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

TRABAJO DE TITULACIÓN

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De mi consideración:

El presente trabajo de titulación, *Ecuadorian private high school teachers' perceptions on ICT use in their EFL classes,* realizado por Jiménez Pinzón Lady Yessenia, ha sido orientado y revisado durante su ejecución, por lo tanto se aprueba la presentación del mismo.

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DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

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DEDICATION

Today I can see my goal achieved, so that, I dedicate this work to God and to the Virgin of Cisne for blessing and guiding me every day of my life, to my dear parents and brothers for instilling in me faith, work, honesty, courage and strength. Thanks to these values that helped me to achieved my goal of being a teacher and for my personal growth. I also dedicate this work to my dear children, who are my companionship, engine, strength and inspiration.

I dedicate this thesis to all my relatives who always encourage me in the most difficult times along my studies, they have been with me in the good and bad moments, I hope not to disappoint them.

Lady

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Lady

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ABSTRACT

This research study has as main goal to analyze the EFL teachers' perception of Ecuadorian private high schools regarding the use of Information Communication Technology (ICT) for the teaching of English as foreign language: The methodology of this study allows to descriptive analysis with a quantitative and qualitative approach. The techniques that were used to collect information were the survey and the interview, the survey was applied to 10 English teachers, 5 male and 5 female teachers of a private high school in Quito city in the province of Pichincha in Ecuador; while, the interviews were made to 6 teachers, 3 male and 3 female teachers.

The main results of this study indicate that teachers do not feel anxious when using ICT in EFL teaching because they have got training or have trained themselves in the use of ICT tools; a few teachers mention that age is a barrier for ICT use because elder teachers do not have the same ICT skills that younger teachers have.

Key words: Information and communications technologies (ICT), (ICT) tools-skills, EFL teaching, teachers' characteristics, barriers for the use of ICT.

RESUMEN

Este estudio de investigación tiene como principal objetivo analizar la percepción de los profesores de Inglés de colegios privados con respecto al uso de las Tecnologías de la Información y Comunicación (TIC) para la enseñanza de este idioma como lengua extranjera: La metodología de este estudio permitió un análisis descriptivo con un enfoque cuantitativo y cualitativo. Las técnicas que fueron usadas para la colección de la información fueron la encuesta y la entrevista, la encuesta fue aplicada a 10 profesores de Inglés, 5 hombres y 5 mujeres de un colegio privado de la ciudad de Quito, provincia de Pichincha en Ecuador; mientras que las entrevistas fueron realizadas a 6 docentes, 3 hombres y 3 mujeres.

Los principales resultados de este estudio indican que los profesores no se sienten ansiosos cuando usan las TIC en la enseñanza del idioma Inglés porque ellos han tenido capacitación o se han capacitado ellos mismos en el uso de las herramientas de las TIC; unos pocos docentes mencionan que la edad es una barrera para el uso de las TIC porque los docentes antiguos no tienen las mismas destrezas en las TIC que los profesores más jóvenes.

Palabras clave: Tecnologías de la Información y Comunicación (TIC), herramientas y destrezas de las TIC, Inglés como Lengua Extranjera, características de los docentes, barreras para el uso de las Tecnologías de la Información y Comunicación (TIC).

INTRODUCTION

The evolution of technology has brought innumerable changes to society, which has eased the development of human activities and has changed the way people do different things. The rapid advance of technology has brought new tools and devices that have also influenced the field of education and the development of the teaching-learning process; likewise, technology has provoked the changed of teachers and students' role in the classroom and the way of interacting among teachers, students, parents and community; consequently, the emergence of the new Information and Communication Technologies (ICT) have also changed the way of teaching and learning a second or foreign language. For that reason, it is necessary to find out research about the implications that ICT has in the teaching of English as foreign language. Regarding the implications that ICT has in the field of education, Salvador (2016) considers that ICT plays an important role in education in general but also in foreign language teaching in particular, he considers that ICT provides several opportunities for practicing English language skills.

In the context aforementioned, this research study has focused on the analysis of the Ecuadorian high school teachers´ perceptions on ICT use in their EFL classes: For the development of this study it was necessary to set the following research questions: Which aspects related to teachers' characteristics are considered by most of EFL teachers as barriers to use ICT in their classroom? Which factors regarding teachers' characteristics does influence the most on teachers to use ICT in their classroom? and finally, How is ICT use perceived by EFL teachers in relation to their gender?

