UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

ÁREA SOCIO HUMANÍSTICA

TITULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN
MENCIÓN INGLÉS

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

TRABAJO DE TITULACIÓN

AUTOR: Urresta González, María Edminda

DIRECTOR: Aleksandrovna Nesterenko, Nina

CENTRO UNIVERSITARIO SAN GABRIEL

2018

APROBACIÓN DE LA DIRECTORA DEL TRABAJO DE TITULACIÓN

Magíster

Nina Aleksandrovna Nesterenko

DOCENTE DE TITULACIÓN

De mi consideración:

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

Loja, octubre del 2018

f)………………………………….

Mgtr. Nina Aleksandrovna Nesterenko

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

Yo, Urresta González María Edminda declaro ser autora del presente trabajo de titulación: Ecuadorian high school teachers' perceptions on ICT use in their EFL clases, de la Titulación de Ciencias de la Educación mención Inglés siendo la Mgtr. Nina Aleksandrovna Nesterenko, directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además, certifico que las ideas, conceptos, procedimientos y resultados en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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

f. …………………………………….

Autora: María Edminda Urresta González

Cédula; 040085718-1

DEDICATION

This work is dedicated to my family: my loving husband Miguel, my dear daughter Jaqueline, and my lovely son José, who with their support, everyday patience, and unwavering encouragement contributed to make this work a fact.

Edminda

ACKNOWLEDGEMENT

First of all, I would like to thank God because He gave me the energy and guide which allow me to achieve my goals.

Second, I want to express my sincere gratitude to my thesis director Mgtr. Nina Aleksandrovna Nesterenko, for her support along the development of this work. Third, I would like to thank all my tutors who offered me their guidance during my academic and professional career.

Finally, I want to express my gratitude to all member of my family: my mother, my died father my brothers and sisters, my husband, my daughter, my son and my little grandson who gave me their encouragement and support when I really needed it.

Edminda

CONTENTS

LIST OF TABLES

ABSTRACT

This century technology is a necessary factor that influences greatly the second language teaching-learning process. This study takes a general overview of the barriers faced by teachers in integrated Information and Communication Technology (ICT) use in teaching English Foreign Language (EFL) with students in the classrooms. Additionally, the present research investigates the teachers` characteristics that influence the most of teachers to use of ICT in their classrooms, and the ICT use perceived by EFL teachers in relation to their gender. Twenty English teachers from public and private secondary schools were surveyed; five female and five male teachers in each sector in the rural and urban area. Besides six of them were interviewed, three male English teachers and three female ones. The teachers´ responses were analyzed through basic statistic in order to get the percentages for each instrument. The results of this study reveal that teachers are aware the ICT use in their EFL classes is a useful tool in educational settings they must use to innovate their teaching methodology. However, there are few teachers that are still reluctant and insecure about adopting technology in their EFL classes.

Keyword: ICT use EFL classes; Teacher´s attitude.

RESUMEN

En este siglo, la tecnología es un factor necesario que influye grandemente en el aprendizaje de un segundo idioma. Este estudio da una vista general de las barreras que los profesores enfrentan para integrar el uso de la Información y Comunicación Tecnológica (ICT) en sus clases. Además, estudia cuales son las características que influyen sobre el uso de la información tecnológica en sus clases y cómo influye el género en el uso de la información tecnológica en el aula. La investigación fue hecha a 20 profesores de escuelas públicas y privadas en el sector urbano y rural, 5 hombres y 5 mujeres en cada sector. También se realizaron 6 entrevistas a los mismos profesores de los cuales 3 fueron de escuelas públicas y 3 de escuelas privadas. Las respuestas de los profesores fueron tabuladas con estadística básica para obtener los porcentajes. Los resultados de este estudio muestran que los profesores están conscientes de que la información tecnológica es una herramienta útil en los escenarios educativos para innovar su metodología de enseñanza. Sin embargo, hay pocos profesores que se sienten todavía inseguros y rehaceos a utilizar está tecnología.

Palabras claves: Uso de la Tecnología; Lenguaje Inglés extranjero; Clases de Inglés.

INTRODUCTION

Educational settings around the world, around our country, around our communities are being occupied by new forms of technology to teach students and transmit them the knowledge and language skills they need in their actual and future learning environment. So, we might say that ICT use in secondary education is essential in EFL classes.

The aim of this study is exploring and examining the EFL teacher´s perceptions on Information and Communication Technology use by studying the responses to the following 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 influences the most on teachers to use ICT in their classroom? 3. How is ICT use perceived by EFL teachers in relation to their gender?

Nowadays many developed, and third world countries are investigating hardly the way how to integrate new technology tools into methodology teaching-learning process. Some studies regarding to this topic have been included in this work. The first study was realized by Bautray, M., Gockcearslanm S. & Ke, F. in 2017. This study investigated the relationship among pre-service teachers´ computer competence, attitude towards computer-assisted education, and intention of technology acceptance. The findings indicated that more practice leads to better competition in the ICT use. Besides, it is important that pre-service teachers be trained in technological innovations and learned to use these technologies for education and their individual development.

Another important study was carried out by Liu, H., Lin. C. H., Zang, D. & Zheng, B. in 2017 in Midwestern United States. This study investigates internal and external factors affecting pedagogical use of technology among 47k-12 Chinese language teachers in the United States.

The results of this study highlight the importance of facilitating conditions to technology integration, as well as the complex interrelationships of the external and internal factors involved in the teaching-learning process.

The third study, carried out by Lailiyah, M & Bambang, Y.C. in 2017 in Surabaya, Indonesia, was realized in order to answer the following questions:

1) What is the Indonesian EFL teachers´ level of self-efficacy towards technology integration?

2) How is the Indonesian EFL teachers´ use of technology in EFL teaching?

The results of this study show that Teachers should be creative in using instructional technologies to meet the needs of the students. It is also recommended for school institutions to provide supporting facilities and to facilitate EFL teachers with supportive and continuous technology professional development related to EFL teaching.

This study has been aimed in order to give valuable input for EFL teaching-learning process. This study is expected to provide theoretical, practical and professional benefits. In relation to the theoretical benefit, the research findings can be used to develop theories in EFL teaching. With respect to practical benefits, it is estimated to provide advantages to the development of teaching and learning-learning process. These study results are expected to be useful for teachers and the adoption of ICT in EFL teaching. Additionally, the use of ICT in English language teaching is projected to give benefits for teaching EFL classes.

CHAPTER 1: LITERATURE REVIEW

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

This investigation contains themes regarding scientific investigations about the ICT use in EFL teaching. Ultimately the technology is being the best way of teaching and learning, and it is helping both, students and teachers to increase their language skills. For this reason, teachers should be better prepared to cope with this change. Across this investigation you can be more connected with the definition, importance, and advantages and disadvantages of ICT use into the classroom; teachers and ICT use, and the teachers´ characteristics in using ICT such as psychological, educational, professional, and personal. Some studies has also been selected because they show the best information for the theme we are dealing. Besides it contains the results of some interviews made to teachers in order to know what the teachers' perception is related to ICT and how they use it. This study concludes with the need of giving more attention to use ICT into the classroom in order to improve the language skills.

Definition

ICT is the arrangement of three words: Information, Communication and Technology (ICT) that are joined to define the use of the tools and resources such as computers, cell phones, tablets, Internet, iPhones, etc. to manipulate and communication the information (Kaware & Sain, 2015). ICT is taken to stance for information and communication technology or information and communications technology; the singular name is connected with human interaction, while the plural name is used to means the whole field of data communication setup (Lloyrd, 2005). ICT could be defined as the use of different technological tools and resources engaged to manage different kind of information (Kaware & Sain, 2015).

Sometimes it is also said as information and communication technologies, especially, when it refers to the specific appliances or processes that are part of technology. "This pluralized form (particularly in Queensland) is sometimes written as ICTs." Lloyrd (2005 p.3). At present technology, especially the Internet, are introduced to the scholar activities and the use of these technologies is becoming obligatory (Kaware & Sain, 2015). However, the term ICT should be understood as the information technology that is employed in different fields such as in government, business, and industry, education related with areas as programming, database, design and expert systems. (Lloyrd, 2005).

Importance

The use of ICT in education has become an urgency in the last years. Then it is very important that teachers be familiar with all the media processes to integrate ICT in teaching and learning accomplishments with the goal of increasing the student´s ability in handing a second language teaching (Wastiau et al., 2013). Today technology is decisive in the ´development of the knowledge society´ its incorporation into the education has been one of the main objectives in Malaysian education (Lauran, Naddzri, Baharen, Rom & Jain, 2016). The European journal has published a survey in which they showed that both students and teachers have used technology in different ways into the classrooms for teaching and learning activities (Wastiau et al., 2013). Now, Information Communications Technology (ICT) in foreign language teaching has been the researcher´s focus of attention (Hoang, Thi, 2014). Education, especially foreign language teaching, has to adapt and renew itself to be compatible with the globalized world". Every day we can see that the technology is getting a big space into the society and then the education should be at par with such development (Meenakshi, 2013).

