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

TRABAJO DE TITULACIÓN.

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De mi consideración:

El presente trabajo de fin de titulación: Ecuadorian high school teachers' perceptions on ICT use in their EFL clases realizado por Yépez Rivera Teresa Maricela, ha sido orientado y revisado durante su ejecución, por lo tanto se aprueba la presentación del mismo.

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“Yo, Yépez Rivera Teresa Maricela, declaro ser autora del presente trabajo de titulación Ecuadorian high school teacher’ perceptions on ICT use in their EFL classes, de la Titulación de Ciencias de la Educación mención Inglés, siendo Mgtr. Paúl Fernando González Torres director del presente trabajo; y eximo expresadamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos, y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad”.

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DEDICATION

I would like to dedicate this thesis to my beloved husband Mark. His support through this whole journey has been significant to me. His love and patience is indescribable. I love you.

I also dedicate my thesis work to my mother, Teresita, who is not with me anymore, but her example of perseverance and hard work, has been my motivation every day to finish what I started. She, who at age of 58 finished her primary education, and got her high school diploma, has been my inspiration to realize that it is never too late to reach my dream.

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Maricela

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ABSTRACT

The purpose of this investigation is to know the teachers' perception of ICT, the barriers that they may face, and the important factors to implement them in the EFL classes. This research took place in three private schools, one in Santo Domingo city and the other two in Ibarra. Ten teachers divided into 2 groups of 5 males and 5 females filled a questionnaire and 6 of them, 3 males and 3 females, answered a survey. The methods we used were both quantitative and qualitative. Quantitative when collecting the data through surveys to quantify the answers and understand what is the teachers' perceptions, while we used qualitative method to understand the reasons and opinions of the teachers that were interviewed.

The results of the investigation indicated that (1) A significant group of teachers consider that training courses are necessary and should be held more often. (2) Females are motivated and comfortable using technology, the same way as males, and (3) that age is an influential factor when using ICT in the classroom.

Keywords:

ICT, technology, teachers, male, female, age, EFL.

RESUMEN

El objetivo de esta investigación es conocer la percepción de los docentes sobre las TIC, barreras y factores importantes para implementarlas en clases de EFL. Esta investigación se realizó en tres escuelas privadas, una Santo Domingo y las otras dos en Ibarra. Diez maestros divididos en 2 grupos de 5 hombres y 5 mujeres, completaron un cuestionario y, 6 de ellos, 3 hombres y 3 mujeres, respondieron una encuesta. El método que usamos es cuantitativo y cualitativo. Cuantitativo al recolectar datos de las encuestas y comprender cuáles son las percepciones de los docentes, mientras que usamos el método cualitativo para comprender las razones y opiniones de los docentes entrevistados.

Los resultados de la investigación indicaron que (1) un grupo significativo de docentes, consideran que los cursos de capacitación son necesarios y deben realizarse con mayor frecuencia, (2) las mujeres están motivadas y cómodas utilizando la tecnología, de la misma manera que los hombres, y (3) la edad es un factor que influye mucho cuando se usan las TIC en las aulas.

Palabras clave:

TIC, tecnología, profesores, hombres, mujeres, edad, EFL.

INTRODUCTION

Technology has evolved rapidly in our world in recent decades and it is considered a valuable tool that occupies a very important place in the development of society. Therefore, the integration of ICT in our schools, specifically in EFL classes, has increased significantly, providing us with many advantages in the teaching-learning process and helping us to achieve the goals outlined by teachers in a more didactic and objective way. The main reason why this research was carried out is to offer the readers information that can benefit teachers integrating ICTs in EFL classes in an optimal and profitable way.

We went to three private schools in Ecuador, and asked English teachers to complete interviews and surveys. The purpose of the interviews and surveys was to know teachers' perceptions of the use of ICT, and to discover some factors they may consider barriers, as well as the most influential characteristics for teachers to increase ICT use in the classroom. To start this research, three questions were raised: 1) Which aspect related to teachers' characteristics are considered by most of the EFL teachers as barriers for the use of ICT in their classroom? 2) Which factor regarding teachers' characteristics has the most influence on the teachers in using ICT in their classroom? 3) How is ICT use perceived by EFL teachers in relation to gender?

We focused on some scientific studies to obtain the opinions of different teachers in other countries on the use of ICT and its effectiveness. Merç (2015) investigated the use of technology in classrooms. The purpose of the investigation was to see how teachers used technology in EFL classes in a meaningful and comprehensive way. The author concluded that teachers perceive technology to be very important and beneficial, and he mentioned that teachers had positive attitudes when integrating ICT into their EFL classes. In addition, Mollaei and Riasati (2013) worked in another investigation with the purpose of discovering what the teachers' perceptions were in using ICT. They concluded that teachers had positive attitudes toward the use of technology in their classrooms and most of them thought that integrating technology contributed to having quality and effective teaching methods. Finally, Al-munawwarah (2015) investigated what teachers think about implementing ICT in their classes. Through this study, the author concluded that there are three benefits of using ICT in English teaching and the learning process in Indonesia: (1) Helping the teachers to conduct interesting and enjoyable learning activities. (2) Promoting learners' autonomy, and (3) motivating the students to learn. In other words, the teachers' perceptions toward the utilization of ICT in

English teaching was positive, which confirmed that ICT is beneficial for using in the classrooms in the teaching and learning process.

The previous and current research demonstrates how important technology is in order to have dynamic, motivated, and productive EFL classes. This investigation is incredible important and can be useful to anyone who is interested in knowing teachers' perception, about ICTs. It can also be used to investigate the usefulness of ICTs in Ecuadorian classrooms. In addition, this investigation may help some of the readers to improve in areas where they may feel inefficient and unproductive in their daily teaching.

Finally, based on the results of the investigation, we can say that the teachers who were surveyed thought that all the teachers should use ICTs in their classes because the ICTs provide multiple benefits. They also believed that teachers should attend training courses more frequently and that teacher's age is an important factor when choosing to use technological appliances. The only difficulty we faced during the whole process of the investigation was trying to find male English teachers to help us with the surveys and interviews. We found more female teachers than male that were working as EFL teachers in most of the schools.

CHAPTER I.
LITERATURE REVIEW

Because technology dramatically has changed the world's communication, pace, and access to a large range of information, the impact on the educational field is undeniable. As a result, the process of teaching and learning requires the use of technology to achieve the main educational goals in this digital era.

ICT use in EFL teaching

Definition.

First, it is essential to clarify the meaning of ICT. The Oxford Dictionary defines ICT as the acronym for "information and communication technologies." Meenakshi (2013) refers to ICT as all the electronic means, including old and new technology devices: telephones, internet, computers, smartphones, radio, and television used for obtaining, processing, and communicating information.

Alexandru, Ianculescu, Tudora, and Bica (2013) expands the ICT definition referring to them as digital technological resources that help people to communicate using networks and through managing and integrating appliances in the classrooms. ICTs represent a source of skills and knowledge where we can access, manage, integrate, evaluate, and create information in a useful way.

Importance.

The world is facing a new era, which is characterized by a fast-paced schedule and the enormous amount of information that can be reached easily, and instantly. Our generation has embraced technology as an essential part of their lives, thus challenging all fields to be updated with the constant changes and advances. Examples of these environments include medicine, science, communication, industry, and most importantly, education.

In addition to this, the UNESCO's "Final Report on The World Educational Forum" (Report, 2015) expresses that:

Around the world, digital technologies are demonstrating their ability to empower educators in their mission of developing the next generation of lifelong learners, innovators, and responsible citizens in a globalized world. With an effective technology foundation and the right support, teachers can gain powerful tools to deepen, accelerate, and enhance student learning. Students can research, create, communicate, and collaborate in ways that had better prepare them for the world, the workforce, or higher education. (p.19)

Likewise, Yadav and Mehta (2014) consider that ICTs are emerging constantly worldwide and that ICTs can qualify teachers and learners to succeed in achieving educational goals. The authors also specify the importance of using visual elements such as videos, television, and multimedia computer software, in order to present authentic material to challenge and motivate learners in the learning process.

Roessingh (2014) mentions that English Language Learners can be motivated and engaged in a meaningful language learning process while completing the objectives and tasks with ICTs into the classroom. The author states that ICTs are an important tool to provide opportunities for the learners to accelerate and increase their responsibility in their own learning. This creates a challenge for the teachers because they must find modern tools and resources that “will exploit and “blend” ICT with face-to-face instruction in the service of advancing and accelerating language learning” (p. 8).