Regarding teachers' perception on ICT use if EFL teaching, there are various related studies that have also researched about this topic in different parts of the world, which are important to review in order to have a better understanding of this research study and to see which were their findings.

Amah (2016) in his study researched about ICT use with the purpose of analyzing the applicability of ICT tools to ease English language teaching/learning amongst final year students in Anglophone secondary schools in Cameroon. The findings of the study reveal that ICTs are not employed in the Cameroon's school system; therefore, the implementation and use of ICT tools are recommended for assisting the teaching process of English language. Another study related to ICT use and language teaching was developed by Mafuraga and Moremi (2017) with the purpose of exploring the opportunities and challenges faced by EFL

teachers and students when using ICT; the participants were fifty five teachers in eleven Junior Secondary Schools of Gaborone in Botswana, the results showed that most of teachers are aware that ICT helps the teaching of English language; besides, teachers are interested in ICT training to improve their methodology. On the other hand, Hoang & Thi (2014) intended to study not only teachers' attitudes towards ICT use but also the frequency of ICT use and the perception and expectation among EFL students; the findings of this study conclude that the participants spent more time using ICT for private purposes than for teaching or learning the English language; however, most of them have positive attitudes regarding ICT use.

In addition, it is important to mention that this research work contribute to the education field and the teaching of English as a foreign language, and it can be used for other researchers, educational authorities and teachers who are interested in ICT tools for language teaching because its findings will allow all of them to have a better understanding of ICT, the teachers' perceptions regarding ICT use and the implementation of ICT in the development of the teaching process of a language.

Finally, it is imperative to indicate that this research work has the limitation of being applied to teachers of only private Ecuadorian high schools; therefore, it will be interesting to know the opinion of teachers of public high schools in order to have a wider view and judgment regarding the researched topic of this study.

CHAPTER I
LITERATURE REVIEW

This chapter covers the theoretical fundaments to support scientifically the present research study which is related to ICT use in EFL teaching, teachers and ICT use and the teachers' characteristics that influence the use of ICT in the language classroom, this information has been gotten from textbooks, scientific journals and several specialized web pages.

ICT Use in EFL teaching.
   Definition

According to Lloyd (2005), the acronym ICT means Information and Communication Technology or alternatively Information and Communications Technology; the word "communication" in singular is concerned with human interaction, while the plural form of that word in generally denotes the whole field of data communications infrastructure.

On the other hand, Sarkar (2012) defines ICT as all sort of technological tools, which are useful for communicating, producing, sharing, collecting and managing information. Likewise, Amah (2016) states that ICT include any device that can store, retrieve, manipulate, transmit or receive information electronically in a digital form. These include personal computers, digital television, email, robots, etc.

In addition, Toomey (2001) define ICT as those technologies that are used for accessing, gathering, manipulating and presenting or communicating information. These technologies include hardware (e.g. computers and other devices), software applications and connectivity (e.g. access to the Internet; local networking infrastructure; videoconferencing). Complementing the aforementioned definitions, Siaw (2012) adds that ICT has to do with the study of all kind of technology that can be used to manage information and allow communication; therefore, it is necessary to include and make use of modern technological devices to allow ICT work appropriately.

   Importance

Regarding the importance of ICT in the teaching of English language, Siswandi (2017) indicates that ICT has a vital role in the process of any language teaching because nobody can refute its contributions to the educational field, particularly in the teaching-learning process of English language; ICT tools have a considerable influence on the way we teach and the content we bring, they are much faster than the traditional ones; and, provide an immediate feedback and instantaneous communication.

Likewise, Chanda (2014) holds that it is important to highlight that ICT has been used in almost all fields of life, including education. The utilization of ICT in education has recently started to appeal to the potential and significant progress in language learning. It has become a great resource in education world and has been used from preschool to university, because it aids students and teacher in the development of the teaching-learning process.

On the other hand, Kroeker (2010) stresses the importance of ICT not only in education but also in other fields, since the use of computers and technology is vital to the operation of organizations and society. Nowadays, information is spread almost immediately throughout diverse communication networks; facilitating people innovate in countless of ways.

