary for the research analysis. Thus, the tables one and two were made, taking into account the sample (N=10), and the frequency (f), that is the rate in which the same answer was repeated in the given sample. In the same way, the tables three and four, were made using the total sample of 10, but divided into the gender sample female (N=5) and male (N=5), and the frequency (f) corresponding to the answers. According to this, the next step was to triangulate obtained results with the literature review, in order to compare and contrast the information gathered, for giving validity and reliability to the present research.

The aspects taken into account for the data analysis were the higher percentages of each statement on the surveys, in order to recognize and define the barriers and characteristics that influence the acceptance or rejection of the ICT use in EFL teaching. Similarly, the procedure was repeated with the answers of the teachers, taking into account their gender. Moreover, the results and analysis were supported by the interview data, contrasted and compared with previous articles and the literature review.

The aim of this research was to find out and analyze private high school teachers` perceptions on ICT use in their EFL classes. In addition, the results of the investigation gave answers to three research questions: Which aspects related to teachers` characteristics are considered by most of

the EFL teachers as barriers to use ICT in their classroom? Which factors regarding teachers` characteristics does influence the most on teachers to use ICT in their classroom? How is ICT use perceived by EFL teachers in relation to their gender?

Moreover, the results gave rise to discussion about the main topic in order to draw conclusions about the findings, regarding teachers` perceptions on ICT use in EFL classrooms. Also, some recommendations were made in order to continually improve some aspects related to this research, and concerns to be taken into account by future researchers.

CHAPTER III: RESULTS AND DISCUSSION

DESCRIPTION, ANALYSIS, AND INTERPRETATION OF RESULTS

This chapter contains the results of the present research taking into account the surveys and the interviews conducted to find out the perceptions of the EFL teachers about the ICT use in their classrooms. The results and analysis will be made in order to give answers to the research questions. Also, the results will be supported by the interviews` answers, and then will be triangulated with the previous investigation described in the literature review.

The first table reflects the survey's results and will give answers of the next research question:

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 classrooms

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%	20%	40%	40%	0%
2	I do not think I would be able to learn how to use ICT in my classroom.	0%	0%	60%	40%	0%
3	I am afraid that if I begin to use ICT, I will become dependent upon them.	0%	10%	50%	40%	0%
4	I dislike working with machines that are smarter than I am	0%	0%	40%	60%	0%
5	I feel apprehensive about using ICT.	0%	0%	60%	40%	0%
6	I have difficulty in understanding the technical aspects of ICT.	0%	20%	40%	40%	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%	20%	40%	40%	0%
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.	0%	10%	50%	40%	0%
9	You have to be master to understand how to use ICT	0%	0%	30%	70%	0%
10	I have avoided ICT use because they are unfamiliar.	0%	30%	50%	20%	0%
11	I have not attended any ICT training courses	50%	0%	30%	20%	0%
12	I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me.	0%	0%	60%	40%	0%
13	I am not interested in attending any ICT course	0%	0%	40%	60%	0%
14	I do not how to use any ICT resource	0%	20%	30%	50%	0%

15	I do not use any ICT resource in class because I think that ICT are not necessary to teach English	0%	20%	30%	50%	0%
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.	10%	30%	40%	20%	0%
17	I think that age is factor that determine the ICT use in class	10%	20%	30%	40%	0%
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.	20%	20%	40%	20%	0%

Author: Anca Maria Anitei

Source: Ecuadorian private high schools EFL teachers

This table outlines the statements of the first part of the survey with their respective percentage of answers based on the Likert scale parameters, regarding the aspects that are considered to be barriers using ICT in EFL classrooms. Concerning the first question of the present research, the following analysis and data triangulation will give the answers in order to support the statements with the highest percentage.

A small portion of the participants indicated they have problems using ICT in their classes. The results show that 50% of teachers have never attended any ICT training courses. This means that the teachers have received no formal training in the use of ICT. Regarding the educational characteristics of the teachers, this result is supported by the article of Mitchell, Wholeb & Skinner (2016) who said that ICT can be a challenge for EFL teachers because they must remain in a continuous updating process of their knowledge about technology skills. According to them, Ai Peng & Daud (2015) agreed that the lack of teachers' knowledge about how to integrate the ICT can affect the teachers` acceptance of the technology as a tool in their teaching. In addition and according to this finding, Teng (2017) demonstrated that the lack of ICT training course is a barrier to the integration of the technology in the classroom. In the same way, Ron (2002) stated in his investigation that lack of training among teachers influences the acceptance of the ICT in teaching. Also, the present result agrees with the conclusions of the article made by Mollaei & Riasati (2013) in which they affirmed that "teachers' lack of computer knowledge and skills" (p.20) should be taken into consideration as barriers for the implementation of the ICT in EFL teaching.