Advantages and Disadvantages.

The use of ICT in EFL teaching and learning classes is one of the most widely discussed topics in this era where everywhere we see is technology. Most ICT research and investigations show that by integrating technological devices in the classrooms, students can improve their education. ICTs provide good strategies and tools accomplished the knowledge, making the students feel motivated while learning. Investigations also show that teachers have some frustrations and they need to be addressed when using ICTs with students, such as the lack of technology, constant innovations, and absence of training courses, etc.

Since the late 1990s, access to information and communication technologies (ICTs) have taken a big step in the world of education with a tremendous growth. ICT tools give students and teachers the possibility to save time through quick and effective information being this a great advantage teachers have in a busy world. (Agyapong, Iwamura, Staehle, Kiess, & Benjebbour, 2014). Students benefit from the use of ICTs, when trying to find immediate information at the time it is needed. ICTs can help us manage time better and more wisely. However, a disadvantage is that we may waste our time, when we focus on different types of virtual activities and online distractions. Students may risk losing track of the time, spending hours and hours on social networks. This is especially true at the high school age, where most of the students do not have the sense of responsibility.

Computers allow everybody to access the internet and a wide range of information, which is an advantage, at the same time, this option can be a problem, since it is important for teachers

to employ strict supervision of the students especially when they are asked to access a website independently (Henrietta & Corresponding, 2016). The worst disadvantage of the ICT is that internet is full of casual and bad websites and it is easy to be involved in it with only are click of a finger. It can be a problem, not only for teachers, schools and parents, but also for the entire society.

One important advantage of using ICTs is that there is a tight relation between the teachers' attribute related with motivation and its impact on students. ICTs smoothies the teaching and learning process, motivating students to enjoy what they are learning. Some teachers believe that using ICT requires a lot of work and effort in order to fulfill the objective in the classroom. It is true that it is necessary to be consistently preparing effective plans according to the needs of each student. When considering students, there is a major disadvantage using ICTs, and it is that some of them have bad work habits with the computer, and use this wonderful tool only as a source of entertainment, which can bring bad consequences such as difficulties with reading, concentration, and good development in the classrooms. (García-Valcárcel, 2014)

The best advantage of using ICTs in EFL classrooms is that students can improve their English skills by practicing grammar, listening, and pronouncing vocabulary, while improving their reading abilities and effectively correcting mistakes. However, the fact that everything is online without personal contact can be a disadvantage, as the opportunity to interact and interweave friendship ties can be lost.

Teachers and ICT use

Teachers' role.

"Teachers play a significant role" in their classrooms when using ICTs because they are the ones who have to choose whether what, and how to use technology to make the lessons more interesting in a good environment and in an enjoyable way (Uluyol & Şahin 2016). A highly motivated teacher transmits the motivation to the students making the teaching and learning process productive and positive, so motivation is a very important skill for all the teachers to develop. In addition to motivation, teachers' roles in the classroom are to provide effective leadership that will promote a possitive attitude among the students and to help them to have genuine interest in the subject they are learning. When we use ICTs, we are bringing communication in the school community, as well as collaboration between teachers and students. By doing this, we are working on improving the teaching and learning process.

Teachers' roles are very crucial and their attitudes toward ICTs are positive toward the implementation of digital projects (Ferrari, Mura, & Diamantini, 2018). Most teachers are willing

to learn and improve their technological skills. They are also aware that using ICTs may be a risk since students do not have enough skills or wisdom to make right decisions using properly the Internet. Most of the students who have excessive internet adopt risky behaviours in all levels, which concerns both teachers and the rest of the school community.

After much research and a deep investigation, Thorsteinsson and Niculescu (2013) identify that the specific role of the teacher is to guide, lead, and help students to focus on their studies while using ICTs as a tool to develop skills to improve students' knowledge. They also say that teachers adopt multiple other roles in the classrooms, including organizing the areas to make them more didactic, preparing lesson plans, identifying appropriate teaching methods, and applying these in various contexts, being both an instructor and facilitator for solving problems, and engaging parents in helping students with their homework.

Teachers' competences.

As we mentioned before, the use of ICTs is an important option in this modern world where technology is everywhere, therefore, teachers should be able to use current devices in an effective way. This implies the need to develop ICT competencies and skills. Competences are not only just abilities, but also knowledge, skills, and attitudes about technology and media that can be learnable and teachable (Røkenes & Krumsvik, 2014). Teachers are the ones who decide which type of digital appliance is good to use in the classroom in order to manage the ICTs in a pedagogical didactic way.

Surveys such as the one conducted by Vitanova, Atanasova-Pachemska, Iliev, and Pachemska (2015) have shown that ICT competences are an essential prerequisite to enable a successful teaching and learning process in this digital era. They also point out the aspects that can provide a better development of ICT competences in teachers, such as using technology in a professional way; preparing material with web resources, communicating online, improving the technical equipment, having access to hardware or computers, and mainly receiving training in computer updated knowledge skills.

English language teachers should have some characteristics in order to increase their effectiveness in their classroom such as socio-affective skills, pedagogical knowledge, subject matter knowledge, and personal qualities. In addition, the combination of these four aspects should be balanced in order to fulfil the goal of being a good teacher. (Dincer, Goksu, Takkac & Yazici, 2013).

Huang and Price (2016) mention six types of competences that teachers need to be familiar with when using ICTs in their classrooms. Number one, teachers must recognize aptitudes and strategies to use ICT in the class; they need to be familiar with technology. Number two, teachers need to familiarize themselves with the curriculum and assessment related to competences about curriculum standards, while integrating ICTs in the classes. Number three, teachers need to pay attention to the way of using their pedagogy, need to make right decisions in the right time and use the right technology tool. Number four, teachers need to have sufficient knowledge of hardware and software. Number five, teachers need to control the class to approach the objectives they planned. Managing and organizing the group of students according with what ICT is needed and it is very important, and number six, teachers need to develop professional knowledge by taking courses or upgrading their knowledge.

It is easy for most of the teachers to use the traditional methods of teaching probably because they are more familiar with them. There are still teachers that use old-fashioned teaching methods providing ineffective use of ICT in the classes. However, it is important to consider that the more experience the teacher has using technologies, the more efficient and meaningful the class will be. The more motivating and attractive the class is, the more productive the class will be for the students, helping them to develop a positive attitude while learning. One important competence that teachers need to deal with is to know how ICTs work, what kind of ICTs can be good for EFL classes and how to use them. They need to become familiar with computers, speakers, projectors, youtube, emails, etc., so they can choose which one to use and when. Another kind of competence teachers need to get familiar with is pedagogy competences, which are didactic skills to complete and achieve student knowledge.

Teachers' Gender.

One factor that affects the integration of ICT in the teaching- learning process is gender. The researchers' opinions vary from one study to another. Some perceptions oppose others. Fomsi and Orduah (2017) conclude that there are no significant differences in the use of technology by female or male teachers. Confirming these results, Elsaadani (2012) adds that there is no relationship between gender and teachers' attitude toward ICT integration.

On the other hand, authors like Mahdi and Al-Dera (2013) assure that the lack of effective training affects the performance of teachers, presenting a significant difference between males and females, with a better results with the males than females.

Based on the mixed results above, we can determine that gender is a controversial topic and it requires a deeper analysis to reach conclusions that are more concrete.

Teachers' characteristics regarding ICT use

Psychological.

One of the most important aspects regarding psychological characteristics is self-efficacy. To expand on this concept, Buabeng-Andoh (2012) affirms that self-efficacy has a very important impact on the teacher's use of ICTs. Thus, he emphasizes the need of individual confidence about the own ability to use ICT successfully for educational purposes. Nowadays, there is a growing demand for incorporating the use of technology in education. Governments are investing a considerable amount of money on this matter in the educational field in order to have the success they expect. That is the reason why some teachers may feel pressure to be continually improving their skill and to keep updated in innovations of the ICTs. This pressure can turn into anxiety and anxiety can cause serious psychological problems when using ICTs.