Finally, according to Divaharan and Koh (2010), ICT is important since its evolution permits the implementation of virtual classes that does not demand teacher and learners to be in the classroom all times. Likewise, this technology permits transmit information faster and it is more accessible for educational purposes; consequently, learners can grow up in an ICT rich environment where they are exposed to opportunities to practice and develop skills through its use in and outside the classroom.

Advantages of the use of ICT in EFL teaching

The use of ICT has affirmative implications in language teaching; it does not only improve the efficiency and quality of education but also it improves teachers' ICT literacy and skills in this new era of quick changes and advances due to the rapid advance of technology. (Hartoyo, 2012)

Similarly, Salvador (2016) thinks that ICT plays an important role in education, especially in the field of teaching a foreign language; ICT is also considered a powerful tool for the development of the teaching-learning process of second language acquisition. The author believes that ICT delivers a lot of additional opportunities for practicing English language skills and operates as a platform for interaction and task based learning activities; for that reason, the implementation of ICT at schools has positively changed the educational system a lot. Additionally, Salvador holds that teachers are urged of exposing learners to the English language in a natural way using authentic texts and real spoken models; here is when the role of technology is fundamental because it provides a variety of resources and tools than the conventional educational tools cannot provide.

On the other hand, Herington (2002) states that ICT has some advantages that vary from easing exposure to authentic language to delivering access to broader sources of informational diversities of language. Besides, ICT offers opportunities of communication worldwide and allows the implementation of a learner-centered approach in language teaching/learning. ICT also enriches the development of learners' autonomy and creates communicational bridges. In the case of English language teaching ICT allows students to become competent language users.

For Ammann and Aparanjani (2016) ICT has the advantage of its interactive and dynamic nature to meet the students' needs offering opportunities to manage their learning. Besides, they consider that with the ICT tools students can learn any subject especially English easier; and, that the use of ICT has become essential in every day classroom teaching and learning because it gives teachers and students the possibility to increase the quality of education and meet the knowledge society requirements; finally, ICT has become essential tool for educational transformation and reform.

Disadvantages of the use of ICT in EFL teaching

According to Azmi (2017), teachers who use ICT without careful planning and defined goals will cause a waste of time and effort because ICT in English language teaching offers multisensory delivery but it also has some limitations; in addition, the cultural factor of teaching materials can be challenging and confusing for teachers. Moreover, a correct application of ICT tools in English language teaching requires appropriate training and pedagogical planning.

Likewise Meenakshi (2013), comments that another disadvantage of using ICT in the classroom has to with teachers' unwillingness to use ICT tools because of several reasons such as the poor software design, uncertainty about the efficacy of computers for successful achievement of learning outcomes, lack of organizational support and appropriate training, consuming class time and the belief that teachers' authority in the classroom decreases because ICT promotes a more learner-centered learning where the students has more control of its own learning.

In addition, Ammanni and Aparanjani (2016) in their study indicate as disadvantages that students only have short periods of attention to English class because of ICT causes distraction; and in the case of online learning, some students might open unnecessary

websites, play games or watch movies; besides, online learning cannot promote human interaction and the teacher is only a mediator; finally, the authors manifest that it is required a great technological infrastructure and well-trained teachers in order to use the ICT tools in the development of teaching and learning process of English language successfully.

Kolbakova (2014) also agrees that the use of ICT in the teaching and learning process of English language classrooms also has some disadvantages because it gives more work and additional struggle from teachers to meet the needs of every student in class due to that ICT may not be appropriate for all learners in all situations and purposes; consequently, it requires considerable learner training to make use of it successfully.

Teachers and ICT use
        Teacher's role

According to Muhammed (2012), teachers, textbooks, and blackboards were for a long time the most prominent resources of the teaching and learning process; but nowadays, the classrooms can be equipped with technological devices such as the Internet, projectors, data shows, and magic boards, which means that ICT has made a change in the teacher's role to meet the latest technological advances; therefore, the teacher is no longer the main source of or transformer of information, but its role has become a facilitator and evaluator of information. For the author, this significant change in the teacher's role has made it necessary to research about the attitudes and perceptions of teachers regarding ICT importance and use for society in general and education in particular.

Similarly, Azmi (2017) states that the teacher is no longer expected to be the only provider of knowledge in the classroom, nowadays and thanks to ICT, teachers are expected to be the guides, facilitators or moderators of students learning; besides, students are required to play a new role, they need to take possession of their learning and contribute to its construction.