Concerning the statement, I *prefer to not use ICT because my teaching experience is the most crucial factor in the teaching process* 10% of the teachers "strongly agree" and 30% "agree". Even if it is not the highest percentage of the table, the result is significantly high enough to be taken

into account as a barrier, because it means that four out of ten of the teachers think that traditional teaching is a barrier to the integration of ICT in their classroom. Some teachers affirmed that they have their own techniques to teach without technology, using activities that do not need ICT tools.

The teachers` experience in teaching and their negative attitude regarding ICT, are included on the personal characteristics of the teachers. A similar result was stated by Abali (2013) who concluded that EFL teachers are reluctant to use ICT. Later, Papadigma – Sophocleus, Giannikas & Kakouli-Constantinou (2014) concluded that "teachers have been recorded to still be hesitant to apply ICT in their classes, a situation which should be modified, so that language practitioners can appreciate the benefits of technology" (p.299). Maintaining only the traditional method does not support the present day reality. Researchers such as Khany & Tazic (2016) related this kind of attitude and stated that the psychological empowerment, trust, and teachers' work improvement, as ICT, can have a positive or negative influence, and in consequence, could affect the teaching process.

This statement can be related to the previous one, and this rejection regarding the ICT integration on EFL teaching can be interpreted as the fear that teachers feel about the technology, because of the lack of knowledge that they have as a consequence of not having attended any ICT courses. This kind of fear, named by the researchers as technological anxiety or technophobia, was investigated as a psychological characteristic, and considered as a barrier to the use of ICT. Yousefi Azarfam & Jabbari (2012) concluded that this kind of barrier is more related to personal factors than professional or technological ones. Although, Rahimi & Yadollahi (2011) said that technological anxiety has to do with the teachers' fear of not obtaining the result that they expect.

The same result also demonstrates the lack of the capacity of the teachers to self-regulate their competences in teaching following the changes that appear over time, like technology. Veiga-Simao, Flores, Barros, Fernandez & Mesquita (2015) wrote about a self-regulator teacher, who should accomplish all the phases of planning. This implies that teachers should have a role in guiding students and the capacity to develop and realize pedagogy with technological support. In the same way, Gilakjani (2015) indicated that the traditional method gives the teacher the role of the dispenser of information, but technology changes this role to one of the information facilitator. Also, Castañeda Acosta & Morea (2013) wrote about the innovative time, in which the teacher needs to be creative in order to promote proactivity among students.

Related to this, Webstern & Son (2015) described another personal characteristic of the teachers, the self-efficacy, and psychological characteristics as internal beliefs, which can affect teachers' decisions to use or to reject the ICT in teaching. On the other hand, Ron (2002) stated that the lack of motivation and need, and lack of teachers' technological knowledge are barriers for the integration of ICT in EFL. Rahimi & Yadollahi (2011) concluded in their investigation that teachers' experience level with teaching is correlated inversely with ICT use.

Furthermore, as concerns the teachers' ages, the statement *I think that age is a factor that determines the ICT use in class*, had 10% "strongly agree", and 10% "agree" This suggests about a third of the sample considered that age could be a barrier for the ICT use in EFL teaching. It is also important to mention that 20% of the teachers "strongly agree" and 20% "agree" that *younger teachers are more skilful at using ICT than older ones.* Teachers affirmed that age could be considered as a barrier in the implementation and acceptance of the use of ICT in classrooms. Adding to the age, teachers think that there are other personal characteristics that could be barriers, like time constrains and money. The same finding was presented by Ai-Peng & Daud (2016), who stated that "non-manipulative personal factors such age have been identified as an influence of the technology use by teachers" (p. 7). Krats & Macklin (2013) agreed that "time constraints" are barriers for the acceptance of the ICT among teachers. According to them, Allam & Elyas (2016) found that "time can be a big obstacle for EFL teachers" (p. 7), and Mollaei & Riasatti (2013) identified time, money and interruptions during the typical hour class, as key barriers to the implementation of the ICT in classrooms.

Moving to the other side of the Likert scale, to analyze the "disagree" and "strongly disagree" parameters, it is observable that for statements two, four, five, nine, and thirteen none of the teachers agree with these statements. Some disagree and others strongly disagree, but not one agrees or is neutral. All those statements are related to the psychological and personal characteristics of the teachers and they show that teachers have a good attitude related to the ICT, they are open to learn about the use of technology, they do not feel apprehensive about it, and they are interested in attending any ICT course. This kind of motivation was expressed by Uluyol & Sahin (2016) who stated that the motivation is a psychological characteristic of the teachers that can reflect a higher or lower use of ICT in EFL teaching. Referring to this, Scalon & Holliman (2013) say that technology "raises important issues for teachers, of course", and an acceptance of ICT among teachers can improve teaching. On the other hand, Mahrooqi, Denman,

Al Siyabi & Maamari (2015) agreed that teachers' knowledge by themselves affect variables such as confidence or self-control and this helps teachers to maintain a good level of acceptance facing new forms of teaching.