According to Arias, Buitrago, and Pineda (2011) the lack of confidence in the application of technology in the EFL classroom, conducts teachers to present a reluctant attitude when facing the unknown or using modern appliances in their classes. Meanwhile, in the research guided by Al-zaidiyeen and Mei (2010), it is stated that teachers' "attitudes have proved to be significant predictors of technology use, in other words, teachers' attitude towards the use of ICTs for educational purposes is one key factor for the success of the ICT utilization in schools" (p. 215). Additional results of this study showed that most of the teachers presented a significant positive attitude toward the use of ICT with educational purposes.

Educational.

While considering the integration of ICTs in the EFL classes, it is essential to emphasize the role of educational policies to fulfill this objective. In the sphere of education, the curriculum or syllabus is the mean through which education can construct a positive support to reach learning objectives and the integration of ICTs in EFL classrooms. Other factors should be taken into account to reach educational standards; some of them are developing better infrastructure, providing specific ICT training in English Learning programs, integrating ICT in methodology, techniques and pedagogy. As it is stated by Nikolopoulou and Gialamas (2015), there are some educational characteristics that teachers need to develop in order to brake some barriers or obstacles and successfully integrate ICTs into their classes. These characteristics include electronical appliances, lack of training opportunities, and lack of knowledge about how to integrate ICT into daily lessons. Likewise, Raman and Yamat (2014) affirm that teachers should accept the technological advances and develop professionalism by exchanging the old ways of teaching or methods, for new ones and enhance their pedagogy

by obtaining innovative ways in the integration of ICT in the teaching and learning process. As Albugami and Ahmed (2015) say, teachers are the ones who provide information and play a vital role in order to make the ICTs implementation more successful. That is the reason why teachers should work to develop educational characteristics that will provide enough knowledge to integrate ICTs into classes.

Professional.

When we are focussing on teaching in the 21st century where the ICTs are considered a pedagogical tool, school administrators, parents, and students themselves should widely support the motion that teacher quality is vital to reach the goals and have a high standard of education. It is necessary for teachers to develop professional characteristics while using ICTs, because that technology brings positive impact in the classrooms. One of the most important professional characteristics regarding ICT use is that teachers need to have a clear concept of what pedagogical knowledge is. This might include strategies for classroom management and student engagement to use in daily basic routines in their classrooms.

Considering that there are so many benefits of integrating ICT in EFL classes, teachers need to become more and more familiar with ICTs. (Ertmer and Ottenbreit (2013) mentioned that most teachers are not using technology to generate meaningful changes in student outcomes but primarily an aid for delivering content. They characterize the most common student learning experiences with computers as searching for information online and writing assignments.

Another professional characteristic of a teacher regarding ICT use is the necessity to develop multiple forms of knowledge for teaching, and this involves the development of an effective knowledge-management processes (Leask and Younie, 2013). When teachers improve their skills with ICTs, they can work better on integrating them in EFL classes.

Personal.

When we think about personal teachers' characteristics, we think on attitudes, qualities, and attributes that a teacher has in order to approach the goal of integrating ICTs in their classrooms. Teachers play an important role in the classroom, not only in conducting the knowledge but also in guiding the students to learn better by using ICTs and motivating or demotivating the students, as a teacher's actions can influence the students' behavior and their impact could go beyond school walls. Students and teachers believed that a good teacher should indicate personal and academic attitudes. In a study made in Indonesia, students mentioned that "the best teachers should show personal attributes such as being nice, friendly,

patience, and fair in addition to academic elements like making the course more interesting and challenging students academically” (Liando, 2015). Thus, teachers’ personal characteristics have to be how the teacher is, how she or he manages situations and how he or she motivates their students.

Considering that ICTs are tools to integrate the regular learning with technology, we need to work on motivating ourselves, having positive attitude toward our technological world and making the best effort to use technology wisely and effectively in our routine. It is important to think and analyze how relevant it is to have a good attitude toward ICT integrating the concepts, definitions and technological tools and incorporate it into our classes.

In order to be an effective teacher, it is important to develop tolerance, patient, and kindness. Teacher also needs to be sensible and open-minded, flexible, optimistic, enthusiastic, having positive attitudes toward new ideas, and specially using ICTs in any way possible, since our world is innovating each day. By putting all of this together, we can be more productive in our classes, and develop trusting attitude and a good relationship with the students (Dincer, Goksu, Takkac, & Yazici, 2013).

There are different studies related to the perceptions of teachers with the use of ICTs their EFL classes, which have been researched by several people in different countries so that their readers can have a clear idea with what is happening in different places around the world.

I would like to start by referring to a study made by Merç (2015) who worked in an investigation held in Turkey about pre-service EFL teachers using technology in the classroom. The use of technology in the teaching and learning process has become each day more important than in the past and, for EFL classes, ICTs are relevant for teaching, learning, practicing and assessing foreign language in order to engage students’ learning. The purpose of this study was to investigate how student teachers use technology in their classrooms before they go into the field of teaching during their practice teaching experience. The researchers used questionnaire as the methodology with a group of 86 students that were about to become English Language teachers at Anadolu University. Each student had the opportunity to have practical school classes for six hours a week. One part of their duties was cooperating with the classroom teacher and a university supervisor. It was necessary to use a quantitative data collection.

After the study, the author concluded that the teachers realized that it was necessary to use technology to be a part of this digital era in a significant and helpful way. In fact, most of the

EFL teachers think that using technology is very beneficial in many ways. Nowadays, teachers have developed positive attitudes towards integrating technology in teaching EFL students. In addition, most of the student teachers affirm that they would implement technology into their practices and teaching. Doing this, they would not only gain experience using ICTs, but getting familiar on how and what to use as tools that support their teaching classes. Everybody knows that integrating technology not only improves students' learning but also increases their self-confidence using their skills in their EFL classes. The student teachers mentioned that they did not benefited from the available technology in the schools they practiced as they thought they would. The reason why this happened is that they did not have enough knowledge in the use of certain technological devises or simply were not familiar with them. It is important to mention that through the quantitative and qualitative analysis, they indicate that in real life, the school did not have many of the technological devices available for them to use in their EFL classes. The main reason why students teachers were not available to use technology in their practical classes besides the lack of the devices that we mentioned before, is also insufficient training, lack of basic facilities, and student teachers' own choices. Considering that they will be going to face real world after they finish school, it is important to think about the necessity of working to fulfill this need so they will have enough skills to use ICT in their EFL classes once they go to real life work.

Mollaei and Riasati (2013), made another study about teachers' perception when using technology in EFL classes. They stated that students all over the world are becoming technological. Teachers and parents have realized the students' increased awareness and interest in technology and have turned to technology for more educational instruction, subsequently increasing the demand for computers, video projectors, audio players, and other forms of instructional equipment in classrooms. Teachers accepted the use of technology as an undeniable part of instruction. Thus, integrating technology into language classrooms is inevitable. Most teachers stated that computer technologies could positively contribute to the quality of teaching, mode of presentation, authentic contexts, learners' motivation, and cross-cultural awareness. However, it is important to recognize that computers are not a substitute for effective teaching. Computers are a tool - they are simply one type of supplement to the regular curriculum in teaching English language learners as they develop their English language skills.

The purpose of this investigation was to promote students' communicative competence and automatic implementation of technological tools. This study aimed at investigating the

perceptions of EFL teachers about the use of technology in their classes and factors affecting technology implementation in Iranian Language Institutes.

The methodology used in this study involves a participation of a total number of 40 undergraduate and graduate EFL teachers. All teachers were working in English language institutes in Shiraz, Iran. Of the forty participants, 20 were male teachers and 20 were female teachers. Their teaching experience ranged between 4 to 10 years. Additionally, seven of them took part in the interview. As part of the methodology, they use descriptive statistics and sample t-test in order to analyze the questionnaire data.

As conclusion, this study shows that teachers have positive attitudes toward the use of technology, particularly computers. Through the quantitative and qualitative analysis, teachers think that integrating technology in the teaching and learning process help them to feel motivated. In addition, it was concluded that the different attitudes of male and female teachers toward using technology was not significant and a problem to use it. The results show that teachers' enthusiasm for integrating technology and innovation in the classrooms, help students to improve developing language skills while they enjoyed learning English. The teachers in this study were aware of their new roles as activity guides or facilitators, not all-powerful judges for the learning process. As language learning is a dynamic process, it is mandatory to have an interactive environment integrating ICTs and implementing specific methodological strategies that can create an authentic and productive experience tool to each student. Finally, this approach changes the teacher's role from the central source of authority to an informed guide as each student takes more responsibility for problem solving and learning.