In the same way, Kassim and Zuraina (2007) consider that the new role of the teacher is to create an active class environment that allows more flexible and adaptable teaching; and that generates classes featuring activities and tasks such as project work, cooperative learning and peer tutoring in order to permit students to develop and control their learning; in few words, change the authors think that ICT consents a less teacher-dominated learning environment, inspires personal initiatives and more individualised learning. Supporting the previous contribution, Azmi (2017) states that the use of ICT tools in the classroom has transformed the

traditional role of teachers, moving them from the role of lecturers to the role of facilitators of learning.

Teachers' competences

According to Muhammed (2012), there are several studies suggesting that teachers' attitudes toward ICT are also related to teachers' technology competence; therefore, positive teachers' attitudes and perceptions regarding ICT importance and use will make their profession more interesting and satisfying, it also will motivate them to achieve higher levels of productivity, which will benefit the implementation of ICT tools in the teaching and learning process.

Complementing the previous perception about teachers' competence, Lawrence and Veena (2013) hold that for the correct implementation of ICT tools in language teaching, teachers need to develop specific competencies such as to manage electronic documents, to use digital databases and worksheets, to send and receive e-mails and to build visual materials for language delivery. But in addition, to the basic required capabilities, there are more advanced skills that teachers should have; among them the development of multimedia presentations, the access to online resources and the selection of appropriate teaching software that meet students' needs but following administrative procedures with electronic tools, and observing the correct use intellectual property. In short, Lawrence and Veena summarize teachers' advanced competencies into five features, productivity, communication, research, media and presentation.

Teachers' gender

Muslem et al (2018) in their study demonstrated that demographic factors such as age, gender and years of teaching experience do not bring significant differences on teachers' perceptions and challenges when implementing and using ICT in the English language classrooms, rather they face the same obstacles and challenges.

On the contrary, Mahdi and Al-Dera (2013) hold that gender is a critical factor that affects the use of ICT in language teaching; they assure that there is a meaningful difference between male and female teachers, because female teachers feel more anxiety and use less the ICT tools in the development of the teaching-learning process of English language.

Likewise, Mustafa (2014) thinks that actually there are gender differences in ICT use, because male teachers have a better attitude towards ICT than females due to they have better technology knowledge and skills; on the other hand; female lack of effective ICT skills, which could be caused by too much work and self-confidence in using ICT; unlike male teachers, their attitude and self-confidence in using ICT is weaker which does no allow an effective implementation of ICT in the teaching and learning process.

Teachers' characteristics regarding ICT use (psychological, educational, professional, and personal characteristics)
  Psychological characteristics

According to Salvador (2016), the activities that students and teachers are involved when using ICT in EFL classrooms reflect a pedagogical orientation or direction; she mentions that using three main theories of learning as theoretical guides, it is possible to illuminate some of the embedded pedagogical traits in EFL teachers' ICT use. In this way, many studies hold that the introduction of ICT improves the three major theoretical approaches to learning: behaviourism, cognitivism and constructivism.

Muslem et al (2018) conclude in their study that English teachers have positive perceptions of the implementation of ICT in the ELT classroom. They also think that ICT makes class more interesting than discussion and teaching without using any tools. They all agree that technology is very useful as it can assist them in teaching English. Nevertheless, ICT use has psychological implications and it never can replace the teachers' living role model for students.

Revilla et al. (2017) think that lack of teachers' training and confidence in the use of ICT tools cause what is known as techno-anxiety, while other educators call technophobia to this psychological disturb; therefore, the authors suggest that teachers should be trained and updated about the use of the latest ICT tools for language teaching, in this way they will have a positive attitude towards ICT technology.

Muhammed (2012) thinks that people's attitudes regarding ICT have a significant incidence when using it the teaching and learning process; therefore, if teachers or students have a negative attitude towards ICT because of their own experiences with technology, it will be not be successful the implementation of ICT in the language classroom. The author also mentions, that an attitude can be defined as a psychological predisposition or tendency to respond

positively or negatively to a determined idea, thing, individual or situation; which of course influences a person's choice of actions and responses to challenges, stimulus, and rewards.