Regarding the second variable of the present research, the next table presents the results obtained in the second part surveys, and it examines the findings in order to find answers to the question:

Which factors 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

N°	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO ANSWER
		%	%	%	%	%
1	The challenge of learning about ICT use is exciting.	50%	40%	10%	0%	0%
2	I am confident that I can learn technological skills.	60%	40%	0%	0%	0%
3	I feel motivated to use ICT in my class.	50%	40%	10%	0%	0%
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.	50%	40%	10%	0%	0%
5	I am sure that with time and practice I will be as comfortable working with ICT.	40%	50%	10%	0%	0%
6	I feel that I will be able to keep up with the advances happening in the ICT field.	30%	60%	10%	0%	0%
7	If given the opportunity, I would like to learn about and use ICT.	50%	50%	0%	0%	0%
8	I think that ICT are necessary tools in educational settings.	40%	40%	20%	0%	0%
9	I like to use ICT because they help me to innovate my teaching methodology.	50%	40%	10%	0%	0%
10	ICT help me to motivate my students to learn English.	50%	50%	0%	0%	0%
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.	30%	60%	10%	0%	0%
12	When I have any technical problem with ICT, I do not feel frustrated.	10%	50%	40%	0%	0%
13	Age is not an obstacle to learn about and use ICT in my classes.	40%	30%	30%	0%	0%
14	I know a lot about ICT use because I have attended some ICT training courses	10%	10%	60%	20%	0%
15	I have learned to use ICT resources by myself2	40%	50%	10%	0%	0%
16	I think ICT has a positive impact on teaching process	40%	50%	10%	0%	0%

| 17 | ICT use has more advantages than disadvantages in EFL teaching. | 40% | 40% | 20% | 0% | 0% |

Author: Anca Maria Anitei

Source: Ecuadorian private high schools EFL teachers

Observing this table, the results show that almost the entire sample strongly agrees and agrees with the majority of the statements. Thus, 60% of the teachers strongly agree and 40% of them agree that they feel confident that they can learn technological skills. Then, 50% of the teachers strongly agreed and other 50% agreed that given the opportunity they would like to learn about and use ICT and, at the same time, they recognize that ICT motivates students to learn English. Analysing in descending order the next percentages of the Likert scale, 50% of the teachers strongly agreed and 40% agreed that the challenge of learning about ICT is exciting. They think that learning to use ICT is like learning any new skill, they feel motivated to use ICT in their EFL classes and also they know about the advantages that ICT have such us innovation of the teaching methodology, and they feel that the more they practice technology, the better they become.

Another 40% of the sample strongly agreed and 50% agreed that they feel sure that with time and practice they will feel more comfortable working with ICT. They have the confidence that they can learn to use ICT resources on their own, and they recognize the positive impact that ICT have in EFL teaching/learning process. Words like *confident, feel, calm, support, help* are the evidence that psychological` characteristics such as motivation, self-motivation, self-confidence, beliefs and feeling influence the educational characteristics of the teachers, the professional and the personal ones, through the positive attitude of the teachers.

The researchers Khany & Tazic (2016) encountered the same results and described that there is a strong relationship between psychological empowerment and trust with intrinsic and extrinsic satisfaction. They stated that psychological empowerment like job satisfaction is growing in the teachers` hearts and this makes teachers feel confident and it helps to have good results in teaching, that ICT is the extrinsic motivation which gives the teachers job satisfaction. Similar results were indicated by Ulluyol & Sahin (2016) who found that self-motivation is an important factor that supports the integration of ICT in EFL teaching. This result explains that even when teachers learn about ICT on their own, they still have good expectations about themselves and ICT is a motivating factor to improve their teaching. The finding supports the theory of Silviyanti & Yusuf (2015) that teachers have "high motivation to use ICT because they believe that it is

important to ELT as it makes learning enjoyable, interesting, and effective, among other constructive outcomes" (p.29).

Also, many previous researchers investigated teachers` beliefs. Inayati & Emaliana (2017) said that "there is a significant positive relationship between beliefs about learning, pedagogical beliefs and beliefs about ICT integration" (p. 83). These kinds of beliefs make teachers trust that with time and practice; they will feel comfortable using ICT. The same result was obtained by Liu, Lin & Zhang (2017) and affirmed that teacher's beliefs´ "are more responsible than anyone else for the integration of the technology into teaching practice" (p.14).

Related to the statement *I think ICT has a positive impact on teaching process* the majority of the sample have a good perception about the role of ICT and its impact in EFL teaching. Teachers mentioned that students usually use technology and they learn more using it, that students learn a different way, they learn to use the technology and that is very important day-by-day in a competitive world like this. Other teachers said that technology helps them to improve and motivate students, and they consider that students must learn to use ICT because the use of ICT in education is absolutely required. This is the evidence that beliefs and the conviction of the teachers about the advantages that ICT has in teaching help them to make an adequate introduction and use of the technology in their classrooms. This finding was a constant in the investigation of Bolandifar & Noordin (2015), who concluded that teachers who have better beliefs about the advantages of ICT, moderate their technological anxiety and transform it into a positive attitude toward using ICT in their EFL teaching.