Silviyanti and Yusuf (2015) have developed a study focusing on identifying the perception that EFL teachers have on ICT use in their daily teaching. As methodology, they used 42 EFL teachers from two state universities in Indonesia to answer questionnaires and interviews.

The research concluded that 31 teachers have high motivation to use ICT because they believe that it is very important and enjoyable, an entertaining and effective tool to teach English. Meanwhile, the other 11 teachers were conscious of the importance of ICTs, admitting that the use of ICT each day is becoming more essential. The teachers interviewed also revealed that cost, their lack or insufficient competency in using ICT and inadequate support from the government were still unsatisfactory. Despite the fact that some teachers had some kind of

training, it was still insufficient and even scarce for teachers in the rural areas. Therefore, it is essential for the teachers to be well prepared to face new challenges in education and technology that are present today. Teachers are motivated with ICTs although they may face some problems when implementing technology in the classroom activities (technical problems and cost). Thus, the non-user teachers believed that implementing ICT required much effort. They also find themselves not capable of using technology since they need more support and training. Even though they think that ICTs offer positive results when teaching and learning in the classrooms, they also think that are barriers because of the high cost, insufficient knowledge, and poor skill management.

One more study was developed by Al-Munawwarah (2015) about the perceptions of the teachers towards the implementation of ICT among Indonesian EFL teachers. According to the 2013 curriculum, ICT is an essential component that should be integrated into each subject including English. This is especially true for secondary education and we can determine that it is crucial for teachers to use ICT in teaching and learning process in order to help students to gain high quality of English. To do this, English teachers should be able to utilize ICT and be accustomed to search and manage ICT-based resources. This study used qualitative research method, applying an open-ended questionnaire and interview to obtain relevant data. It was held at one of the vocational schools in Bandung. Four EFL teachers participated and six were involved with the interview session. Their teaching experience ranged from two years to seven years. The data collected through techniques employed in this study were open-ended questionnaire and interview. The research findings of the study discovered that there were three benefits of using ICTs in English teaching and learning process, helping the teachers to conduct interesting and enjoyable learning activities, promoting learner autonomy, and motivating the students to learn. The present study also reveals some challenges encountered by the teachers in using ICT in EFL classes and strategies to overcome the challenges. In conclusion, there is a positive perception about the use of ICTs in the classrooms. Through this study, we can confirm that using ICTs will bring many good results to the students since ICTs are a productive tool in English teaching especially in EFL context. This study is recommended to all of the teachers, to integrate ICTs in the process of teaching English as a foreign language as an effective supplementary tool to reach the goal of learning EFL and making the classes more dynamic and more appealing.

Another study was done by Soussi (2016). The purpose of this study was to determine both students' and teachers' perceptions, challenges and difficulties using ICTs and their effectiveness as e-learning technologies in the classrooms. With the help of 40 English

teachers from 40 different high schools, EFL teachers had to respond an interview and to fill questionnaires and surveys. Three questions were raised to carry out the research. After the research, it is evident that ICTs play an indispensable roll in the EFL teaching and learning process. With the use of ICTs, everybody can have an extensive access to the World Wide Web, with an abundance of websites to visit, blogs to participate, and many smart electronic gadgets. Every day teachers face different challenges when using ICTs, such as limited technical skills, lack confidence and time, and untrained teachers and students. The studies tell us that teachers need a considerable support in permanent training courses, sophisticated equipment, and time to be familiar with appliances and innovations to acces to digital resources. It also shows three main obstacles that Moroccan have when using ICTs in EFL classrooms: technical, administrative and human. On the other hand, it is important to mention that, there are a good number of teachers, who have worked hard to develop skills that will contribute to the modern EFL teaching evolution.

Kinik (2014), made another study with the purpose of investigating the perception of EFL teachers' in Turkey toward technology and its integration in the classrooms. In order to start the investigation, there were the following questions established: Which factors lie in service EFL teachers' technological practices to teach English in Turkey?. And, how in-service EFL teachers understand technology use and technology integration?.

The methodology that the author used in the study included selecting randomly 20 EFL teachers in Turkey, 19 from a public schools and 1 teacher from a private school. To collect the data, it was necessary to create qualitative approach that included observation and interviews. The results of the investigation show that EFL teachers in Turkey have a confusion with the use of technology and its integration in the classes. Most of them are agreed to use technology as a tool to improve their teaching eventhough; they have some limitations and barriers caused by planning procedures and technological equipment. This research also revealed two types of teachers, reformist and loyalist teachers. Reformist teachers are the one with positive perceptions who integrate technology trying always to find ways to use technology whereas the loyalist teachers use the traditional method and do not try to find practical ways to use and integrate technology.

CHAPTER II.
METHOD

This chapter refers to the settings and participants, procedures and materials, such as techniques and instruments that were part of this study. We gathered important information related to the use of ICT in EFL classes, and we are responding to the three questions presented at the beginning of the investigation.

Setting and Participants

Our investigation took place in three different Ecuadorian private schools. One was in Santo Domingo de los Tsáchilas, and the other two in Ibarra, where ten English teachers (five males and five females) participated filling out questionnaires and surveys. The target population were teachers from elementary schools through high school level in the 2017-2018 school year. The teachers' range of experience was from seven to twenty years, and their ages ranged from 27 - 45 years old.

It was easy finding more female English teachers than male English teachers. In most of the schools, there were more women teachers than men teachers, and most of them were familiar using ICT tools in their classes.

Procedures

In order to find the needed information, we first looked in the internet for the data that we could use. This was not difficult to find. Then we investigated important topics like definition, importance, advantages and disadvantages, teachers' characteristics, etc. In order to analyze what some teachers in Ecuador perceive as barriers to the integration of technology in their classrooms, and to find factors that they considered important to use ICT efficiently in their classrooms, we focused on some authors that provided us with a clear understanding about ICTs.

Once we had a clear understanding about ICTs, we talked to the principal of each school to obtain permission to approach the teachers and ask them to fill the questionnaire and survey. The participants were volunteer teachers who decided to collaborate with this investigation. They received oral instructions and a brief explanation of how to complete the documents. The participants had approximately 48 hours to return it back.

In order to know what the teachers' perceptions were regarding ICT use in percentages; it was necessary to use the quantitative methodology; and, in order to determine what teachers think about ICT in EFL classes, we used the qualitative method. These two methodologies

were appropriate to analyze the results, and determine the conclusions and recommendations about their perception on ICT use in their classrooms.

We used two kind of instruments. These were surveys and interviews. For the surveys, we asked ten teachers, five males and five females, to answer some questions using a 5-point scale ranging from “strongly agree” to “strongly disagree”. Out of the 10 teachers, we randomly chose six of them, three males and three females who helped us with the interviews. The interviews and surveys were anonymous.

The purpose of the interviews was to gather more in-depth information on the opinions about the use of ICTs into their daily routines. In addition, we wanted to know the teachers thinking about the importance of using ICT in the EFL learning and teaching process to analyze if there was something that they may conceive as barriers or important factors for using technology in their classes.

Our surveys had two sections. The first section is a questionnaire with 18 statements. In the second section, there were 17 statements to obtain specific information to reach the goal of the investigation. The statements tested teachers on their capabilities of using ICT, while the interviews showed how familiar each teacher was using ICT on a daily basis, considering the advantages or disadvantages of them, if there were any. The interview contained eight open-ended questions requesting detailed information that helped us to determine what the teachers’ opinions about ICTs are.

After collecting all the information, it was necessary to separate the papers into two groups. One group was for male teachers and one for female teachers. Then we entered the information into an Excel program to reveal the results of the study. Once we had percentages and clear ideas about each question, we analyzed the results, identifying the highest percentages, and then we discussed the results. It was necessary to use four tables to enter the information to tabulate and demonstrate the results of the interviews and surveys. This helped us to know the exact percentage and opinion of each question looking at the high percentages in each parameter. Through table 1 and 2 we could identify barriers that teachers have in their daily teaching, and important factors that influence the use of ICT most to use ICT. In the same way, table, 3 and 4 will give us information to see if a teacher’s gender affects their use of ICT in the classroom.