Educational characteristics

The role of ICT in the educational setting should not be overemphasized because it is of big relevance for teachers in the teaching/learning process in general; but it is even crucial its application in the teaching and learning of English language. ICT is mainly associated with the acquisition and proficiency of the language at different levels and for different purposes. (Amah, 2016)

Salvador (2016) holds that nowadays students' access to new technologies in the educational field has increased considerably within the last decade, children are being exposed to a range of technologies from a very early, many of them have grown digital skills that allow them to participate in technology-driven activities as soon as they start school. Consequently, teachers are expected to use ICT in the development of their classrooms since it has become an essential part of any teaching–learning context and language teaching is not the exception.

Dang and Nhung (2014) state that the quick-growing advance of information and communication technologies has made outstanding contributions to English language teaching and learning these last years. Actually, the use of technologies offers pupils with exceptional opportunities to practice English and comprise themselves in real environments of language use For example, teachers and students can use Skype Chat for interaction or social networking sites such as Facebook or Twitter; in addition, the integration of ICT enhance learners' enthusiasm due to multimedia sources involve visual aids, audios, and videos.

Professional characteristics

According to Tearle (2003) teachers' professional attitude plays an outstanding role in the process of empowering, implementing and supporting the use of ICT in the development of the teaching and learning process of English langue; for that reason, teachers' professional training is widely recognized as one of the main requirements for the successful incorporation of ICT in the classroom; therefore, the authors believes that teacher's professional development does not only consist on attending courses or receiving training but something much more complex and proactive, with a clear emphasis on focusing how to do it and why it should be done.

In addition, Tour (2015) thinks that the lack of teachers' professionalism because of poor technology knowledge and skills causes problems for the use of ICT in the classrooms. Likewise, Hughes cited in Tour (2015) holds that teachers need to have a technology-supported-pedagogy knowledge and skills base, which will allow them to plan ICT integration into their teaching.

On the other hand, Khan and Hasan (2013) believe that the effective teachers' professional development regarding ICT tools emphasizes their technology knowledge and skills, technology-supported pedagogy knowledge and skills, and technology-related classroom management knowledge and skills; besides, teachers professionalism allows them to be proactive in their work and meet students need.

Personal characteristics

According to Tour (2015), over the years researchers have studied the relationship between teachers' personal and professional uses of technologies from different perspectives due to teachers' behavior in the use of ICT at home has been reported as influencing in the way technological devices are used in their classrooms; it means that teachers' personal characteristics have an influence at the time of implementing ICT tools in the teaching and learning.

Likewise, Ware (2008) holds that for an adequate use of ICT in the classroom, it is necessary to take into account teachers' personal interest and motivation for using technologies in the development of their classes; consequently, in order to have a better ide of why technology use usually remains traditional, teachers' personal experiences with digital technologies are important to explore.

On the other hand, Selwyn (2011) thinks that the use of ICT benefits teachers, because it can help them improve their own personal characteristics such as self-confidence, honesty and open mindedness; and enhancing their personality, teachers are able to create a positive and motivational environment for the use of ICT in the teaching and learning process of English language.

There are many academics that have researched about teachers' perceptions in the use of ICT in EFL classes, for this reason, some of these studies are summarized below in order to know what are their findings and their possible relation with the present study.

Amah (2016) in his work researched about ICT and its crucial role in improving knowledge acquisition in general and enhancing English Language. One of the main purposes of this study is the analysis of applicability of ICT tools in easing English language teaching/learning amongst final year students in Anglophone secondary schools in Cameroon. The findings of this study reveal that ICTs are not employed in Cameroon's school system to enhance language learning. The work concludes by recommending the implementation and use of ICT tools in the fostering of English language teaching/learning because the author through this research realized the importance of ICT in language teaching and learning.

Also Charpintier (2014) in his article examined the role ICT in language teaching. He applied an electronic survey to fifty ex-students of the B.A. in the Teaching of English at the University of Costa Rica. The findings indicated that information and communication technologies play an essential role in language learning to develop the macro linguistic skills; based on those results, the study concluded that despite of ICT importance, it has not been incorporated successfully.

Another study related to ICT use and language teaching was carried out by Mafuraga and Moremi (2017), the purpose of their research was to explore the opportunities and challenges faced by EFL teachers and students when using ICT. The participants were fifty five teachers in eleven Junior Secondary Schools of Gaborone city in Botswana, who responded a questionnaire in order to get the desired information. The results showed that most of the teachers are aware that ICT helps enhance English Language teaching and learning and that they are interested in ICT training to improve their teaching methods. The findings also demonstrated that most teachers do not know all ICT tools and educational technological devices. Therefore, the authors of this study suggest that it is necessary to promote the integration of ICT in the classroom to encourage and improve English language teaching/learning.