Although, now we are more familiarized with "computers, smart phones, iPads, flat screen televisions, state-of-the art microscopes, and other equipment" (Kinematsu, 2016), there are other kind of technologies that have had a "longer and richer history as instructional tools such as the telephone, printed media, radio and television". Radio and television have been used as a media of communication and learning for long time, but print remains as the chepest and most accessible and dominant in developed and developing countries (Meenakshi, 2013). Nevertheless, today, education integrated with the technology has become vital for the development of different countries (Kinematsu & Barry, 2016).

As we all know, the use of ICT has turned out to be one of the main factors of progress of the modern countries; however it is limited in some of them because of the infrastructure and the high costs of access (Meenakshi, 2013). According to the Wastiau et al. (2013) students in developed countries use more frequently ICT during their classes that students in developing countries. One of the main UNESCO`s goal is to make sure that all countries around the world, both developed and developing, have access to the technologies in order to get young people be adequately prepared to cope with the problems of the modern society (Meenakshi, 2013). Kenematsu and Barry (2016) state that "nations become world leaders, in part, through the hard work of their experts in science, technology, engineering, and mathematics".

Advantages and Disadvantages

Advantages

ICT use in EFL teaching has a lot of advantages. Integrate technology to education is one of the main objectives in many countries because of the development and progress of those countries (Lauran, Naddzri, Baharen, Rom, M. and Jain, 2016). Due to this, it is very imperative that scholars, government and the public to "recognize contemporary models for deployment of

7

knowledge and distribution of technologies" (Kamei, 2016). Harnessing technology into the classrooms provides with enormous benefits for they who know how to use it, but in countries like Ecuador, integrate technology into classroom is even a goal that must be established (Solano, Cabrera, Ulehlova & Espinoza, 2017).

Hoang and Thi, (2014) have searched if the ICT has a positive or negative effect on English language learning. Their research findings showed that the most of the students (86.6%) found that ICT usage had a positive effect in learning; 66,44 of the students consider that using technologies has increased their reading ability; 41,6% increased their ability to writing and 32.2% increased their speaking skills. However, the students investigated have stood out that they use ITC not only for English language learning. They use it for general purposes, nevertheless they consider that using ICT in English classes has been convenient for their learning and agree that should be an excellent idea to increase the use of ICT for learning a second language because it would bring more fun to English learning.

Disadvantages

Solano (2017) refers that ICT use in EFL teaching is not only teaching how to use a computer, the use of ICT in classes involves that teachers must look for new and effective ways of teaching which encourage students to enjoy learning a second language with fun. This could include the use of visual aids, sounds, video clips, animations, and so on, what motivates learners in order to attract their attention and elevate their interest in learning (Hoang & Thi, 2014)

Lauran et al. (2016) stand out that one of the disadvantages in using ITC in teaching a second language in Malaysia, is that even though ITC build up the teaching and learning procedure, there are rural areas where the access to technologies is difficult, what makes not equal the learning process for all students the learning.

On the other hand, in relation with the investigation accomplished by Hoang & Thi (2014), there has been a limited practice of ICT use in teaching English classes. It could be attributed to the teacher´s preferences for using traditional teaching methods and due to the lack of teacher´s knowledge in the enforcement of today technology in teaching a foreign language.

Teachers and ICT use (Teachers´ role, Teachers´ competences, Teachers´ gender)

Teachers´ role

Due to the technology development, teachers´ role and activities are changing (Gilakjani, 2017). According to Chin, Zhang & Zheng (2017)   with the changeable advance of the technology in the last years, we must drive our attention not only how to the students learn, but also how teachers address ICT in and out school, with the support of technological devises, what now are possible.

The Goodwin, et al. (2015) findings suggest that it is necessary to inculcate in EFL teachers a cognitively playful attitude in order to prepare them for teaching in this epoch in which the technology is greatly present in education.

Teachers play an important role as ´pedagogical decisions-makers´ in all school systems, because they are responsible of integrating the technology while they are teaching a second language, and they are who engage students in meaningful learning and cultivate students´ critical thinking skills; due to teacher preparation always requires that the teachers´ role is to integrate ICT in EFL teaching in order to achieve learning effects (Chin, Zhang & Zheng, 2017).

Whether or not teachers use ICT in their classes, how and when they use it, what type of technology they use, are issues that are managed by themselves (Chin, Zhang & Zheng, 2017). Goodwin et al. (2015) suggest of great importance the encouragement and enhancement of

student teachers´ cognitive playfulness in raising their perception of the importance of ICT and the sense of competence in it, and may ultimately contribute to their acceptance and successful use of ICT in teaching languages.

Hennessy, Harrison & Wamakote (2010) recommend that governments should adopt professional development policies that support ITC in classroom for teaching and learning activities which should encourage both students and teachers to play an active role using technology devices to enhance the learning. .

Competences

Along the time, habitually the teacher has been perceived as "someone who dispenses knowledge, someone who lectures, tells, feeds, disseminates and covers the materials"; moreover with the advent of the Internet and the integration of ICT into classrooms it is known that the perception of teacher´s competences and curriculum organization have changed (Rahma & Salah, 2014). Such development requires that teachers have cognizance of ICT and enforce it in their classes with "pedagogic design and media expertise" (Reddy & Moham, 2016).

Reddy & Moham (2016) emphases on how (TEL) Technology-enhanced learning can increase the learning languages in order to be at the same level with the changing learning environment. Because of this new view of the teachers´ competences, refers Paldoja, Valiataga, Laammpere & Tammets (2012), it is important to measure the teachers´ educational technology competencies using a Web-based assessment tool in order to know and enhance the performance of language teachers into and out classroom.

Using ICT for teaching a second language is more than using a computer or the Internet for teaching a Language class. ICT use in EFL teaching is to have the appropriate infrastructure in

the institutions, it is among other things, computers, fast internet connections, secure platforms, expertise and continued teacher training (Rahma & Salah, 2014) and, continuous maintenance. Besides, it is important to have a technical staff not only in technical aspects, but also a staff that shows how to make best use of technology for pedagogic purposes (Reddy & Moham, 2016).

Gender

Teachers are the main axis when integrating the use of ICT in their classes. Mahdi & Al-Dera, (2013) have investigated how the teachers´ age, experience, and gender influence on ICT use in EFL teaching in Saudi Arabia. The findings showed that there is no a greater difference in using technology according the age and experience. Nevertheless, there is a variance between male and female teachers when they use ICT into the classroom. The results of the research show that male teachers use more technology into their classes than female teachers. Then, in this country, female teachers are at a disadvantage in relation to the use of ICT in EFL teaching. Therefore, females are more interested of themselves and they want to continue preparing for teaching technological process (Tondeur, Van de Velde, Vermeersch & Van Houtte, 2006).

On the other hand, from the study developed by Rahimi & Yadollani (2011) in Iran, we can find that there is no greater difference between gender and ICT use in EFL classes. This equality is for the reason that this country has eliminated differences in gender to access to technology and the economic conditions of the country have improved in recent years. There are other studies (Baturay, Gökçearslan & Ke, 2017) that display similar results. They found that "constructs of gender, computer ownership, and the Internet access do no predict computer competence, but daily computer use, positively predicts computer competence." According to the last study, males tends to use technology more time that females.

Teachers´ characteristics regarding to ICT use (Psychological, educational, professional and personal characteristics)

Psychological

"Learning is the process of developing educational connections between artificial and real life learning." (Nikolopoulou & Gialamas, 2016). Due to this, the preeminent and suitable use of technology help students and teachers make meaningful connections between the emotional material, and invisible words to benefit them reorganize and remove patterns from their environment experiences.

In looking for which are the factors that influence the academic success, most teachers found that higher degrees of self-esteem and self-efficacy are very important for the reason that it results in a better academic performance (Soarez & Bandyk, 2016). Efficacy in instructional strategies means that teachers must believe in their capability to use suitable teaching strategies by using technology in their language classes, which helps students to improve his/her learning (Lailiyah & Cahyono, 2017). The Indonesian research made by Lailiyah & Cahyono (2017), also reveals that teachers with high self-efficacy and self –esteem were capable to use technology in order to get their teaching objectives easier. Teachers with strong sense of self-efficacy are more open to new ideas and they are more willing to experiment with new methods at the same time offering students new and different learning opportunities (Paraskeva, Bouta & Pagagianni, 2006).

Many studies suggest that lack of training and experience in technology is one of the reasons why older teachers do not use computers, mobile devises or other technological articles in their classes what generate a teachers´ negative attitude towards technology, and the teaching goals are not reached effectively (Kadel, 2005).

A regression analysis was carried out by Namordi, Bitange, Sirma, Obegi & Moriasi (2005) to measure the overall effect of teachers´ characteristics on ICT integration. The study stated that the teachers´ characteristics affect the application of ITC in the classroom. In other words from the teachers´ characteristics depends the success or failure of the integration of ITC in EFL teaching. Due to this fact they consider that teachers should not be excluded from school policy planning when considering future educational ICT use. Besides, teachers should be always involved in teaching planning and be familiar with school level policies. Moreover, the analysis realized by Goodwin, Low, Ng. Yeung & Cai (2015) showed that ´cognitive playfulness´ was adequately related with both perceived importance of ICT use and sense of competence.