The results of the analysis will determine the teachers’ opinions based in three questions: 1) Which aspects related to teachers’ characteristics are considered by most of the EFL teachers

as barriers to use ICT in their classroom? 2) Which factor regarding teachers' characteristics most influences teachers' use of ICT in their classroom? Finally, how is ICT use perceived by EFL teachers in relation to their gender? This information helped us to write the conclusions and recommendations of the investigation.

It was also critical to read the didactic guide and complete our research in journals and reference materials in order to obtain the information needed in our study.

CHAPTER III.
RESULTS AND DISCUSSION
DESCRIPTION, ANALYSIS, AND INTERPRETATION OF RESULTS

In this chapter, we are going to present the Description, Analysis and the Interpretation of the results we have obtained after the surveys and interviews in our investigation.

Through this, we will have a clear appreciation of the teachers' opinion about what they consider a barrier to use ICT in the EFL classes; also, we will obtain a clear view of what influences the most on teachers to use ICT in their daily routine activities. In addition, we will compare how gender affects both aspects, and if it has something to do with the use of ICT in the classrooms.

Which aspects related to teachers' characteristics are considered by most of the EFL teachers as barriers to use ICT in their classroom?

Table 1. Teachers' characteristics considered by EFL teachers as barriers to use ICT in their classroom

N°	STATEMENT	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		NO ANSWER		TOTAL	
		f	%	F	%	F	%	f	%	f	%	10	100 %
1	I feel insecure about my ability to use ICT as a resource to teach.	0	0	1	10	4	40	5	50	0	0	10	100
2	I do not think I would be able to learn how to use ICT in my classroom.	0	0	0	0	2	20	8	80	0	0	10	100
3	I am afraid that if I begin to use ICT, I will become dependent upon it.	0	0	1	10	6	60	3	30	0	0	10	100
4	I dislike working with machines that are smarter than I am.	0	0	1	10	3	30	6	60	0	0	10	100
5	I feel apprehensive about using ICT.	0	0	1	10	4	40	5	50	0	0	10	100
6	I have difficulty understanding the technical aspects of ICT.	0	0	0	0	5	50	5	50	0	0	10	100
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	0	4	40	6	60	0	0	10	100
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.	0	0	0	0	6	60	4	40	0	0	10	100
9	You have to be master to understand how to use ICT.	0	0	0	0	4	40	5	50	0	0	10	100
10	I have avoided ICT use because it is unfamiliar.	0	0	1	10	4	40	5	50	0	0	10	100
11	I have not attended any ICT training courses.	0	0	3	30	6	60	1	10	0	0	10	100
12	I have attended some ICT training courses; however, I prefer not to use ICT because it somewhat intimidates me.	0	0	1	10	4	40	5	50	0	0	10	100
13	I am not interested in attending any ICT course.	0	0	0	0	4	40	6	60	0	0	10	100
14	I do not know how to use ICT resources.	0	0	0	0	3	30	7	70	0	0	10	100
15	I do not use any ICT resources in class because I think that ICT is not necessary to teach English.	0	0	0	0	5	50	5	50	0	0	10	100
16	I prefer not to use ICT because my teaching experience is the most crucial factor in the teaching process.	0	0	1	10	5	50	4	40	0	0	10	100
17	I think that age is factor that determines ICT use in class.	1	10	1	10	4	40	4	40	0	0	10	100
18	In my opinion, younger teachers are more skillful in using ICT than the older ones.	0	0	5	50	2	20	3	30	0	0	10	100

N=10

Source: Ecuadorian high school EFL teachers

Author: Teresa Maricela Yépez Rivera

In regards to question number one, Table 1 shows three statements with the highest percentages in the agree and strongly agree columns. The first statement was number eighteen that reads, *In my opinion, younger teachers are more skillful to use ICT than the older ones*, where the option “agree” was marked with 50%, and the other 50% are in disagreement. The second statement was number eleven, which said, *I have not attended any ICT training courses*, in which 30% of the participants selected the option “agree”. And finally, statement seventeen, which said, *I think that age is a factor that determine the ICT use in classes*, shows that the option “strongly agree” had 10%, and the “agree” also had 10%, giving us the 20% of the population that were in agreement with the statement.

Putting together the percentages from the agree and strongly agree columns for statements 17 and 18, we can say that age is an important factor to consider as barriers for some EFL teachers when using ICT in their classrooms. According to the results, most of the young teachers do not have problems using ICT since they are more familiar with technology. If something is unfamiliar to them or they do not know how to use some technological appliances, they try to figure it out and use it. As Ottestad, Kelentric, and Gudmundsdottir (2014) mentioned in a study, only the newest and younger teachers were satisfied with the knowledge they have about ICTs feeling comfortable integrating technology with the students. Meanwhile, the older teachers seem to struggle more with technology since they do not have enough experience or skills to work with it. That may be the reason why some of them do not prefer to use technology at all.

The results in our investigation also says that teachers’ age can be a barrier when using ICTs, because some teachers are old in age but new using technology and do not have much experience being familiar with ICTs and innovations. As the interviews and questionnaires show, we have teachers with different ages and this is the reason why we have these results.

The other high percentage in the agree column combined with the strongly agree column has to be with teachers who have not attended ICT training courses. This limits their abilities to use ICT in their daily activities affecting their professional characteristic development. Teachers’ competences, as we read in chapter number one, has to do not only with motivation and abilities, but also with getting the enough knowledge to develop skills about using ICT properly as Røkenes and Krumsvik (2014) say. Surveys show that teachers consider the training courses very important in order to be successful. Knowledge of how technology works and its’ benefits, is available to everyone and being enrolled in courses not only gives you fresh and new knowledge but also it helps to remember what you have learned in the past.

Out of all of the advantages that ICT can bring us and that we have mentioned in chapter one, there is a particular one that says that when teachers integrate ICTs, they can have interesting classes where the students can learn in an easy way while they enjoy and have fun. This is why teachers need to have training courses, to learn how to use ICTs properly so the students can have enjoy in a didactic way while they are learning. In addition, one of the interviewers mentioned that “being confident and having knowledge about using ICT helps to improve ESL classes”, so in order to be that confident, it is important to have some kind of training so the knowledge can be fresh, improved or increased permanently. We need teachers that not only can be familiar with ICT, but also can know how to use in a dynamic way in the classrooms. As more technology tools are used in the classroom, more successful our teaching and learning process for the students will be.

Which factor regarding teachers' characteristics has the most influence on teachers using ICT in their classroom?

Table 1. Teachers' characteristics that influence the most on teachers to use ict in their classrooms

N.	STATEMENT	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		NO ANSWER		TOTAL	
		f	%	F	%	f	%	f	%	f	%	10	100 %
1	The challenge of learning about ICT use is exciting.	3	30	6	60	1	10	0	0	0	0	10	100
2	I am confident that I can learn technological skills.	5	50	5	50	0	0	0	0	0	0	10	100
3	I feel motivated to use ICT in my class.	3	30	7	70	0	0	0	0	0	0	10	100
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.	5	50	5	50	0	0	0	0	0	0	10	100
5	I am sure that with time and practice I will be as comfortable working with ICT.	4	40	6	60	0	0	0	0	0	0	10	100
6	I feel that I will be able to keep up with the advances happening in the ICT field.	4	40	5	50	1	10	0	0	0	0	10	100
7	If given the opportunity, I would like to learn about and use ICT.	6	60	4	40	0	0	0	0	0	0	10	100
8	I think that ICT are necessary tools in educational settings.	5	50	2	20	2	20	1	10	0	0	10	100
9	I like to use ICT because they help me to innovate my teaching methodology.	6	60	2	20	1	10	1	10	0	0	10	100
10	ICT helps me to motivate my students to learn English.	5	50	3	30	1	10	1	10	0	0	10	100
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.	3	30	7	70	0	0	0	0	0	0	10	100
12	When I have any technical problem with ICT, I do not feel frustrated.	1	10	6	60	3	30	0	0	0	0	10	100
13	Age is not an obstacle to learn about and use ICT in my classes.	1	10	5	40	0	0	4	40	0	0	10	100
14	I know a lot about ICT use because I have attended some ICT training courses.	1	10	5	50	4	40	0	0	0	0	10	100
15	I have learned to use ICT resources on my own.	3	30	6	60	0	0	1	10	0	0	10	100
16	I think ICT has a positive impact on the teaching process.	6	60	4	40	0	0	0	0	0	0	10	100
17	ICT use has more advantages than disadvantages in EFL teaching.	3	30	7	70	0	0	0	0	0	0	10	100

N=10

Source: Ecuadorian high school EFL teachers

Author: Teresa Maricela Yépez Rivera

According to the results shown on table 2, regarding question number 2, we can say that out of all teachers that participated in this investigation, there are three statements that show 100% percentage in the strongly agree and agree column.