On the other hand Hoang and Thi (2014) intended to study not only teachers' attitudes towards ICT use but also they research about the frequency of ICT use, the purpose, the perceptions and the expectation among EFL students. This research was conducted to a sample of 149 English major students through the questionnaire survey. The findings of Hoang and Thi's

study conclude that the participants spent more time using ICT for private purposes than for English learning purposes. On the other hand, most of them showed positive attitudes regarding ICT use to study English and expected that ICT should be used more frequently in the classroom in order to increase language learning and teaching.

Similarly, Azmi (2014) research study's main objective was to determine the extent to which patterns change over time and see if there was any research evidence for whether the use of ICT in the language classroom optimizes learning and helps students improve performance on written class assessment. The used research tool was a field experiment conducted over a period of three terms and involved two intact classes, G1 as an experimental group and G2 as a control group. The main findings of this study indicate that ICT can be successfully used to increase learning outcomes and enhance students' performance on written classes but only for high-achiever students; but for low-achiever classes there should be more work to adapt the use of ICT in order to solve their needs.

Another important recent study was carried out by Muslem, Yusuf and Juliana (2018) with the purpose of investigating English teachers' perception and challenges in the implementation of ICT in ELT classrooms. Their study used mixed methods, qualitative and quantitative in nature. A purposive sampling technique was used to select 26 English teachers from 16 public senior high schools in Banda Aceh - Indonesia. Questionnaires and interviews were used to collect data that was examined and interpreted through qualitative and quantitative procedures. The findings of this study revealed that the English teachers consider ICT very helpful in teaching; nevertheless, the reduced time and technological tools, and the poor Internet connection as well as a lack of knowledge and experience of ICT training were obstacles for the teachers in implementing ICT in the teaching and learning process in the language classroom.

CHAPTER II

METHOD

This chapter presents the methodology used in this research, in which a descriptive study with a quantitative and qualitative approach was applied, using the techniques of the interviews and surveys, which were applied to teachers of a private high school in the city of Quito, province of Pichincha.

Setting and participants

This research work was carried out in the ISM (International Scholastic Model) International Academy, which is a private secondary high school; it is located in the parish of Calderon in the North of the Quito city, province of Pichincha in Ecuador.

The population that participated in the study were teachers who work as regular teachers, under a contract work, whom have their degree as EFL teachers, the number of participating teacher was ten, five male and five female teachers, which ages are from 22 to 44 years old.

Procedures

First, it was necessary a literature review about use of ICT in English classes, analyzing different types of bibliographic sources, among the main ones: Books, academic articles and scientific journals; which have provided relevant information about ICT related to the teaching of the English language, as well as the use of these tools by teachers. In addition, different criteria have been analyzed about the characteristics of the teacher with respect to the use of ICT; therefore, different studies were investigated in relation to the teachers' perceptions of the use of ICT in their EFL classes.

After that, with respect to field research, a descriptive study of quantitative scope has been carried out, in order to obtain and analyze information from EFL teachers. For data collection, the instruments used were: surveys and interviews; with respect to the surveys, they provided information in relation to the grade of agreement both with the characteristics of the teachers perceived as barriers in the ICT use, and with the characteristics of them that have the greatest influence for the use of ICT in the classroom. On the other hand, the interviews provided information of a qualitative nature and were elaborated in order to obtain information from the EFL teachers about ICT use.

The survey and the interview were the techniques that allow to getting the necessary information, so that, a questionnaire was designed and applied to 5 male and 5 female teachers in order to get quantitative results about teachers' perception regarding the teachers'

characteristics that they consider as barriers for ICT use. On the other hand, the interview was carried with 3 male and 3 female teachers with the purpose of getting their opinion regarding the research topic of this study.

As mentioned above, surveys were applied to teachers in order to know those characteristics and barriers that affect the use of ICT in EFL classes. To obtain results, the surveys were structured in two parts, the first part contains 18 statements that represent the characteristics perceived as barriers when using ICT; while, the second part contains 17 statements about the factors that influence the use of ICT.