Educational

These days, school teachers are involved in an environment where students are not the same as before. Teachers are dealing with a new generation of students who are growing with new technology; because of this, the teachers of today should be prepared for coping with educational technology use (Tordeau, Siddig & Baran, 2017). According with the research of Hennessy, Harrison & Wamakote (2010) there are two important supports for ICT integration into the EFL teaching: ´effective Initial Teacher Education (ITE) and Continuing Professional Development (CPD)´. This two supports have the best impact on the principles and preparation of teachers.

As Technology has a great impact on almost all aspects of education (Mahdi & Al Dera, 2013), many developing countries have invested greatly in the integration of innovative technological tools into the curriculum to improve the quality of teaching and learning (Rahimi & Yadollani, (2011). Governments in the last years are trying create new policies that introduce technology into the school curriculum, what involves: computers, The Internet, multimedia and

communication technologies) as well as the creation of suitable educational software (Paraskeva, Bouta, & Pagagianni, 2006).

Hennessy, Harrison & Wamakote (2010) indicate that ´the mutable scenery of communications and information exchange in the 21st century requires teachers to be at the cutting edge of knowledge production, modification and application – rather than consumption´. At the moment, teachers need to be educated in order to manage ICT in an effective, adequate, and creative manner. With the adequate use of technology, students can accelerate their language skills and learn faster and easier at anytime and anywhere (Mahdi & Al Dera, 2013).

Professional

Nowadays with the development of the ICT, it is necessary that teachers change the traditional way of teaching EFL. Using technology into classrooms is obligatory but not enough to improve the language skills and the knowledge desired in the actual century (Cartelli, 2013). Teacher technology as an educational tool can change teachers´ attitude toward the use of technology and can also provide them with skills that they did not previously have. Teachers as educational professionals must acquire many technological skills and use them specifically to support the new teaching practice and so overcoming their reticence towards using ICT in teaching EFL, in order to enhance students´ high technological skills (Paraskeva, Bouta & Pagagianni, 2001).

Therefore, the rightful challenge for education professionals is how to harness the potential of ICT to complement the role of teachers in the teaching and learning process (Hennesy, Harrison & Wamakote, 2010). The research of Paraskeva, Bouta & Pagagianni (2006) found that a great number of Greek teachers have attended training courses where they have learned basic technological steps. In addition, the survey emphasizes that Greek secondary school teachers

have the abilities, necessary attitudes and desire to integrate technology into their teaching classes.

The research carried out by Paldoja, Valjataga, Laanper & Tammets (2012) with pre-service and in-service teachers in Estonia, reports that many teachers have participated the professional development courses on using educational technology. However, there is a low awareness of educational technology competencies.

"Teacher and technology have important roles to play in education. Together, good teachers and good technology are essential to provide educational improvement." Teachers' preparation and standards often require that teachers integrate ICT to promote students´ engagement in learning effects (Chin, Zhang & Zheng, 2017).

Finally, considering the influence of the teacher characteristics on classroom use of ICT, teacher professional development should be aware of the direct impact of these variables, especially the role of teacher ICT motivation.

Personal

 A large number of studies have focused on finding the role of teachers´ personal characteristics. (Yusuf & Balogun, 2011). There are a lot of specific individual characteristics that should be taken into account in order to measure the teachers´ individual performance; among them are gender, years of teaching, experience, years of computer experience, a level training in ICT, confidence with technology. All of them are related to the teachers' performance in their EFL teaching (Nikolopoulou & Gialamas, 2016).

Although there are studies examining the teacher personal characteristics like aptitude, attitudes, believes and competence with other teacher attributes such as cognitive playfulness, risk taking or academic self-concept, which may contribute to higher adoption of ICT for pedagogical; it is very imperative that teacher education pays relevant attention to enhance the student language teacher´s ICT practice in teaching a second language (Godwin, Low, Ng, Yeung & Cai, 2015). Integrating ITC in school brings both improving teaching efficiency and challenging teachers in the use of ICTs (Chin, Zhang & Zheng, 2017).

Earlier research on ICT use in EFL submits how teachers perceive the significance of using technology devises, their sense of competence predicts their attitudes towards ICT application and real use of ICT in teaching (Goodwin, Low, Ng, Yeung & Cai, 2015).

Nevertheless, it is pointed out by statistical evaluations that important steps towards training teachers must be taken into account in order to reduce their competence at using computers as an educational tool in the classroom. It is also worth emphasizing individual factors (self-concept, motivation, professional values, internal/external focus of control, cognitive learning style.), which compose the teacher's personality, in order that they can develop their range of potential regarding their professional prospects and development, but also the effective integration of modern technologies into everyday teaching practice (Paraskeva, Bouta & Pagagianni, 2006).

In order to give greater scientific support to the present work, it was appropriate to investigate and include some related studies related to this investigation:

The first study mentioned was realized by Bautray, M., Gockcearslan, S. & Ke, F. in 2017, in Turkey. This study investigates the relationship among pre-service teachers' computer competence, attitude towards computer-assisted education, and intention of technology

acceptance. They used 476 pre-service teachers from various departments of Education Faculty at a higher education institution of Turkey participating in the study. Three scales were used in this study to measure pre-service teachers' computer competence, attitudes towards computer-based education, and for levels of technology acceptance. The participants' demographics were also collected. The first two of these scales were in Turkish and developed for the use of pre-service teachers and teacher candidates, who were the participants of the current study. According to the results of this study, one of the constructs that predict pre-service teacher's computer competence is the amount of their daily computer use. This result supports the idea that activities that help to increase the amount of daily computer use of pre-service teachers should appear more in the curricula of teacher training faculties or institutions.The finding indicates that more practice increases the competence in using computers. Besides, it is important that pre-service teachers need to be trained in technological innovations and learn to use these technologies for education and their individual development.

The second study was written by Liu, H., Lin. C. H., Zang, D. & Zheng, B. in 2017, in Midwestern United States. This study investigates internal and external factors affecting pedagogical use of technology among 47k-12 Chinese language teachers in the United States. This study employed a quantitative approach. Data were collected through a questionnaire that inquired the participating teachers about their perceptions of various internal and external factors, as well as about their pedagogical use of technology in Chinese-language classrooms.

They recruited a sample of 47 teacher-education students enrolled in a university certification program in the Midwestern United States. All were native speaker of Chinese and ranged in age from 21 to 40, with most (66%) being between 21 and 25. The majority of the respondents were female (n = 39); approximately half of them had master's degrees, and the remaining half,

bachelor's degrees. Their previous academic backgrounds were mixed, and included Chinese Language Arts, Teaching English to Speakers of Other Language, Business, and Biology, among other subjects. All the participants were placed in K-12 schools, where they taught full time while taking online courses to fulfill the requirement of the certification program. A questionnaire used in previous studies of teachers of other subjects (e.g., Teo, 2011) was revised to suit the present study's focus on language teachers. The revised version was administered to the participants through Qualtrics, a web-based tool that has affordances for conducting survey research online. Individual background information collected in this study included respondents' name, age (range), gender, and educational background. All the survey items were presented in Chinese, and responded to via a five-point Likert scale, with "1" indicating strong disagreement and "5", strong agreement. Survey items designed to measure facilitating conditions were adopted from Teo (2011). This study of a group of K-12 Chinese teachers in the United States explored the relationships between and among their perceptions of the external and internal factors affecting their pedagogical technology use, and their self-reported pedagogical use of technology. Its key findings are as follows. First, facilitating conditions had a significant direct impact on the teachers' technology use, in addition to such conditions' medium indirect effect on technology use via three internal factors. Second, perceived usefulness and subjective norms were both significant predictors of these Chinese-language teachers' technology use. And third, facilitating conditions significantly influenced these teachers' perceived ease of use and subjective norms. These findings highlight the importance of facilitating conditions to technology integration, as well as the complex interrelationships of the external and internal factors we studied.

The third study was carried out by Yuang, Y., Shen, H. & Ewing, R. (2017) in China. The research examines Chinese English as a foreign language teachers' perceptions of the contents

and pedagogical design of Australian-based digital English learning resources through an interactive process. A total of 24 EFL teachers from different universities across China were invited to participate in the interviews. All participating teachers were EFL classroom practitioners with over 10 years of English language teaching experience at the tertiary level in China. Prior to the interviews, the teachers were informed of the aims and the process of the research by one of the Chinese industry partners. All teachers showed interest and commitment to attend the interviews. As they came from various regions across China, the participants were divided into four focus groups, six in each group, in accordance with provided select interview timeslots for their convenience. All participants were informed of the research aims and procedures prior to focus group interviews. Method Participants A total of 24 EFL teachers from different universities across China were invited to participate in the interviews. All participating teachers were EFL classroom practitioners with over 10 years of English language teaching experience at the tertiary level in China. Prior to the interviews, the teachers were informed of the aims and the process of the research by one of the Chinese industry partners. All teachers showed interest and commitment to attend the interviews. As they came from various regions across China, the participants were divided into four focus groups, six in each group, in accordance with provided select interview timeslots for their convenience. All participants were informed of the research aims and procedures prior to focus group interviews.