The first highest statement is number seven: *If given the opportunity, I would like to learn about and use ICT*, where the option “strongly agree” was marked with 60%, and the “agree” option 40%. The second one was statement number sixteen; *I think ICT has a positive impact on teaching process*, in which 60% of the participants selected the option “strongly agree” and 40% the “agree” option. Finally, statement number nine says *I like to use ICT because it helps me to innovate my teaching methodology*, which was marked in “strongly agree” column with 60% and the agree column 20%. The other 20% were in disagreement.

Based on statement seven, teachers said that if they had the opportunity, they would really like to learn more about ICT. There is a high interest’ teachers to learn more about and how to use ICTs in classrooms. Teachers can implement new strategies that would facilitate the teaching and learning process. Now more than ever, teachers need to be familiar with ICT so they can not only target literacy while teaching EFL, but also prepare students to face a world that demands technological knowledge. According to the interview, all of the interviewees agreed that ICTs are important because they can have interesting classes and because ICTs are part of our lives facilitating us the interaction between students and improving the communications skills.

Teachers need to have continual training in ICT, because besides being necessary, it also improves the institutional quality by training the new generation into this technological world (Cervera & Cantabrana, 2014).

The next statement with high percentage says that teachers believe that when they use ICT there is a positive impact on the teaching and learning process. It not only improves the teaching process but also makes the students’ learning process interesting and dynamic, developing their skills more rapidly. Teachers can plan their classes and direct them according to their knowledge and students will not only receive the classes but they will also develop skills that will help them grow academically in a technological world, when they use ICT. Al-munawwarah (2014) posited in a study hold in Indonesia, that teachers who use ICTs, conduct enjoyable learning activities being the EFL classes interesting. Teachers feel motivated using technology and this brings a positive impact bringing great results. Based on the interview, all of the teachers that use ICTs had positive effects in their classes specially when teaching EFL

classes. There are many different electronic devices with what they can feel comfortable and familiar, and thus achieve knowledge much more quickly in their classes.

The last statement in the strongly agree column showing a high percentage refers the fact that teachers like to use ICT because it helps to innovate their teaching methodology. When teachers use technology they not only have dynamic classes but also improve the quality of teaching because they offer, opportunities for students to use tools that can help them to learn.

Looking at the agree column, we see there are three other statements with high percentage results. Statement 3 says *I feel motivated to use ICT in my class*. It shows 70% agree and 30% strongly agree. In addition, statement 11 says, *If I had any technical problem with ICT during my class, I would continue doing the planned activities*, with 70% agree and 30% strongly agree. In addition, statement 17, *ICT use has more advantages than disadvantages in EFL teaching*, where 70% agree and 30% strongly agree.

The statement 3 shows, teachers who feel comfortable and motivated using ICTs in their classes. Teachers' interview affirms this with the answers that they have provided. Each day and systematically, everybody is getting more and more familiar using new technology facilitating the teaching and learning process. Meanwhile, the statement eleven says that if teachers have technical problems, they will just continue with their classes. There is no problem for the teachers to continue with their teaching plans because they use the ICT as didactic support tools to improve the educational process. This statement is related with the "Professional characteristic" where it mentioned that teachers need to have a clear concept of what pedagogical knowledge is, which include strategies to manage the classrooms such as content, academic, and curricular knowledge.

Certainly, the use of ICT offers more advantages than disadvantages as the results in the statement 17 shows. This not only helping us by imparting to the class or making it more dynamic, but also by innovating knowledge using modern methodology with better results.

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

Table 2. TEachers' perceptions by gender in relation to the aspects that they consider as barriers to use ict in their classroom

N°	STATEMENT	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		NO ANSWER		TOTAL	
		M	F	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	20	0	20	60	60	40	0	0	100	100
2	I do not think I am able to learn how to use ICT in my classroom.	0	0	0	0	40	0	60	100	0	0	100	100
3	I am afraid that if I begin to use ICT, I will become dependent on it.	0	0	20	0	60	60	20	40	0	0	100	100
4	I dislike working with machines that are smarter than I am.	0	0	20	0	40	20	40	80	0	0	100	100
5	I feel apprehensive about using ICT.	0	0	20	0	20	60	60	40	0	0	100	100
6	I have difficulty in understanding the technical aspects of ICT.	0	0	0	0	40	60	60	40	0	0	100	100
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	0	20	60	80	40	0	0	100	100
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.	0	0	0	0	60	60	40	40	0	0	100	100
9	You have to be an expert to understand how to use ICT.	20	0	0	0	40	40	40	60	0	0	100	100
10	I have avoided ICT use because it is unfamiliar.	0	0	20	0	40	40	40	60	0	0	100	100
11	I have not attended any ICT training courses.	0	0	40	20	60	60	0	20	0	0	100	100
12	I have attended some ICT training courses. However, I prefer not to use ICT because it somewhat intimidates me.	0	0	20	0	40	40	40	60	0	0	100	100
13	I am not interested in attending any ICT course.	0	0	0	0	60	20	40	80	0	0	100	100
14	I do not know how to use any ICT resource.	0	0	0	0	40	20	60	80	0	0	100	100
15	I do not use any ICT resource in class because I think that ICT is not necessary to teach English.	0	0	0	0	80	20	20	80	0	0	100	100
16	I prefer not to use ICT because my teaching experience is the most crucial factor in the teaching process.	0	0	20	0	60	40	20	60	0	0	100	100
17	I think that age is a factor that determines the ICT use in class.	20	0	0	20	40	40	40	40	0	0	100	100
18	In my opinion, younger teachers are more skillful at using ICT than the older ones.	0	0	80	20	0	40	20	40	0	0	100	100

N=10

Source: Ecuadorian high school EFL teachers

Author: Teresa Maricela Yépez Rivera

In order to find out if gender is related with aspects considered as barriers to use ICT in EFL classes, table three shows in the “strongly agree” and “agree” column, the following results. Females in the “strongly agree” do not show any results, but in the “agree” column there are three statements that we can assume are barriers in the use of ICT. Then these results will be compared with the males’ results. Statement 11, which says *I have not attended any ICT training courses*, with 20% of the females while male, shows 40% in the “agree” column. This can be considered as a barrier if the teachers have not attended ICT training. Training courses definitely are important for females and males to grow in a personal and professional way. This statement is related to the “educational teachers’ characteristics”. Gilakjani and Leong (2012) support this idea when they mentioned that having effective training support is a prominent factor for teachers integrating ICT in their classrooms (p. 634).

Statement 17, *I think that age is a factor that determines the ICT use in class*, with 20% of the female in the “agree” column, while males think the same way in the “strongly agree” column with a 20% also. Teachers need to decide what kind of ICT is good to use according to the age of the students so they can fulfill their expectations and achieve the goal to have effective classes. This statement has to do with the teachers’ perception and attitude toward ICTs. Both males and females have the same thinking.

In addition, in the “agree” column, 20% of females marked in the statement 18 *In my opinion, younger teachers are more skillful to use ICT than the older ones*, while males’ results showed 80% in the “strongly agree” and 20% in the “agree” column. Here, we see that male and female teachers agree that a teacher’s age is a crucial factor in using ICT. The younger the teacher is, the more skillful he or she will be. The older the teacher is, the more difficulties they will face using ICT. The reason is that young teachers have had more exposure to technology than older people. In the interviews shows that most of the teachers felt motivated using ICT in their classrooms, especially the younger ones. Another reason is that they understand we are living in a technological time and we all are exposed to and using new electronical equipment, even at very young ages (Zyad, 2016).

To finish the analysis, statement 9, *You have to be an expert to understand how to use ICT* marked a 20% of male in the “strongly agree” column, while females did not show any percentage in this statement. It is evident that for male teachers, it is very important to have enough knowledge and understanding on how to use technology or choosing what is the right type of ICT for their classes. The reason for this is that men feel that they are more into technology. They tend to read more about technology than women do, and they need to be

updated all the time so their knowledge goes hand in hand with scientific innovation.