Besides that, a collective consideration of responses from the surveys suggest that a positive attitude of the teachers towards ICT, teachers` personal experience regarding technology, self-efficacy, creativity, and innovation are personal' characteristics that most influence teachers to use of ICT. Teachers talked about their optimism and the important role of the personal characteristics, about how they like to use technology during their classes and the advantages that it has on the process of teaching and learning English. The positivism of the teachers related to the improvement of their knowledge about technology was also concluded by Al-Mahrooqi, Denman, Al-Siyabi & Al-Maamari (2015) who said that teachers maintained a positive attitude related to their participation "in opportunities to enhance their pedagogical skills" (p.12) using ICT. The same result is supported by the scientific article of Oz (2015), who found that teachers have positive attitudes toward the use of the technology in their teaching. These results are also

according to the investigation of the researcher Al-Munawwarah (2015) who demonstrated that "teachers` positive perception related to the use of ICT in the learning process" (p.80) helps them to overcome the challenges that they could find in teaching.

Another personal characteristic which made the researchers focus on it over the last several years, was the creativity and innovation of the teachers in their teaching. Such results have been discussed in the literature by Tondeur, van Braak, Ertmer & Ottenbreit-Leftwich (2016) who suggested that technology use leads with the creation of new. Similar results were found by the investigators Al-Mahrooqi, Denman, Al-Siyabi & Al-Maamari (2015), who wrote in their article that creativity and the ability to innovate helps teachers to find the ideal technological tools in order to help students to learn.

On the other hand, the personal` experience of the teachers regarding ICT is another characteristic which influences the teachers when they choose the tools for the class. Personal technology use is a form of practice that helps teachers to introduce technology in their teaching. The same arguments were given by Gilakjani, Leong & Ismail (2013) who said that "teachers` personal computer use outside the institution is the most important indicator of teachers` technology use in the classroom" (p. 54). Similarly, Tondeur, van Braak, Ertmer & Ottenbreit-Leftwich (2016) confirmed that teachers` experiences formed over many years are resistant to change, and teachers who accept the ICT do not change their beliefs. Later, the same result was found by Laabidi (2017) who stated that it is very important for teachers to have a good personal experience regarding ICT, and this fact results in a solid implementation of the technology in EFL teaching.

Bozdogan & Ozen (2014) investigated the relationship between the characteristics of the teachers, and they stated that personal experience, creativity, and a positive attitude give the teachers the capacity to be self – efficient in their classes. They concluded that "self-efficacy levels of teachers play a significant role on the effectiveness of teaching pedagogy,…, technology integration to education can be traced at a very least from the teacher perspective" (p.187). Also, Webster & Son (2015) have found that self-efficacy affects teachers` acceptance or rejection of the technology in EFL classes.

It is also necessary to be noted that these findings reveal that even when teachers learn about ICT on their own, they agree that they are going to feel comfortable using technology in teaching.

The self-education is the key to the ICT integration, when teachers do not have technology training courses. The same results were stated by Kessler (2007) who said that "teachers obtain a majority of their technology knowledge from informal sources rather than through formalized preparation" (p.173).

Therefore, 50% of the teachers strongly agree and 50% agree that ICT is a necessary tool in teaching. They affirmed that with time and practice their teaching will become better. This result is related to the teachers` competence and practice as professional` characteristics that influence them the most to use ICT in their classroom. Teachers want to become better in their teaching, and the use of ICT helps them to raise their level. The interpretation stated above is also supported by the investigation of Sulistiyo (2016) who highlighted that "in EFL teaching and learning contexts, teacher` competence is essential facilitating successful English exposure and learning during classroom activities" (p. 396). The same arguments were made by Abali (2013), who argued in his article that teachers feel gladsome to observe progression when they are confronted with a new form of teaching and practicing this new form they will perfect it. The current results are also according to the investigation of Tondeur, van Braak, Ertmer & Ottenbreit-Leftwich (2016) who said that "teachers choose specific instructional strategies and tools, including technology, to incorporate into their classroom practices" (p.3).

Therefore, looking to the last two parameters of the Likert scale presented in this second table, it can be observed that the statement *I know a lot about ICT use because I have attended some ICT training courses* has a 60% of the respondents disagreeing and another 20% strongly disagreeing. This could be the reason to the answers of 40% of the teachers that mention to feel frustrated when they have technical problems using ICT in their classes. In relation to this, Yosefi Azarfam & Jabbari (2012) mentioned that this fact can make teachers feel insecure in situations that they cannot control, like technical problems in class. This also could give some teachers a negative attitude toward ICT.