They concluded that Chinese university EFL teachers, in general, were highly receptive towards the newly designed ELL website developed by incorporating key features of a popular ELL website in China, such as pedagogically-oriented, Anglophone countries topics and easy website accessibility. The ELL website design is user-friendly, with convenient accessible functions and users' L1 being employed as the informative and directive language of the website. Besides

examination materials, website users can obtain both linguistic and cultural knowledge, particularly Australian-based resources, which, to some extent, enable them to be competent English language users. It appeared that Chinese university EFL teachers began to reflect on and re-examine their language teaching and learning beliefs and practices influenced by the pedagogy of long tradition in the Chinese educational system. They were learning to appreciate Australian English, as a standard variety of English, and its rich culture for digital English resources. Together with sound language pedagogy, the digital resources will allow teachers to help enhance Chinese EFL learners' language competence through suitable classroom practices. Chinese university EFL teachers may also consider employing some more learner-centered pedagogies or tasks to assist students in achieving optimal learning outcomes. As for the ELL website designers, they acquired the first-hand data to refine the ELL website design and content writing through the direct communication with participating teachers. Though further research is needed to investigate Chinese EFL students' responses to the newly designed ELL website, findings of this study, which were generated from an interactive approach, will contribute to the development of a popular ELL website in China as well as other Confucius heritage contexts by enhancing Australia's role in English teaching and learning, and in turn, facilitate pedagogical changes in EFL classroom practices in related contexts.

The fourth study, conducted by Lailiyah, M. & Bambang, Y.C. in 20017 in Surabaya, Indonesia, was realized in order to answer the following questions:

1) What is the Indonesian EFL teachers' level of self-efficacy towards technology integration?

2) How is the Indonesian EFL teachers' use of technology in EFL teaching?

A case study design was chosen for this study. Twenty-three English teachers from five schools in Surabaya, the second largest city in Indonesia, were involved in this study.

The Indonesian EFL teachers' SETI (Self-Efficacy towards Technology Integration) cannot be separated from their actual EFL teaching because their self-efficacy was directly connected to their use of technology in the teaching and learning process. Their self-efficacy determined their efforts to successfully integrate technology in their teaching. Teachers with high self-efficacy were able to manage their technology use to attain their teaching goals. The aspects of teachers' self-efficacy including instructional strategies, classroom management, and student engagement were embodied in their teaching practices. Thus, it can be concluded that the EFL teachers' SETI aligned with their actual EFL teaching. Some factors may affect the EFL teachers' SETI including age, teaching experience, technology professional development, and enactive mastery experience. Both age and teaching experience were predicted to contribute to the decline of teachers' self-efficacy towards use of technology in teaching. The older and the longer their teaching experience the lower the self-efficacy levels are. In contrast, technology professional development and enactive mastery experience led to the increase of their SETI levels. Considering the benefits of integrating technology in ELT teaching, EFL teachers should use more effective technology to support their teaching and to help student learning. Teachers should be creative in using instructional technologies to meet the needs of the students. It is also recommended for school institutions to provide supporting facilities and to facilitate EFL teachers with supportive and continuous technology professional development related to ELT. These efforts will give substantial supports and opportunities for EFL teachers to upgrade their technology professional development both pedagogically and practically that result in the increase of English language teaching quality. This study also suggests further investigation in

both quantitative and qualitative designs. Additionally, further researchers who are interested in investigating EFL teachers' SETI and their technology integration in ELT are also recommended to explore more technology integration practices in terms of learning activities, design tasks, and case development.

The fifth investigation is an exploration of the overt and covert factors that affect CALL use and integration in Saudi Arabian secondary schools.

A case study approach using mixed methods was employed to interview and observe a sample of teachers and school inspectors in urban and rural secondary schools. Results were supplemented with an online questionnaire and analyzed using both descriptive statistics and thematic analysis.

A pilot study with a small sample size (24) of Saudi teachers and MOE inspectors in region Q was undertaken to explore the extent to which Computer-assisted Language Learning (CALL) has been adopted, and to identify barriers to its integration into secondary school language classes. Quantitative and qualitative data were collected through an online questionnaire and semi-structured interviews with 22 English teachers and 2 MOE school inspectors. Interview findings were triangulated with the questionnaire results and classroom observations in both rural and urban secondary schools. Semi-structured interviews included questions around themes such as comfort in using new technology, availability and access to CALL, the effects of the internet, and personal attitudes toward CALL use. Survey data were collected electronically through the "Survey Monkey" platform and transferred to SPSS version 21 where descriptive statistical analyses were performed. Free text questions were analyzed using thematic analysis (recognition of patterns and recurrent themes), a framework outlined by Braun and Clarke (2006). The

findings were then tested against existing models for CALL integration and technology acceptance and collated to form an emerging model for CALL integration in Saudi Arabia.

Findings from the pilot study have indicated that the following emergent model may be useful in addressing the covert and overt issues identified (Figure 3). This model will be further tested, developed and refined during a subsequent study to ascertain its value in removing the barriers to CALL and providing support for integrating CALL. This model includes the barriers discussed above that affect CALL adoption. These will be explored further with the aim of identifying possible solutions to mitigate them and making the model suitable for integrating CALL in the Saudi context.

Fig. 3. How to integrate Call in Saudi Schools
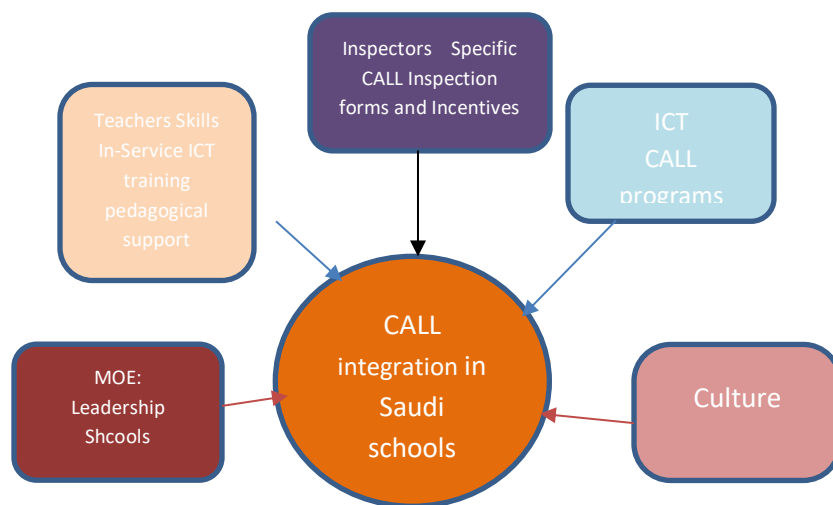Source: Integrating CALL in Saudi Schools: An emergent model
Author: Alresheed, Leask, & Raiker, 2015

Implementation of the proposed model will require several steps. The first is to provide specific plans and identify the organizational processes necessary to providing computers and software to schools. Second, Saudi Arabian educational policy makers need to be made aware of the

importance of coordinating training efforts to make them more accessible to teachers and allay their fears of being replaced by CALL. Third, teachers' pedagogical role in CALL environments needs to be re-focused away from being 'dispensers of knowledge' to being knowledge facilitators. Not only computer education but also pedagogical training is necessary to instill confidence in EFL teachers and motivate them toward incorporating CALL into their pedagogy. Culture is also one of the factors that should be addressed before integrating CALL.

The questions of the sixth study are:

1) Are Iranian EFL teachers' literate as far as CALL is concerned? 2) Are Iranian EFL teachers literate considering online interactions (CMC tools)? 3) Are Iranian EFL teachers literate with respect to handling online information? 4) Are Iranian EFL teachers literate with reference to multimedia literacy? 5) Are Iranian EFL teachers' literate as far as basic computer knowledge is concerned? 6) Does gender of Iranian EFL teachers signify any difference in their CALL literacy? 7) Does academic degree of Iranian EFL teachers show any relationship with their CALL literacy? 8) Does teaching experience of Iranian EFL teachers have any relationship with their CALL literacy?

The target population of this study was Iranian high school EFL teachers. They were randomly selected from among different schools including state and non-state schools, those run by boards of trustees and the ones affiliated to universities. The size of the sample in this inquiry reached 140 English teachers. They came from a range of teaching experience as well as different academic degrees. The process of delivering the questionnaire to the participants and receiving their feedback lasted months (Sep. Dec. 2015).

When the data were gathered both via emails and hard copies of the questionnaire, the analysis was initiated by feeding the data into SPSS 22. In so doing, both descriptive and inferential statistics were applied. As to the former, measures of central tendency (i.e., median, and mean) and measures of variability (standard deviation) were computed. As to the latter, independent t-test, correlation and Chi-square were worked out. The results of the analysis are presented in the subsequent section.

The conclusion of this study is in a nutshell, Iranian EFL teachers were found to be moderately literate with reference to CALL. Nonetheless, some aspects of their literacy does require amelioration, especially the area of CMC tools. Further, no significant difference was reported for the teachers' CALL literacy and gender. The same result held true for Iranian EFL teachers' CALL literacy and their teaching experience. As to the teachers' degree and its relationship with CALL literacy, it was found that post graduate teachers make more utilization of ICT. In accord with the findings of the current inquiry, as the result of exigencies of the new digital world, EFL teachers in Iranian educational system are highly recommended to boost their knowledge on applying CALL facilities in their career and particularly diverse online platforms and networks that can make teaching English more intriguing and effective.