In statement 1, *I feel insecure about my ability to use ICT as a resource to teach*, there is a 60% of females who marked “disagree” compared with a 20% of male teachers. This result is supported by teachers’ interviews who say they use ICT in their English classes and they feel motivated, confident and relaxed because they have been using it now with more frequency than years before. 60% of females mentioned statement 3, *I am afraid that if I begin to use ICT, I will become dependent upon it*, and 60% of males disagree in the same statement.

They both think that they will not be dependent on ICT, because they are sure about their curriculum knowledge. In the statement 5, *I feel apprehensive about using ICT*, the female column has 60% while males have 40% in the “disagree” column. Females are not afraid of using ICT even though we know that males are more into technology than girls are. Since ICT is considered a great tool to integrate in the teaching and learning process, nowadays females and males are getting more familiar with using it and feeling more comfortable as technology changes. In other hand, statement 6, *I have difficulty in understanding the technical aspects of ICT*. Females have 60% and males have 40% in the “disagree” column. This is because females are getting more familiar with the use of ICT than used to be in the past. Each day more and more people are becoming skillful with technology.

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*, in the “disagree” column marked with 60% for females and 20% for males. In addition, statement 8 that says, *I hesitate to use ICT for fear of making mistakes that I cannot correct*, has 60% for both females and males in the “disagree”. These two results prove that females are not afraid of using computers, hitting the wrong key or making mistakes. Each day everybody is getting less fearful of trying new technology appliances than they were in the past.

Statement 11, *I have not attended any ICT training courses*, has in the “disagree” column, 60% in both the female and male columns. Both men and women have had the opportunity to take improvement courses in the management of the ICT.

Looking at the strongly agree column, teachers strongly disagree with some statements in the interview. First, in statement 2, *I do not think I would be able to learn how to use ICT in my classroom*, shows 100% where female teachers claim to be able to learn how to use the ICT by integrating it into their daily activities. Compared to the male column, 60% of them strongly disagree with this statement. Then we have statement 4, *I dislike working with machines that*

are smarter than I am, with 80% of females saying that they like working with machines. This proves what the interviewees mentioned in terms of feeling “motivated”, “comfortable” and “relaxed” when using all kind of ICT. On the other hand, males show 40% of disagreement in this statement even though they also feel “motivated”, “relaxed” and “comfortable” using ICT.

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*, in the male column, shows 80% in “strongly disagree”, while in the female column, there is 40% in the same column. These results prove that men are less concerned about accidentally damaging the computer, than women are. This is because men are more comfortable with technology than women are and they care more about the technological appliances.

Statement 13, *I am not interested in attending any ICT course*, in the “strongly disagree” column, shows 80% of the females in contrast to the 40% for the males. This means that women are interested in attending ICT courses to improve their knowledge. It does not say that men are not interested in training courses. It is more like the men figure out how to use the appliances most of the time, on their own. Men are more experimental and they like to discover how things work, on their own. There is a study by Soussi (2016), where he mentioned that ICTs are indispensable tools in EFL classes, because thanks to this we can have access to the World Wide Web. One of the limitations that teachers have in the study is the poor technical skills, lack of confidence to use ICTs equipment, untrained teachers who need a considerable support in terms of training and equipment. Comparing these two studies we can say that there is a big need on the teachers to attend ICTs training courses not here in Ecuador, but also in different countries and not only for females, but also males too.

In statement 14, *I do not know how to use any ICT resource*; females show 80% out of the total in contrast with 60% for males. This means that nowadays there are more women learning how to use ICT than before. The last statement is number 15, *I do not use any ICT resource in class because I think that ICT is not necessary to teach English*. 80% of females marked in the “strongly disagree” column, compared with 20% of males that are strongly disagree. This means most of the female teachers consider the use of ICTs as a necessary tool to use in their classes while some male teachers do not consider them as necessities as females do.

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

Table 3. 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		TOTAL	
		M	F	M	F	M	F	M	F	M	F	M	F
		%	%	%	%	%	%	%	%	%	%	%	%
1	The challenge of learning about ICT use is exciting.	20	40	60	60	20	0	0	0	0	0	100	100
2	I am confident that I can learn technological skills.	60	40	40	60	0	0	0	0	0	0	100	100
3	I feel motivated to use ICT in my class.	20	40	80	60	0	0	0	0	0	0	100	100
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.	40	60	60	40	0	0	0	0	0	0	100	100
5	I am sure that with time and practice I will be as comfortable working with ICT.	20	60	80	40	0	0	0	0	0	0	100	100
6	I feel that I will be able to keep up with the advances happening in the ICT field.	40	40	40	60	20	0	0	0	0	0	100	100
7	If given the opportunity, I would like to learn about and use ICT.	40	80	60	20	0	0	0	0	0	0	100	100
8	I think that ICT is a necessary tool to use in educational settings.	20	80	40	20	20	0	20	0	0	0	100	100
9	I like to use ICT because it helps me to innovate my teaching methodology.	40	80	40	20	0	0	20	0	0	0	100	100
10	ICT helps me to motivate my students to learn English.	40	60	40	40	20	0	0	0	0	0	100	100
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.	20	40	80	60	0	0	0	0	0	0	100	100
12	When I have any technical problem with ICT, I do not feel frustrated.	20	0	60	60	0	0	20	40	0	0	100	100
13	Age is not an obstacle to learn about and use ICT in my classes.	20	0	40	60	0	0	40	40	0	0	100	100
14	I know a lot about ICT use because I have attended some ICT training courses.	20	0	40	60	40	40	0	0	0	0	100	100
15	I have learned to use ICT resources on my own.	20	40	60	60	0	0	20	0	0	0	100	100
16	I think ICT has a positive impact on the teaching process.	40	80	60	20	0	0	0	0	0	0	100	100
17	ICT use has more advantages than disadvantages in EFL teaching.	20	40	80	60	0	0	0	0	0	0	100	100

N=10

Source: Ecuadorian high school EFL teachers

Author: Teresa Maricela Yépez Rivera

According to Table 4 and based on the questions there are in the female column, four statements showed high percentages in the “agree” and “strongly agree” columns. These results will give us a clear idea of what females consider the most influential aspects in using ICT in the classroom. Then, we will compare with the males’ results, to analyze what they think so that we can then compare the two.

Statement 7, *If given the opportunity, I would like to learn about and use ICT*, 80% of the females population “strongly agree” and 20% “agree”. In contrast with the males’ opinion, 60% in this statement are marked in the “strongly agree” column and 40% in the “agree” column. They both would like to learn more about this topic, but the females show a higher percentage in their column. That means that all of the women think that if they had the opportunity, they would like to learn more about ICT and its use.

Statement 8, *I think that ICT is a necessary tool in educational settings*. There are 80% of females that “strongly agree” and 20% “agree”. Contrasting with the males’ opinion, there are 40% that “agree” and 20% who “strongly agree”. The rest are in disagreement. This means that all of the women think that ICT is necessary and according with the interviews, all the teachers mentioned, “ICT is important and they all use it in their classrooms”. Certainly, the female teaching population believe that ICT is a necessary tool in the classroom.

Statement 9 says, *I like to use ICT because it helps me to innovate my teaching methodology*. For females, in the “strongly agree” there is 80% and 20% in the “agree” column. Meanwhile, males’ results are 40% “strongly agree, 40% “agree” and 20% in disagreement. Females enjoy using ICT more than males and they consider that using technology can help them as they innovate the methodology they use. The more technology they use the better practice and skills they develop. They will have innovation in their classrooms.

To finish, statement 16 says, *I think ICT has a positive impact on teaching process*. The female results show 80% in the “strongly agree” and 20% in the agree column. Male results show 100% of agreement divided into 60% in the “agree” column and 40% in the “strongly agree” column. Both males and female think that ICT has a positive impact in the teaching and learning process.

On the other hand, males show four different statements with a high percentage in the “agree” and “strongly agree” columns. Statement 3, *I feel motivated to use ICT in my class*, with 80%

in the “agree” and 20% in the “strongly agree” column. They feel motivated as well as women do, since they scored 100% in the “agree” and “strongly agree” also.