The third variable of this study will be presented in the next part. In this section of the investigation it should be mentioned that the sample consisted of five male and five female Ecuadorian private high school English teachers. The results of the table number three and number four of the tabulation will answer to the third research question:
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 classrooms

N°	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%	20%	10%	30%	40%	0%	0%	0%
2	I do not think I would be able to learn how to use ICT in my classroom.	0%	0%	0%	0%	10%	50%	40%	0%	0%	0%
3	I am afraid that if I begin to use ICT, I will become dependent upon them.	0%	0%	0%	10%	10%	40%	40%	0%	0%	0%
4	I dislike working with machines that are smarter than I am	0%	0%	0%	0%	10%	30%	40%	20%	0%	0%
5	I feel apprehensive about using ICT.	0%	0%	0%	0%	20%	40%	30%	10%	0%	0%
6	I have difficulty in understanding the technical aspects of ICT.	0%	0%	0%	20%	10%	30%	40%	0%	0%	0%
7	It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key.	0%	0%	0%	20%	10%	30%	40%	0%	0%	0%
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.	0%	0%	0%	10%	10%	40%	40%	0%	0%	0%
9	You have to be master to understand how to use ICT	0%	0%	0%	0%	10%	20%	40%	30%	0%	0%
10	I have avoided ICT use because they are unfamiliar.	0%	0%	0%	30%	30%	20%	20%	0%	0%	0%
11	I have not attended any ICT training courses	20%	30%	0%	0%	10%	20%	20%	0%	0%	5%
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%	30%	30%	20%	20%	0%	0%
13	I am not interested in attending any ICT course	0%	0%	0%	0%	0%	40%	50%	10%	0%	0%
14	I do not how to use any ICT resource	0%	0%	0%	20%	0%	30%	50%	0%	0%	0%
15	I do not use any ICT resource in class because I think that ICT are not necessary to teach English	0%	0%	0%	20%	10%	20%	40%	10%	0%	0%
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.	0%	10%	0%	30%	30%	10%	20%	0%	0%	0%
17	I think that age is factor that determine the ICT use in class	0%	10%	10%	10%	20%	10%	20%	20%	0%	0%
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.	0%	20%	10%	10%	20%	20%	20%	0%	0%	0%

Author: Anca Maria Anitei

Source: Ecuadorian private high schools EFL teachers

Analysing the statements of this table it can be observed that it emphasized the relationship between the teachers` gender and the barriers that they found on the ICT use. The first parameter of the Likert - scale, "strongly agree", presents that two of five males and three of five female teachers are agreeing that the fact of not having attended any ICT course is a barrier to the integration of the ICT in teaching English. This is the only statement in which male teachers responded affirmative, in the parameter "strongly agree". This finding indicates that the lack of training is an educational characteristic of the teachers considered by them as an impediment to use the ICT in their EFL teaching. Mahdi & Al - Dera (2013) found the same answers in their investigation and concluded that more female teachers "did not attend any training course in ICT" (p.60) and their results showed that the teachers` lack of training is a barrier to use ICT for "the most of the teachers who participated" (p.62).

One female teacher of five strongly agreed and other three of five agreed that they prefer to not use ICT because their teaching experience is the most crucial factor on the teaching process. This result means that almost all the women surveyed think that the traditional method of teaching English is a barrier for them to introduce the ICT in their classes. None of the male teachers considered it. The same finding was presented by Serìn (2015) who "indicated that female teachers use traditional classroom practices significantly much more than male teachers" (p.20), and as a reason for this result "points out that being a mother affects female teachers negatively in terms of classroom practices" (p.32). Also, Mahdi & Al-Dera (2013) resumed that teachers "felt that teaching experience had an influence in using ICT in teaching" (p.61).

The last two statements that registered answers in the parameter "strongly agree" are related with the perception of the teachers about their age. One female teacher strongly agreed, another one agreed, and one male teacher agreed that the age is a factor that determines the ICT use in their classes. Also, the result shows that two female teachers strongly agreed, one male and one female agreed that, in their opinion, the younger teachers are more skilful in the use of ICT than the older ones. In this part of the investigation it is necessary to mention that the teachers who gave affirmative answers were the older ones of this sample, both female and male teachers. Similarly, Mahdi & Al-Dera (2013) found answers made by female teachers like "young teachers are more enthusiastic and more energetic than the senior ones" (p. 61), referring to the attitude of the young teacher using ICT in their classrooms.

On the other hand, this table reveals in the agree parameter that the majority of the answers were given by the female teachers. They feel insecure about their ability to use ICT as a resource to teach (two of five), feel afraid that if they begin to use ICT they will become dependent upon them (one of five), have difficulty in understanding the technical aspects of ICT (two of five), it scares them to think that they could cause the computer to destroy a large amount of data by hitting the wrong key (two of five), they hesitate to use ICT for fear of making mistakes that they cannot correct (one of five), they have avoided ICT use because they are unfamiliar (three of five), they do not know how to use any ICT resource (two of five), and they do not use any ICT resource in class because they think that ICT are not necessary to teach English (two of five).