CHAPTER II: METHOD

Settings and Participants

The sample selected for this study was 20 Ecuadorian secondary school EFL teachers. The teachers had from 1 to 17 years of teaching experience and a range in age from 27 to 51 years old. Not all teachers had a third level degree in Teaching. One of them was a Countable Engineer title and other was a Tourism Teacher, however they are working as EFL teachers in the rural area. The teachers work in different institutions in Carchi and Imbabura province in the urban and rural sector. The survey and the interviews were applied to teachers working in public and private institutions, 10 (5 female, and 5 male) working in private institutions, and 10 (5 female and 5 male) working in private institutions. The surveys were applied to the whole sample teachers, whereas the six interviews were responded by 6 teachers of the same sample; three of them work in public institutions and the other three teachers work in private schools.

Procedures

After reviewing the different studies related to ICT use in EFL teaching, it was possible to carry out the present research. Fortunately, today there are a lot of governments and investigators interested in developing the ICT use in the educational areas. Document review has been used as a secondary research method for investigation of the research problem. The review considers and examines the literature produced over the last five years (2012 to 2017). The review will systematically ignore research literature produced before 2012 in a 95%. The reviewed considered material related from different countries related with the ICT use in EFL classrooms. The literature review also includes studies from countries such as United States, Iran, Turkey, China, Indonesia and Saudi Arabia which have almost the same kind of problems on ICT use.

A survey was designed in English in order to be applied to EFL teachers, because all participants were known to have a high level of language proficiency. This survey was applied to 20 Ecuadorian high school EFL teachers to gather data needed for realizing the study. The survey contained two parts; the first part containing 18 statements that intent discover the barriers EFL teachers find in implementing ICT use in their EFL classes, and the second part with 17 statements proposed to know the EFL teachers´ characteristics that influence the use of ICT in their classrooms. Each item should be respondent based on a 5-point Likert scale (from STRONGLY AGREE, AGREE, DESAGREE, and STRONGLY DESAGREE). EFL Teachers´ personal characteristics such as gender, age, and teaching experience were also included at the beginning of the survey. The survey was administered to the Ecuadorian high school teachers in the institutions where they work, during October and November, 2017. The demographic variables for this study were discrete data, nominal and ordinal. Therefore, descriptive statistics was utilized to run for frequencies and percentages.

In order to reinforce the teachers´ perceived ICT use in EFL classes, an interview was also realized in English. Before conducting the interview, the interviewees had been informed about the objective of this study. This interview was carried out from October and November 2017. Besides it was applied after the survey was administrated. The interview contained eight open-ended questions asking different topics about the use and importance on ICT use in EFL classes, factors such as psychological, personal, etc., considerate as barriers to use ICT in EFL classes, factors such as psychological, personal, etc., which are related to teacher´s characteristics that have a positive influence on ICT use, advantages and disadvantages of using ICT in EFL teaching, and considerations about who uses more frequently ICT in EFL classes, male or female

teachers. This interview was applied to six out of twenty EFL teachers. Three of them were teachers working in public schools and three working in private schools.

When both, the survey and the interview were completed, similar tables to the surveys were realized to tabulate the data collection. These tables contained the frequency of the teachers´ responses and its percentage. The data obtained were analyzed by descriptive qualitative analysis. In order to gain valid and reliable data, the triangulation was needed. The data were analyzed and interpreted based on the information from the survey and the interview.

Data surveys were analyzed using the Basic Statistical in order to obtain the frequency percentages for each statement and parameter. Parametric analysis was used for the analysis of the results. For scrutinizing the frequency of the results, the three highest results were considerate in each parameter. When some statements with the same frequency were found, all statements with that frequency were considered.

The responses found in the interviews were analyzed taking into account the teacher´s responses. To analyze the interviews, this study employed a methodology that is qualitative in nature; seeking teachers´ voices toward the importance and integration of ICT in EFL classes. It was considered as the most appropriate strategy to elicit more real responses.

The aim of this study was to determine the use of ICT teaching in EFL classes. In the present research, with the purpose of identifying the barriers in ICT use in EFL classroom, the following questions were used:

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

This question is aimed at identifying which are the barriers that EFL teachers consider an obstacle to use ICT in their EFL classes.

1. Which factor regarding teachers´ characteristics does influence the most on teachers to use ICT in their classroom?

This question is aimed at identifying which teachers´ characteristics influence the most on teachers to use ICT in their EFL lessons.

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

This question investigates if ICT use is perceived in different way by male and female EFL teachers.

The findings of this questions let us to know the Ecuadorian teachers´ perceptions about the ICT use in their EFL teaching-learning process. Additionally, this research allowed establishing some conclusions and recommendation about the ICT use in EFL classrooms.

CHAPTER III: RESULTS AND DISCUSSION

Description, Analysis, and Interpretation of Results

This research reports a case study of 20 Ecuadorian high schools EFL teachers´ use of ICT in teaching English to second language learners. The teachers had from 1 to 17 years of teaching experience and a range in age from 27 to 51 years. The survey and the interviews were applied to teachers in The Carchi and Imbabura Province, in the rural and urban area. The data collection method includes 20 EFL teachers; 10 working in public institutions and 10 working in private institutions. From the ten teachers working in public and private institutions, 5 are male and 5 are female. Teachers` surveys and six interviews made to some of the same teachers; three of them working in public institutions and three working in private schools.

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

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

No.	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO ANSWER
		%	%	%	%	
1	I feel insecure about my ability to use ICT as a resource to teach.	1 (5%)	6 (30%)	9 (45%)	4 (20%)	
2	I do not think I would be able to learn how to use ICT in my classroom.		3 (15%)	8 (40%)	9 (45%)	
3	I am afraid that if I begin to use ICT, I will become dependent upon them.		2 (10%)	11 (55%)	7 (35%)	
4	I dislike working with machines that are smarter than I am		1 (5%)	11 (55%)	8 (40%)	
5	I feel apprehensive about using ICT.		3 (15%)	10 (50%)	7 (35%)	

#	Statement					
6	I have difficulty in understanding the technical aspects of ICT.		5 (25%)	7 (40%)	8 (40%)	
7	It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key.		4 (20%)	9 (45%)	7 (35%)	
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.	1 (5%)	4 (20%)	8 (40%)	7 (35%)	
9	You have to be master to understand how to use ICT	1 (5%)	2 (10%)	14 (70%)	3 (15%)	1 (5%)
10	I have avoided ICT use because they are unfamiliar.		4 (20%)	10 (50%)	5 (25%)	
11	I have not attended any ICT training courses	1 (5%)	2 (10%)	14 (70%)	3 (15%)	
12	I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me.		4 (20%)	11 (55%)	4 (20%)	1 (5%)
13	I am not interested in attending any ICT course		1 (5%)	15 (75%)	4 (20%)	
14	I do not how to use any ICT resource	1 (5%)	2 (10%)	11 (55%)	6 (30%)	
15	I do not use any ICT resource in class because I think that ICT are not necessary to teach English	1 (5%)	1 (5%)	13 (65%)	5 (25%)	
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.	1 (5%)	3 (15%)	11 (55%)	5 (25%)	
17	I think that age is factor that determine the ICT use in class		4 (20%)	8 (40%)	7 (35%)	1 (5%)
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.	4 (20%)	3 (15%)	10 (50%)	3 (15%)	

= 20

It can be observed that the statement: *In my opinion younger teachers are more skillful to use*

ICT than the older ones is the response in which 4 teachers (20%) find the most common barrier

for using technology in teaching a second language. The 4 teachers consider that age plays an important role in learning to use new technology. It could be because younger teachers grew with this ICT and it is easier for them to use it. There are some statements that have been considered as barriers in teaching EFL. These are: *I feel insecure about my ability to use ICT as a resource to teach*, 1 (5%); *I hesitate to use ICT for fear of making mistakes that I cannot correct*, 1 (5%); *You have to be maser to understand how to use ICT*, 1 (5%); *I have no attended any ICT training courses*, 1 (5%); *I do not know how to use any ICT resource*, 1 (5%); *I do not use any ICT resource in class because I think that ICT are not necessary to teach English,* 1 (5%); *I prefer do not to use ICT because my teaching experience is the most crucial factor in teaching process,* 1 (5%). Even there is a low percentage of these barriers, it is considered as a barrier in teaching English as a foreign language. Findings based on the table shows that there are few teachers that find barriers in using ICT in teaching EFL classes. The other statements were not considerate as barriers in because they have a percentage of 0%. In the other hand the interviews do not reveal any response in which teachers find barriers in using ICT in the process of teaching-learning.

With reference to the second parameter AGREE, as the table 1 illustrates, the statement *I feel insecure about my ability to use ICT as a resource to teach,* has the most high frequency with 6 teachers (30%) who consider that their insecurity about their ability to use technological equipment is a barrier that does not permit them to use ICT in their English classes. As it is mentioned above, the research was realized in the urban and rural area and in different institutions and the most of the teachers do not have access to the Internet or technology and the institutions where they work do not count with the necessary equipment to perform the use of technology. Another parameter that has a high percentage is: *I have difficulty in understanding the technical aspects of ICT* with 5 teachers (25%) who consider not having an enough knowledge about technology. Moreover, there are some items that have gotten the same frequency in the results 4 (20%) which teachers consider as barriers in using technology: *It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key; I hesitate to use ICT for*

fear of making mistakes that I cannot correct; I have avoided IT use because they are unfamiliar; I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me, and *I think that age is factor that determine the ICT use in class.* These factors, although in a lower percentage, are also considerate as obstacles which inhibit the use of new technological processes in the class.