In statement 5, *I am sure that with time and practice I will be as comfortable working with ICT*, results show 80% in the “agree” column and 20% in the “strongly agree” column, while for females the results are the same 60% in the “agree” column and 40% in the “strongly agree” column. They both are agree that time and practice will help them to improve their knowledge.

In addition, statement 11, *If I had any technical problem with ICT during my class, I would continue doing the planned activities*, male marked 80% in the “strongly agree” and 20% in the “agree” column, while females have 60% in the “agree” column and 40% in the “strongly agree” column. One more time, males and females are agree thinking that if there is any problem with ICTs, they can continue with their classes.

To finish, statement 17, *ICT use has more advantages than disadvantages in EFL teaching*, 80% are in the “agree” column and 20% in the “strongly agree” column. While 60% of females are, “agree” and 40% “strongly agree”. This is proven with the interviews where all the teachers assure that there are advantages in using ICT that helps them reinforce information with extra exercises that will motivate the students and increase their learning. This will help prepare students for the future.

Looking at the “disagree” and “strongly disagree” column, females’ the results are: statement 12, *When I have any technical problem with ICT, I do not feel frustrated*. Females indicated 40% in contrast with males who showed 20%. This has to do with the teacher’s educational characteristic. If teachers are comfortable with their curriculum knowledge, they will not feel frustrated when technological problems appear. They will continue with their classes and try to solve the problems later.

Statement 13 says, *Age is not an obstacle to learn about and use ICT in my classes*. This registered as 40% for females and 40% males. Both males and females think that age is not an obstacle in learning how to use ICT. Teachers just have to propose to learn, take training courses and then use in the classroom, what they have learned. The more they practice, the more they will develop the skills of using technology and the more confident they will become at managing appliances.

In conclusion, we look at statement 14. *I know a lot about ICT use because I have attended some ICT training courses*. This registered as 40% for the females and 40% for the males.

Those results are the same for males and females. They disagree about knowing a lot about technology or attending many training courses. Most of the people do not know a lot, but what they know, they apply in their classes by integrating ICT.

CONCLUSIONS

After the analysis, we can conclude that teachers from private schools that were part of this investigation face their own barriers and fears with the use of ICT.

The lack of training courses in the management of ICTs is considered a barrier in view of the rapidly changing technology, and it is necessary for the teachers to be trained with new and modern technologies. There is a high interest to access to training courses and, thus, once they are able to handle ICTs, then they can decide what type of it is good to use to improve the teaching and learning process in the classroom.

Both men and women think that teachers' age is an important factor that influences in the use of ICTs. They think that young teachers have been exposed to technology at a young age in contrast with old teachers who struggle using ICTs. Some old teachers feel insecure handling certain electronic devices and they feel that, young people are more capable handling them than older teachers. That is why; some teachers prefer to ignore its use by using the traditional and old methods.

The majority of women felt comfortable and motivated using ITCs. Women have overcome their fears and every day they feel more relaxed and comfortable using ICTs as support instruments in their classes. Even though we know that are the men who tend to investigate more about technology, nowadays, women show a high interest in knowing and discovering how to use technology more profitably.

The teachers consider that the use of ICTs within their classes cause a positive impact not only within their classes, but also with the students who will develop skills to face the technological world of the future. ICTs also help the institution to have a high standard of education and prestige.

Both men and women consider the use of ICTs an innovative methodology to use in their classrooms. Teachers include electronic devices as part of their teaching methodology and they can continue with their planning in case that technology is not available for them. Teachers have the ability to give their classes with or without ICTs, even when they recognize that the use of ICTs can give them more advantages and no disadvantages and students are the ones who will be benefited.

This investigation conclude that gender does not have a significant difference in the use of ICTs. Both male and female teachers have the same interest in using ICTs in their classes and their both agree that it is very useful to integrate them in their classes. They both also are agree about the importance of having permanent training courses and they both are conscious that using ICTs make an important impact in EFL classes. However, it is important to mention that men are more familiar with ICTs because there are more into technology.

In summary, nowadays all the teachers feel comfortable using ICT and integrating them in EFL classes thanks to all of the advantages they bring. In addition, teachers have a clear conscience about the importance of the ICTs; they have developed the personal, educational, professional and psychological characteristics that a teacher needs to have in order to have an integrated teaching and the learning process. Getting familiar little by little with ICTs, makes them feel more motivated and comfortable about it, and they are more capable to use ICTs now than before.

RECOMMENDATIONS

It is necessary for the teachers to be trained about new and modern technology quite often. The training courses has to be periodic and permanent since technology changes rapidly. It is also recommended that all the institutions can have a specific person in charge of the teachers' training, at least twice a year, so they can include technological instruments into their teaching and learning process.

Considering that age is an important factor in the management of ICTs, it would be good that young teachers can help older teachers to use technological devices in each institution, so they can feel secure using them. It is advisable to have English teachers' meetings once a week to plan and coordinate strategies to teach, and what kind of ICTs to choose according to the topic. This way, young teachers help old teachers.

Women should continue being motivated by updating their knowledge in the use of different electronic devices, to be able to use ICTs in the best way. We live in a time where not only men, but also women need to get familiar with digital appliances. In case teachers do not know much about the use of certain appliances, teachers ought to be self-taught using internet tutorial pages or seeking someone who can be a specialist in technology issues for help. Schools and teachers need to invest in programs where teachers can have access to technology courses in order to develop their skills continually, and to keep up with the rapidly changing digital technology.

Since the use of technology causes a positive impact in the teaching-learning process, it is recommended that each institution acquire electronic devices that can serve as tools for improvement in English classes. It is also recommended that each institution can invest in an English lab where students can have direct access to an environment where they can practice English, interact with smart boards, have access to the Internet, practice speaking and listening and exercise on web pages to reinforce their knowledge.

It is recommended that teachers continue developing and improving the different characteristics that a quality teacher needs. Not only training in the use and management of ICTs, but also working updating the curricular innovations, teaching methodology and the use of English books. Therefore, doing this, they can work motivated and cab transmit this motivation to students to have enjoyable and fun classes.

Eventhough that gender does not have a significant role in the use of ICTs; it is recommended that women advance their technological skills in order to be more successful in the teaching and learning process.

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ANEXES

Annex 1



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 scales ranging from strongly disagree to strongly agree.

N°	STATEMENT	STRONGLY AGREE	AGREE	DISAGRE E	STRONGL Y DISAGRE E	NO ANSWER
1	I feel insecure about my ability to use ICT as a teaching resource.					
2	I do not think I will 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 it.					
4	I dislike working with machines that are smarter than I am.					
5	I feel apprehensive about using ICT.					
6	I have difficulty understanding the technical aspects of ICT.					
7	It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key.					
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.					
9	You have to be an expert to understand how to use ICT.					
10	I have avoided ICT use because it is 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 it somewhat intimidates me.					
13	I am not interested in attending any ICT course.					
14	I do not know how to use ICT resources.					
15	I do not use any ICT resources in class because I think that ICT is not necessary to teach English.					
16	I prefer not to use ICT because my teaching experience is the most crucial factor in the teaching process.					
17	I think that age is factor that determines ICT use in class.					
18	In my opinion, younger teachers are more skillful in using ICT than the older ones.					

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

N°	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO ANSWER
1	The challenge of learning about ICT use is exciting.					
2	I am confident that I can learn technological skills.					
3	I feel motivated to use ICT in my class.					
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.					
5	I am sure that with time and practice I will be 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 using ICT.					
8	I think that ICT is a necessary tool in educational settings.					
9	I like to use ICT because it helps me to innovate my teaching methodology.					

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

Thanks for you collaboration.

Annex 2



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA
TITULACIÓN DE INGLÉS

TEACHERS' INTERVIEW

Gender: M () F ()
Years of EFL teaching experience: ()

1. Do you think the use of ICT is important in teaching English?

YES () NO ()

Why?

2. Do you use ICT in your English classes?

YES () NO ()

Why?

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

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

YES () NO ()

Why?

4. Do you consider that factors such as psychological, personal, etc., which are related to your characteristics as a teacher, have a positive influence on your use of 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. Are there advantages in using ICT in EFL teaching?

YES () NO ()

Why?

6. Are there disadvantages in using ICT in EF teaching?

YES () NO ()

Why?

7. In your opinion, who uses ICT more frequently in EFL classes, male or female teachers?

Male () Female ()

Why?