All these survey results are clear evidence that female English teachers have more barriers to the use of ICT in their classroom than the male teachers have. This finding also indicates that male teachers have a higher rate of acceptance than the females, and restates the theory made by Nur (2014), in which he said that "that male teachers had significantly higher knowledge, skills, and ICT applications when compared to female teachers.(…) This shows that the teachers' knowledge, skills and ICT applications are mutually influence each other." (p. 83). This finding also agrees with the previous research studies made by Laabidi (2017) who rejected the ancient theory which said that there is no gender differences, and demonstrated that teachers` gender is a variable that influences the use of ICT in EFL classes. Similar results were found by Mahdi & Al-Dera (2013) who wrote that "there is a significant difference between male and female teachers in the use of ICT in language teaching and learning" (p. 62). This result was later reaffirmed by Bao Dinh (2015) who concluded that "male teachers tend to use ICT application for communicating more frequently than female teachers" (p.178).

Besides these results, the qualitative part of this research shows, through the interviews, the support of the quantitative findings. The fourth question - *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?,* and the seventh one - *Is there any disadvantage to use ICT in EFL teaching?*, did not have answers related to the gender, but the research was investigated separately for female and male teachers, and the tabulation showed that two of three female teachers answered these two question saying that "money" is their principal barrier for using ICT. This part of the investigation indicated that the same result was obtained with two of three male teachers. One of them said "because thanks God I have the necessary tools to use them", referring to the "necessary tools" as the possibility that he had to buy a computer and a printer. Another

male teacher said "not barriers as a tool but is difficult to have carry some", referring to the care that he should have and the money that he pays if students break the computers or other technology tool that the school puts into his care to teach his classes, because is his responsibility as the teacher to protect the school`s assets. This result demonstrates that female and male teachers have the same perception about the money and think that it is a barrier for the introduction of the ICT in their classes and there is no difference by gender regarding that. This perception could be generated by the lack of technical support in the educational institution. High schools do not put technological tools such as computers or internet at the disposal of the EFL teacher. Webster & Son (2015) said that "all likewise end with short, general statements framed within a decidedly economic viewpoint" (p. 12). Earlier, Mollaei & Riasati (2013) divided the barriers into four types and the first one was the "financial barrier" (p. 19), and they stated that after time, the money is another important barrier that teachers have to the implementation of the ICT in EFL teaching.

Another important result that must be mentioned, regarding teachers` perception about who uses more ICT in EFL classes, the answers were one of six for the male, one of six for the female, and four of six for both, male and female teachers. This finding shows that the majority of the teachers interviewed perceive that there is no difference about the influence that gender could have on using ICT in EFL teaching. Teachers think that there are other factors that can be perceived as barriers, but not their gender. This finding support the results that were found by Nicoopour & Esfandiari (2017) and restate their theory that "gender as a moderator variable is not a determining factor to cause any discrepancy" (p.143). There are other personal` factors that influence the ICT integration among EFL teachers.

On the other hand, in what concerns the teachers` perceptions, by gender, about their characteristics that influence the most on the use of ICT in EFL classes in the Ecuadorian high school context, the next table presents the findings of the present investigation and will give answers to the third research question:

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

Table 4: Teachers` perceptions by gender in relation to the factors that they consider the most influential to use ICT in their classroom

N°	STATEMENT	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		NO ANSWER	
		M	F	M	F	M	F	M	F	M	F
1	The challenge of learning about ICT use is exciting.	30%	20%	20%	20%	0%	10%	0%	0%	0%	0%
2	I am confident that I can learn technological skills.	40%	20%	10%	30%	0%	0%	0%	0%	0%	0%
3	I feel motivated to use ICT in my class.	30%	20%	20%	20%	0%	10%	0%	0%	0%	0%
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.	30%	20%	20%	20%	0%	10%	0%	0%	0%	0%
5	I am sure that with time and practice I will be as comfortable working with ICT.	30%	10%	20%	30%	0%	10%	0%	0%	0%	0%
6	I feel that I will be able to keep up with the advances happening in the ICT field.	20%	10%	30%	30%	0%	10%	0%	0%	0%	0%
7	If given the opportunity, I would like to learn about and use ICT.	30%	20%	20%	30%	0%	0%	0%	0%	0%	0%
8	I think that ICT are necessary tools in educational settings.	30%	10%	20%	20%	0%	20%	0%	0%	0%	0%
9	I like to use ICT because they help me to innovate my teaching methodology.	30%	20%	20%	20%	0%	10%	0%	0%	0%	0%
10	ICT help me to motivate my students to learn English.	30%	20%	20%	30%	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.	10%	20%	40%	20%	0%	10%	0%	0%	0%	0%
12	When I have any technical problem with ICT, I do not feel frustrated.	10%	0%	30%	20%	10%	30%	0%	0%	0%	0%
13	Age is not an obstacle to learn about and use ICT in my classes.	30%	10%	10%	20%	10%	20%	0%	0%	0%	0%
14	I know a lot about ICT use because I have attended some ICT training courses	10%	0%	0%	10%	40%	20%	0%	20%	0%	0%
15	I have learned to use ICT resources by myself	30%	10%	20%	30%	0%	10%	0%	0%	0%	0%
16	I think ICT has a positive impact on teaching process	20%	20%	30%	20%	0%	10%	0%	0%	0%	0%
17	ICT use has more advantages than disadvantages in EFL teaching.	30%	10%	20%	20%	0%	20%	0%	0%	0%	0%