However, this table indicates that the most of them 15 (75%) DESAGREE with the fact *I am not interested in attending any ICT course,* what demonstrates that teachers are interested in know and apply ICT in their classes. 14 (70%) of them also disagree in: *You have to be master to understand how to use ICT,* and another 14 (70%) disagree   in: *I have not attended any ICT training courses.*

Table 1 presents those teachers STRONGLY DESAGREE with the following items: 9 (45%) *I do not think I would be able to learn how to use ICT in my classroom.* 8 (40%) two statements: *I dislike working with machines that are smarter than I am, and I have difficulty in understanding the technical aspects of ICT.*

Then, the results that offerings table 1revels that the aspect related to the teacher characteristics considered as a barrier in using ITC is the **age**. 4 of them strongly agree that it is a barrier to use technology in English classroom and 4 of them agree with that age is a factor that determines the ICT use in class. However, most of them consider that ICT is a useful tool in class. As Rahimi, M. (2011) says: "The sheer presence of technological tools in teaching and learning has opened up a whole new world of investigation into the issue of teaching effectiveness".

Which factor regarding 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.	6 (30%)	10 (50%)	4 (20%)		
2	I am confident that I can learn technological skills.	8 (40%)	9 (45%)	2 (10%)	1 (5%)	
3	I feel motivated to use ICT in my class.	6 (30%)	11 (55%)	2 (10%)	1 (5%)	
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.	8 (40%)	11 (55%)	1 (5%)		
5	I am sure that with time and practice I will be as comfortable working with ICT.	9 (45%)	9 (45%)	2 (10%)		
6	I feel that I will be able to keep up with the advances happening in the ICT field.	7 (35%)	11 (55%)	2 (10%)		
7	If given the opportunity, I would like to learn about and use ICT.	9 (45%)	9 (45%)	2 (10%)		
8	I think that ICT are necessary tools in educational settings.	12 (60%)	6 (30%)	1 (5%)		
9	I like to use ICT because they help me to innovate my teaching methodology.	13 (65%)	5 (25%)	2 (10%)		
10	ICT help me to motivate my students to learn English.	12 (60%)	4 (20%)	3 (15%)		
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.	7 (35%)	11 (55%)	1 (5%)		
12	When I have any technical problem with ICT, I do not feel frustrated.	5 (25%)	9 (45%)	5 (25%)		
13	Age is not an obstacle to learn about and use ICT in my classes.	9 (45%	7 (35%)	2 (10%)	2 (10%)	
14	I know a lot about ICT use because I have attended some ICT training courses	6 (30%)	9 (45%)	4 (20%)	1 (5%)	
15	I have learned to use ICT resources by myself	10 (50%)	6 (30%)	4 (20%)		
16	I think ICT has a positive impact on teaching process	11 (55%)	9 (45%)			
17	ICT use has more advantages than disadvantages in EFL teaching	13 (65%)	6 (30%)	1 (5%)		

=20

Source: Ecuadorian High School EFL teachers
Author: María Edminda Urresta González

In this questions teachers have scored a percentage of 65% (13 teachers) who STRONGLY AGREE with the statement *I like to use ICT because they help me to innovate my teaching methodology.* They consider that ICT help them to improve the methodology strategies in the English class. Peakock (2013) "...because just as technologies have begun to change the way that English is learned in the classroom, even bigger changes seem to be taking place outside". Besides another statement with equal frequency is *ICT use has more advantages than disadvantages in EFL teaching.* Teachers consider that technology is always changing and improving the way of teaching-learning. In this table you can also see that two items have reached the same frequency for using ICT in classes, they are *I think that ICT is necessary tools in educational setting,* and *ICT help me to motivate my students to learn English,* both with 12 respondents (60%), and, *I think ICT has a positive impact on teaching process,* 11 teachers (55%). The results of this parameter reveal that teachers are interested in using ICT in their classes because they find it helps students learn in a real and practical way. These results are reinforced in the interviews. One of the teachers interviewed says: "It awakes the students` interest in learning English". Another said "The class is more dynamic and students are not bored". Other told "ICT helps student understand and practice the new knowledge".

Similar results are shown in the parameter AGREE, 11 (55%) *I feel motivated to use ICT in my classes.* The same 55% agree with*: Learning to use ICT is like learning any new skill –the more you practice, the better you become.* Another factor that 55% of respondents agree is*: I feel that I will be able to keep up with the advances happening in the ICT field,* and the last factor that 55% of the teachers agree is*: If I had any technical problem with ICT during my class, I would continue doing the planned activities.*

Contradictory with these 5 (25%) DESAGREE with: *When I have any technical problem with ICT, I do not feel frustrated,* 4 (20%) disagree that *I know a lot about ICT use because I have attended some ICT training courses;* and 4 (20%) disagree with the factor that: *I have learned to use ICT resources by myself,* what demonstrates that they have attended any training courses to improve his skills in using ITC.

The parameter STRONGLY DESAGREE has reduced acceptance. Because of due to this reason the above mentioned parameter is not taken into account.

As results of this table, the factor regarding teachers' characteristics that influence the most on teachers to use ICT in their classroom is that the use of ICT has more advantages than disadvantages in EFL teaching and it helps them to hence the innovate the teaching methodology.

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

Table 3: ICT use perceived by EFL teachers in relation to their gender.

N°	STATEMENT	STRONGLY AGREE				AGREE				DISAGREE				STRONGLY DISAGREE				NO ANSWER			
		M		F		M		F		M		F		M		F		M		F	
		F	%	f	%	f	%	f	%	F	%	f	%	F	%	f	%	F	%	f	%
1	I feel insecure about my ability to use ICT as a resource to teach.	1	10%			20	10%	4	400%	6	60%	3	30%	1	10%	3	30%				
2	I do not think I would be able to learn how to use ICT in my classroom.			1	10%	1	10%	2	20%	4	40%	4	40%	5	50%	3	30%				
3	I am afraid that if I begin to use ICT, I will become dependent upon them.					1	10%	1	10%	5	50%	6	60%	4	40%	3	30%				
4	I dislike working with machines that are smarter than I am					1	10%			6	60%	5	50%	3	30%	5	50%				
5	I feel apprehensive about using ICT.					1	10%	2	20%	7	70%	3	30%	2	20%	5	50%				
6	I have difficulty in understanding the technical aspects of ICT.					4	40%	1	10%	3	30%	4	40%	3	30%	5	50%				
7	It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key.					2	20%	2	20%	6	60%	3	30%	2	20%	5	50%				

#	Statement	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
8	I hesitate to use ICT for fear of making mistakes that I cannot correct.			1	10%	3	30%	1	10%	7	70%	3	30%			5	50%				
9	You have to be master to understand how to use ICT			1	10%			2	20%	10	100%	5	50%			1	10%				
10	I have avoided ICT use because they are unfamiliar.					2	20%	2	20%	8	80%	4	40%			3	30%			1	10%
11	I have not attended any ICT training courses			1	10%	2	20%			8	80%	7	70%			2	20%				
12	I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me.					1	10%	4	40%	8	80%	3	30%			3	30%	1	10%		
13	I am not interested in attending any ICT course					1	10%			9	90%	6	60%			4	40%				
14	I do not how to use any ICT Resource	1	10%			1	10%	1	10%	8	80%	4	40%			5	50%				
15	I do not use any ICT resource in class because I think that ICT are not necessary to teach English	1	10%			1	10%	1	10%	8	80%	5	50%			4	40%				
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.			1	10%	2	20%	1	10%	7	70%	5	50%	1	10%	3	30%				
17	I think that age is factor that determine the ICT use in class.			1	10%	2	20%	1	10%	8	80%	5	50%			3	30%				
18	In my opinion younger teachers are more skillful to use ICT than the older ones.	1	10%	3	30%	1	10%	2	20%	6	60%	4	40%	2	20%	1	10%				

=20

Source: Ecuadorian High School EFL teachers
Author: María Edminda Urresta González

Regarding the question No. 3, How is the ICT use perceived by EFL teachers in relation to their gender?, table 3 shows that 10% of male teachers STRONGLY AGREE that the barriers in using ICT are: *I feel insecure about my ability to use ICT as a resource to teach, I do not know how to use any ICT resource, I do not use any ICT resource in class because I think that ICT are not necessary to teach English,* and *In my opinion, younger teachers are more skillful to use ICT than the older ones.* In the other hand, so we can see that 10% of female teachers STRONGLY AGREE that the barriers of using technology in their classes are: *I hesitate to use ICT for fear of making mistakes that I cannot correct, You have to be master to understand how to use ICT, I have not attended any ICT training courses, I prefer not to use ICT resources because my*

teaching experience is the most crucial factor in teaching process. However 30% of female teachers are STRONGLY AGREE with: *In my opinion, younger teachers are more skillful to use ICT than the older ones* contrary to the 10% of male teachers. Are few the male and female teachers that consider no using ICT in EFL teaching? No one of male and female teachers agree with the same factors. However 10% of male teachers and 30% of female ones strongly agree in that age is an important factor in using technology.

Regarding the parameter AGREE, male and female are contradictory, while 40% of male teachers feel that *I have difficulty in understanding the technical aspects of ICT,* and 30% considers as a barrier *I hesitate to use ICT for fear of making mistakes that I cannot correct;* 40% of female teachers have found this item as a barrier *I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me* and 30% believe that *I think that age is factor that determine the ICT use in class.*

The findings of this table show that 4 male teachers have difficulty in understanding the technical aspects of using ICT and 3 male teachers hesitate to use ICT for fear of making mistakes. Unlike, 4 female teachers consider that even they have attended training courses; they do not use ICT because its use intimidates them, and 3 female teachers think that age is an important factor in ICT use in English classes. As result male teachers do not use ICT because they do not understand its use and hesitate to use ICT for fear. On the other hand female teachers have been worried about receiving training courses, but they ICT intimidate to them and 3 of them consider age as a mean factor in using ICT in EFL classes. Teachers interviewed do not consider the factors above as barriers in using ICT.

Table 3 indicates that 50% of female teachers STRONGLY DESAGREE with *I dislike working with machines that are smarter than I am, I feel apprehensive about using ICT, I have difficulty*

in understanding the technical aspects of ICT, It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key, I hesitate to use ICT for fear of making mistakes that I cannot correct, and I do not know how to use any ICT resource, contrary with the 50% of male teachers who TRONGLY DESAGREE in *I do not think I would be able to learn how to use ICT in my classroom,* and 40% *I am afraid that if I begin to use ICT, I will become dependent upon them,* and 30% of male teachers who disagree with: *I dislike working with machines that are smarter than I am*, and *I have difficulty in understanding the technical aspects of ICT.*

This table also presents the following information: 70% of female teachers DESAGREE with: *I have not attended any ICT training courses;* 60%, *I am afraid that if I begin to use ICT, I will become dependent upon them,* and *I am not interested in attending any ICT course.* As we can see on the table, 100% of male teachers DESAGREE with: *You have to be master to understand how to use ICT, 90% I am not interested in attending any ICT course,* and 80% *I have not attended any* ICT *training courses, I have avoided ICT use because they are unfamiliar, I have attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate to me, I do not know how to use any ICT resource, I do not use any ICT resource in class because I think that ICT are not necessary to teach English,* and *I think that age is factor that determine the ICT use in class.*

The results of the research on the table 3 indicate that the most of male and female teachers are not worried about handing ICT in their EFL classes. Both, male and female have not attended any ICT training; nevertheless they are familiar with ICT use. Then, the teacher´s psychology characteristics fall within the normal parameters. Besides 100% of male and 60% of female teachers consider that they do not need to be master to use ICT in their classes. As well 30% of

female teachers strongly disagree and 50% disagree, and 80% of male teachers disagree in that age is main factor that determine ICT use in class.

The interviews reinforce these findings, one of the male teachers says "Nowadays teachers have to consider ICT as an important tool in the teaching-learning process, and a female teacher says: "Because through ICT teachers can motivate the students. They have the opportunity of watching videos, listening the correct pronunciation and in this way, learn in a best way".

Table 4: ICT use perceived by EFL teachers in relation to their gender

N°	STATEMENT	STRONGLY AGREE				AGREE				DISAGREE				STRONGLY DISAGREE				NO ANSWER			
		M		F		M		F		M		F		M		F		M		F	
		F	%	F	%	F	%	F	%	F	%	f	%	f	%	F	%	F	%	f	%
1	The challenge of learning about ICT use is exciting.	2	20%	4	40%	5	50%	5	50%	3	30%	1	10%								
2	I am confident that I can learn technological skills.	3	30%	4	40%	4	40%	6	60%	2	20%					1	10%				
3	I feel motivated to use ICT in my class.	2	20%	4	40%	6	60%	5	50%	2	20%	1	10%								
4	Learning to use ICT is like learning any new skill – the more you practice, the better you become.	3	30%	5	50%	6	30%	5	50%	1	10%										
5	I am sure that with time and practice I will be as comfortable working with ICT.	3	30%	6	60%	5	50%	3	30%	2	20%	1	10%								
6	I feel that I will be able to keep up with the advances happening in the ICT field.	4	40%	3	30%	4	40%	7	70%	2	20%										
7	If given the opportunity, I would like to learn about and use ICT.	4	40%	5	50%	5	50%	4	40%	1	10%	1	10%								
8	I think that ICT are necessary tools in educational settings.	5	50%	7	70%	3	30%	3	30%	1	10%					1	10%				
9	I like to use ICT because they help me to innovate my teaching methodology.	6	60%	7	70&	2	20%	3	30%	2	20%										
10	ICT help me to motivate my students to learn English.	5	50%	7	70%	3	30%	1	10%	1	10%	2	20%	1	5%						
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.	4	40%	3	30%	4	40%	7	70%	1	10%							1	10%		
12	When I have any technical problem with ICT, I do not feel frustrated.	2	20%	3	30%	6	60%	3	30%	2	20%	3	30%			1	10%				

#	Item																				
13	Age is not an obstacle to learn about and use ICT in my classes.	6	60%	3	30%	3	30%	4	40%	1	10%	1	10%			2	20%				
14	I know a lot about ICT use because I have attended some ICT training courses	4	40%	3	30%	5	50%	4	40%	1	10%	2	20%								
15	I have learned to use ICT resources by myself.	5	50%	5	50%	3	30%	3	30%	2	20%	2	20%								
16	I think ICT has a positive impact on teaching process	6	60%	5	50%	4	40%	5	50%												
17	ICT use has more advantages than disadvantages in EFL teaching.	7	70%	6	60%	2	20%	4	40%	1	10%										

=20

Source: Ecuadorian High School EFL teachers
Author: María Edminda Urresta González

Table 4 shows the following information: 70% of female teachers STRONGLY AGREE with the item: *I think that ICT are necessary tools in educational settings, I like to use ICT because they help me to innovate my teaching methodology* and *ICT help me to motivate my students to learn English.* A great percentage of women think that ICT is a necessary tool to be used in the teaching-learning process. On the other hand, 70% of male teachers are STRONGLY AGREE with *ICT use has more advantages than disadvantages in EFL teaching, 60% of them,* similar to women chose *I like to use ICT because they help me to innovate my teaching methodology. 60%, Age is not an obstacle to learn about and use ICT in my classes;* and *60%, I think ICT has a positive impact on teaching process.*

On the same table, findings indicate that 70% of female AGREE with, *I feel that I will be able to keep up with the advances happening in the ICT field, 70% agree too with: If I had any technical problem with ICT during my class, I would continue doing the planned activities, and 60% agree, I am confident that I can learn technological skills.* In comparison 60% of men AGREE with: *I feel motivated to use ICT in my class, learning to use ICT is like learning any new skill –the more you practice, the better you become* and *When I have any technical problem with ICT, I do not feel frustrated.*

The percentage of teachers that disagree with these statements are: 30% of female DESAGREE with *When I have any technical problem with ICT, I do not feel frustrated,* 20%, *ICT help me to motivate my students to learn English,* and 20% *I know a lot about ICT use because I have attended some ICT training courses,* and *I have learned to use ICT resources by myself.* Unlike these, 30% of male teachers DESAGREE with: *The challenge of learning about ICT use is exciting,* and 20% DESAGREE with: *I am confident that I can learn technological skills, I fell motivated to use ICT in my class, I am sure that with time and practice I will be as comfortable working, I feel that I will be able to keep up with the advances happening in the ICT field, I like to use ICT because they help me to innovate my teaching methodology, When I have any technical problem with ICT, I do not feel frustrated,* and *I have learned to use ICT resources by myself.*

However, 20% of female teachers STRONGLY DESAGREE with: *Age is not an obstacle to learn about and use ICT in my classes,* and 10%: *When I have any technical problem with ICT, I do not feel frustrated.* On contrary, 10% male teachers STRONLGLY DESAGREE with *I am confident that I can learn technological skills, I think that ICT are necessary tools in educational settings,* and *ICT help me to motivate my students to learn English.*

This table corroborates the results in the tables above. The most of female (70%) and male (60%) strongly agree that *ICT helps them to innovate their teaching methodology.* Nevertheless, 60% of male teachers strongly agree with *age is not an obstacle to learn about and use ICT in my classes;* while only 30% of female teachers strongly agree with this statement. Then, according with these results male teachers more than male teachers consider that age is not an obstacle in learning technology skills, while female teachers consider age is a main factor in learning technology skills. Another aspect that male and female teachers do not get the same percentage

is: 70% of female teachers, in contrast with 40% of male teachers that agree with that they will be able to keep up with the advances happening in the ICT field. In other words, the research shows that women are more confident in their ability to keep up with the ICT advances.   Another statement in which there is no the same percentage is: *when I have any technical problem with ICT, I do not feel frustrated.* 60% of male teachers in contrast to only 30% of female teachers who agree with this statement. It could be due to the anxiety that is a psychological characteristic associated with femininity, in some cultures computer is considered as a male domain, Rahim (2011).

CONCLUSIONS

It is clear from the results on the tables presented in this research, that the most of EFL teachers sampled for this study think that today ICT use is a necessary tool that should be used in EFL classes in order to facilitate and improve the teaching-learning process. However, it does not depend on only of the teachers´ attitude; it is a problem that should be dealt by the government and institutional authorities.