Author: Anca Maria Anitei

Source: Ecuadorian private high schools EFL teachers

In this table can be observed that four of five male teachers strongly agreed and one of them agreed to feel confident that they can learn technological skills. The same perception was strongly agreed by two of five female teachers, and three of five of them agreed. This result means that there is no difference by gender regarding this perception. Also, the first part of the concerning statement, *"feel confident",* shows the perception regarding the psychological` characteristic of the teachers related to their feelings. Feeling confident is strongly related to motivation, teachers

knowledge about themselves, and teachers` belief that they can do anything that they want to do. The expression "I feel confident" appeared in several answers that male and female teachers gave in the interviews. This finding supports the result of the investigation made by Al-Mahrooqi, Denman, Al-Siyabi & Al- Maamari (2015). They concluded that teachers` knowledge of themselves affects variables such as self-control and self-confidence and similar to this research they found that this characteristic helps teachers to maintain a higher level of acceptance of the technology. The same result was found by Uluyol & Sahin (2016), who stated that motivation is the principal psychological characteristic that reflects as a result a higher acceptance of the technology. Therefore, this characteristic is closely related to the attitude of the teachers toward the ICT use.

The second part of the same item, "*I can learn technological skill*" is related to the educational` characteristics of the teachers. They have a positive attitude and assume their role as students to learn about ICT. This finding is closely related to the seventh item in which teachers said that given the opportunity, they would like to learn about and use ICT. Three of five males strongly agreed with, and two of them agreed. Two of five female teachers strongly agreed and three of them agreed. This result shows no difference between male and female teachers regarding this item. They have the same perception that they can learn. This fact means that they are motivated and they believe that they can do it. Al-Mahrooqi, Denman, Al-Siyabi & Al- Maamari (2015) found the same result and concluded that teacher participants, male and female teachers, believed in being "actively involved in learning new skills to improve teaching" and they felt they should "be ready to learn new methods and teaching strategies" (p.7). One year later, Mitchell, Wholeb & Skinner (2016) supported the same theory that the integration of the technology in classrooms is a big challenge for the teachers, and regardless of gender, they accept this challenge and have the belief that they can learn.

In addition to these previous findings, three of five male teachers strongly agreed, two of them agreed, two of five females and two of five agreed that the challenge of learning about ICT use is exciting, and they learned to use ICT on their own. This result is related to the motivation and feelings which present a closer relationship with the educational characteristics of the teachers. Teachers accepted the challenge to learn on their own how to use technology in their classroom. On the other hand, the Likert scale presents the same answers in the statements *I feel motivated to use ICT in my class, I am sure that with time and practice I will feel comfortable working with ICT, I like to use ICT because they help me to innovate my teaching methodology, ICT help me to motivate my students to learn English, if I had any technical problem with ICT during my class, I*

would continue doing the planned activities, when I have any technical problem ICT, I do not feel frustrated, and *I think ICT have a good impact on the teaching process,* in which three of five males, and two of five female teachers strongly agreed, and two of five males and two of five female teachers agreed. The final results show that 100% of the males and 80% of the female sample agreed with all these items.

There can be seen a difference between male and female teachers, although it may seem insignificant, but considering that the sample is only five teachers for each gender, the difference becomes important. The Likert-scale of this fourth table gave a clear image of the present findings and shows that male teachers have a higher acceptance of the ICT in their teaching, they have a more positive attitude, and their perception is that almost all the psychological, educational, professional and personal teachers` characteristics are closely related with the use of the ICT in teaching. This finding is reflected in the teachers` answers given in the interviews. Male teachers gave positive answers to almost all the questions, while females' answers show more negative attitudes and rejection of using ICT in their classrooms. They said that they can do their work without technology, they do not have enough time or money to plan classes using ICT, that they have another kind of materials, they prefer to teach using the traditional method because they have their own techniques to teach.