The results of this study also show the positive attitude of the most of teachers for improving their knowledge, if they do not have, about ICT use in their classes. They reflect that with the use of ICT in their English classes, they can do students´ learning fun, more real and practical learning to enhance the four language skills.

This research also shows that the main barriers in using ICT in EFL classes is the insecurity that teachers feel in using ICT in their classes, even they have attended some training courses because their schools do not count with the adequate equipment to achieve this goal.

Another barrier found out and outlined in this study is the age. Some teachers consider that it plays an important role in using technology in EFL classes. They believe that younger teachers are more skillful to use ICT than older teachers. In fact, the results show that younger teachers are more skillfully in driving with ICT into classroom.

Referring to gender, the present study indicates that male and female teachers have similar point of view regarding the use of ICT in EFL classes. Nevertheless, the results show that female teachers (30%) consider that age is an important factor in using ICT in EFL classes in contrast to 10% of male teachers.

RECOMMENDATIONS

Nowadays technology is an important tool that must be used every day in EFL classes. However, the authorities in the institutions and indeed government should pay attention to the rural areas where the Internet and corresponding equipment are inaccessible, and look for the way of providing the educational institution with the necessary tools for improving the English learning.

Teachers should continue developing their technology management in order to maintain the interest of the students and involve them in their lessons. Teaching-learning process should be dynamic. For achieve this goal, ICT use in classes is necessary, the use of internet applications, communication with other people across the globe should be introduced to English lessons.

 Teachers should also become familiar with the advantages of using internet apps in language classes; but trainings, motivations and encouragement should be given to the teachers in order to avoid their hesitancy in adopting ICT use into their classes. It is recommendable that teachers reluctant to accept technological changes should switch their minds to adapt them to the new technological process in their classes.

Although a few EFL teachers consider age as a barrier for implementing ICT use in teaching, it is recommendable that older teachers also integrate ICT use in EFL classes. Humans never stop learning and learning stops only when we want it happen. Teachers should keep up to day with the technological advances without taking in account the teachers or learners´ age. In this context, either gender should not be an obstacle to learn new technology strategies in teaching-learning process. Man and women have the same capacity of teaching and learning. Hence, it is

recommendable that both, male and female teacher use the technology into the classroom in order to enhance the communication in an environment where technology is playing an important role in education.

REFERENCES

Alresheed, S., Leask, M. & Raiker, A. (2015). Integrating Computer-Assisted Language Learning in Saudi Schools: A change model. *TOJET: The Turkish Online Journal of Educational Technology, Vol. 14, issue 4,* 69-77. Retrieved from http://files.eric.ed.gov/fulltext/EJ1077629.pdf

Baturay, M.H., Gökçearslan, Ş. and Ke, F. (2017) 'The relationship among pre-service teachers' computer competence, attitude towards computer-assisted education, and intention of technology acceptance', *Int. J. Technology Enhanced Learning*, Vol. 9, No. 1, pp.1–13.

Cartelli, A. (2013). *Fostering 21st Century Digital Literacy and Technical Competency.* United States of America, Information Science Reference (an imprint of IGI Global).

Chin, H.L., Zhang, D., & Zheng, B. (2017). *Preparing Foreign Language Teachers for Next-Generation Education.* United States of America: Information Science Reference (an imprint of IGL Global).

Gilakjani, A.P. (2017). A Review of the Literature on the Integration of Technology into the Learning and Teaching of English Language Skills. *International Journal of English Linguistics, Vol. 7, No. 5,* 95-106. Retrieved from: http://doi.org/10.5539/ijel.v7n5p95

Goodwin, A. L., Low, E., Ng, P., Yeung, A. S., & Cai, L. (2015). Enhancing Playful Teachers' Perception of The Importance of ICT Use In The Classroom: The Role of Risk Taking As A Mediator. *Australian Journal of Teacher Education*, *vol. 40(4),* 133-150.

Hennessy, S., Harrison, D., & Wamakote, L.(2010). Teacher Factors Influencing Classroom Use of ICT in Sub-Saharan Africa. *Itupale Onlie Journal of African Studies, 2(2010). ISSN2043-6165*

Hoang, D., & Thi, N. (2014). An exploratory study of ICT use in English Language Learning among EFL University students. Teaching English with Technology, 14(4), 32-46. Retrieved from http://www.tewtjournal.org

Jamalvandi, B., Sadeghi, Hossein & Soleimani, H. (2017). Computer Assisted Language Learning and EFL Teachers´ Literacy: A Case in Iran. *International Journal of English Linguistics, Vol. 7, No.1,* 201-214 DOI: 10.5539/ijel.v7n1p201

Kamei, M. (2016). *Translation of ICT for Education towards a Knowledge Society*. Hamburg, Anchor Academic Publishing.

Kaware, S., & Sain, S. (2015). ICT Application in Education: An Overview. *International Journal of Multidisciplinary Approach and Studies*, *Volume 02. No.1, 25-32.*

Kinematsu, H., Barry, D. (2016). *SISTEM and ICT Education in Intelligent Environments*. Springer Cham Heidelberg New York Dordrecht London.

Lailiyah, M & Bambang Y.C. (2017). Indonesian EFL Teachers' Self-Efficacy towards Technology Integration (SETI) and Their Use of Technology in EFL Teaching. *Studies in English Language Teaching, Vol. 5, No. 2,* 344-357. DOI: 10.22158/selt.v5n2p344

Lailiyah, M. & Cahyono, B. Y. (2017). Indonesian EFL Teachers´Self-Efficacy towards Technology: Integration (SETI) and Their Use of Technology in EFL Teaching. *Studies in English Language Teaching,* Vol.5, No. 2, 344-356.

Lauran, J., Naddzri, F., Baharen, K., Rom, M. and Jain, J. (2016). The Importance of Information and Communication Technology in English Learning: Indigenous Students´ Perspectives. *Malaysian Journal of Distance Education, 18(1), 87-101.*

Liu,H., Lin, C.H., Zang, D. & Zheng, B. (2017). Chinese Language Teachers´Perceptions of Technology and Intructional Use of Technology: A Path Analysis. *Journa of Educational Computing Research.*

Lloyd, Margaret (2005). *Towards a definition of the integration of ICT in the classroom*. In AARE 2005, AARE, Eds. Proceedings AARE '05 Education Research - Creative Dissent: Constructive Solutions, Parramatta, New South Wales.

Mahdi, H.S., & Al-Dera, A. S., (2013). The Impact of Teachers´Age, Gender and Experience on the Use of Information and Communication Technology in EFL Teaching. *English Language Teachin, Vol 6, No.6, ISSN 1946-4742,* 57-67.

Meenakshi. (May.-Jun. 2013). Importance of ICT in Education. *IOSR Journal of Research & Method in Education (IOSR-JRME). Volume 1, Issue 4*, 03-08.

Nikolopoulou, K. & Gialamas, V. (2016). Barriers to ICT use in High schools: Greek teachers´perceptions. *J. Comput. Educ., 3 (1),* 59-75.

Paraskeva, F., Bouta, H. & Pagagianni, A. (2006). Individual characteristics and computer self –efficacy in secondary education teachers to integrate technology in educational practice. *Computers & Education, 50(2008),* 1084-1091.

Poldoja, H.K., Valjataga, T., Laanpere, M. & Tammets, K. (2012). Web-based self- and peer- assessment of teachers´ digital competencies. *Springer Science Business Media, World Wide Web.*

Rahimi, M & Yadollani, S., (2011). ICT Use in EFL Classes: A Focus of EFL Teachers´Characteristics, *World Journal of English Language*, Vol. 1, No.2, 17-23.

Rahma, A.M., & Salah, T. (2014). *Using Technology in Foreign Language Teaching.* Gran Britain: Cambridge Scholars Publishing.

Reddy, V. L. & Moham, R.A. (2016). Technology Enabled Learning –Survey. *American Journal of Engineering Research (AJER), Vol. 5, Issue-12,* 313-317.

Solano, L., Cabrera, P., Ulehlova E., and Espinoza, V. (2017). Exploring the use of Educational Technology in EFL Teaching: A case study of Primary Education in the South Region of Ecuador. *Teaching English with Technology, 17(2),* 77-86. Retrieved from http://www.tewtjournal.org

Tondeur, J. Van de Velde, S., Vermeersch, H & Van Houtte, M.(2016). Gender Differences in teh ICT Profile of University Students: A Quantitative Analysis. *Digest, 01, book,* 57-77.

Tondeur, J., Scherer R., Siddiq, F & Baran, E. (2017). A comprehensive investigation of TPACK within pre-service teachers ̓ICT profiles: Mind the pag!. *Australasian Journal of Educational Technology, 33(3),* 46-58.

Wastiau, P., Blamire, R., Kearney, C, Quittre, V., Vand de Gaer, E. & Monseur, C. (2013). The Use of ICT in Education: a survey of schools in Europe. *European Journal of Education, Part I*, 25.

Yuang, Y., Shen, H. & Ewing, R. (2017). How Does Australian-Based Digital English Resource Stack Up? Chinese University EFL Teachers' Perceptions. *The Electronic Journal from English as a Second Language.Vol. 21, No.1,* 1-19. Retrieved from http://www.tesl-ej.org/pdf/ej81/a2.pdf

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

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	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 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					

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?

_____

_____

_____