On the other hand, female teachers know about the advantages that ICT have in EFL teaching. They stated that ICT can help them to improve the development of the class and the English levels, that technology makes difficult things easier, and they are not afraid to use ICT. This finding demonstrates that female teachers feel motivation to use ICT, and their rejection is related more to the personal characteristics like: attitude, age, time and money than to the psychological, educational or professional ones. This result is agreeing with previous investigations made by Bolandifar & Noordin (2015) who "revealed that the male respondents had more positive attitudes towards using the Internet than female respondents" (p.366). Similar findings were presented by Serìn (2015) who pointed that female teachers are more reluctant to use ICT and their reason is age or being a mother. Also, this finding supports the theory made by Nur (2014) about the relationship between the attitude and ICT, that males showed better application and "this is probably due to the fact that male teachers have a better attitude towards ICT than females" (p.85).

CONCLUSIONS

After discussing and analysing the results it can be concluded that educational characteristics such as lack of ICT training courses is the principal barrier that English teachers have. The majority of the teachers in this study learned about ICT on their own and this fact makes them feel nervous and uncomfortable because they do not have the ability and necessary knowledge about how to use the technology correctly in their classes.

The findings also shown that the age is the personal characteristic of the teachers that affects the integration and use of the ICT in EFL classes. The younger teachers use more ICT in their teaching process, and 40% of the sample think that youngers are more skilful using technology that the old ones, because they are not familiar with technology, they have less knowledge and abilities to use it, and they prefer to use the traditional resources in their classes.

There can be observed a close relationship between psychological characteristics of the teachers with the educational, professional and the personal ones. The psychological characteristics such as motivation, beliefs, feeling and self-motivation, together with the personal characteristics like their positive attitude regarding ICT, are the base for any other kind of factor related to the use of ICT in EFL classes.

Teachers feel motivated to use ICT, they know about all the advantages that the ICT have in the teaching and learning process. They also believe that they could learn about ICT and how to use it in EFL teaching and they believe in their capacity to learn new technologies and ways to teach English. All these factors can improve the ICT introduction if teachers receive the correct training.

This investigation also discovered some differences in the use of the ICT regarding the teachers` gender. Male EFL teachers of those private high schools use more ICT tools than the female teachers. This fact is reflected as a consequence of the positive attitude that male teachers present regarding ICT, compared with the negative attitude of the females and their lower knowledge about ICT and its application in the EFL teaching process.

The female English teachers presented significantly more barriers using ICT in their classroom than the male teachers have shown. The female teachers` personal characteristics such as traditional teaching experience have a negative impact on the use of the ICT in their classes. The majority of the females considered that they do not need technology to do their work, because they have another kind of materials to teach.

RECOMMENDATIONS

EFL teachers require support to increase their technological knowledge and how to use technology in their classes. The Ministry of Education, together with the high school authorities, should consider more opportunities to improve the ICT application among teachers, in order to help them explore various types of ICT facilities. Training courses about ICT can also raise the level of confidence of the teachers.

It is important to reduce the barriers that the teachers have using ICT. It is recommended that the high school authorities give more support and put more tools related to ICT at the disposal of teachers, regardless the age, in order to reduce the barriers related to their personal` factors.

Teachers` psychological characteristics like motivation, self-motivation, together with their positive attitude regarding ICT, and their knowledge about all the advantages and benefits that ICT has for both students and teachers, should be used as the base to improve their acceptance and integration of the technology in EFL classes.

Certain efforts, particularly concerning female teachers' attitude and training, need to be taken seriously into account in order to improve their ICT skills and acceptance. Female teachers need to change their old methodologies for the new ones. They can start this changing observing their colleagues` English classes. It could be a form to be in contact with new ways of teaching, and they can see more closely the benefits that ICT have in the teaching and learning process.

Extra focus should be given specifically to the attitude of the female teachers regarding ICT, in order to reduce the gender gap in terms of knowledge, skills and ICT applications. Timely training courses can make female teachers to feel more secure using ICT. A higher knowledge about the ICT and how to use it correctly in in English classes can help them to improve their teaching process.

Future researchers should look more closely at the differences, that teachers have, and their ICT use in more varied contexts, for a better understanding of the relationship between the personal factors like experience with traditional teaching, teachers` age and gender, and the ICT use in EFL teaching.

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ANNEXES

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

**MODALIDAD ABIERTA Y A
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 scale ranging from strongly disagree to strongly agree.

N°	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 machine that are smarter than I am				
5	I feel apprehensive about using ICT.				
6	I have difficulty in understanding the technical aspects of ICT.				

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

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

N°	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1	The challenge of learning about ICT use is exciting.				
2	I am confident that I can learn technological skills.				
3	I feel motivated to use ICT in my class.				

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

Thanks for your collaboration

ANNEX 2

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA
TITULACIÓN DE INGLÉS

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?
_____
_____
_____ _____

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?

_____
_____
_____ _____