On the other hand, the interviews contain 8 open-ended questions to the teachers' criteria, which are mainly related to the use of ICT in EFL classes, the advantage and disadvantage to use ICT in EFL teaching, and the opinion about the use more ICT in EFL classes male or female teachers; in addition, it was investigated about the years of experience in teaching the language.

Once the process of obtaining data was completed in the fieldwork, the tabulation process was developed. Which was made by using the Microsoft Excel program; the tabulation was carried out separately, classifying the answers of each question for subsequent accounting and obtaining the respective percentages, the results of the surveys are presented through several tables that were provided by the academic guide, which are presented in the Results and Discussion chapter with their respective analysis.

Likewise, the tabulation process was classified into 4 tables of which, as mentioned above, the first two tables are related to the factors and barriers that affect the use of ICT, with respect to the following tables, they were made with the same characteristics, however, differentiated the answers of each survey in relation to the teacher's gender.

Finally, the results obtained in the present investigation allow to identifying the perception of teachers in relation to the use of ICT in the EFL teachers and provide information that allow to answering the questions: Which aspects related to teachers' characteristics are considered by most of the EFL teachers as barriers to use ICT in their classroom? Which factors regarding teachers' characteristics does influence the most on teachers to use ICT in their classroom? How is ICT use perceived by EFL teachers in relation to their gender?

CHAPTER III

DISCUSSION

DESCRIPTION, ANALYSIS, AND INTERPRETATION OF RESULTS

This chapter presents the analysis of the results that were gotten from the teachers' survey, which are supported with the comments that teachers gave through the interviews regarding their perceptions about ICT use in EFL teaching. The results are displayed in four tables according to the research questions of this study, the first and second tables show the teachers' characteristics considered as barriers for the use of ICT and the factors that influence their use; in the third and fourth table, the same data are presented but analyzed in relation to teachers' gender.

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.	10	0	20	70	0
2	I do not think I would be able to learn how to use ICT in my classroom.	0	10	0	90	0
3	I am afraid that if I begin to use ICT, I will become dependent upon them.	0	10	40	50	0
4	I dislike working with machines that are smarter that I am.	0	0	10	90	0
5	I feel apprehensive about using ICT.	0	10	20	70	0
6	I have difficulty in understanding the technical aspects of ICT.	0	0	50	50	0
7	It scares me to think that could cause the computer to destroy a large amount of data by hitting the wrong key.	0	10	40	50	0

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

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Source: Ecuadorian private high school EFL teachers

According to results, it can be seen that most of teachers do not strongly agree with the statements proposed in this table as aspects related to teachers' characteristics considered

as barriers to use ICT, only 20% of teachers strongly disagree with In my opinion, younger teachers are more skillful to use ICT than the older ones. Likewise, most of teachers do not agree with these statements as barriers for ICT use; the unique statement that has a considerable percentage is the aforementioned one: In my opinion, younger teachers are more skillful to use ICT than the older ones, here 40% of teachers agree that younger teachers perform better that older teachers in the use of ICT for EFL teaching; in the interviews a few teachers mention that younger teachers are more skillful that the older ones because they have grown in an era where the technology is used in many human activities for that reason young teachers are more used to them. However, Muslem et al. (2018) stated that age does not bring significant differences on teachers' perceptions and challenges when implementing and using ICT in the EFL teaching.

Regarding the parameter disagree, the unique representative result shows that 50% of teachers disagree with I have difficulty in understanding the technical aspects of ICT, it means that teachers can use ICT tools in the development of their classes; therefore, this statement cannot be considered a barrier for ICT use in EFL teaching.

Similarly, 50% of teachers strongly disagree with I have difficulty in understanding the technical aspects of ICT, which allows concluding that teachers do not have difficulty using technological devices in the classroom. The results gotten in the rest of the parameter strongly disagree prove that teachers do not believe that the statements written in the table as teachers' characteristics are not barriers for ICT use in EFL teaching because 90% of teachers strongly disagree with I do not think I would be able to learn how to use ICT in my classroom, I dislike working with machines that are smarter that I am, I am not interested in attending any ICT courses and I do not use any ICT resource in class because I think that ICT is not necessary to teach English. These statements related to teachers' ICT competence indicate that teachers are well trained in the use of ICT for teaching, so that they argument in the interviews not to have problems with the use of technology in their classroom. Regarding teachers' ICT competence, Muhammed (2012), holds that teachers' attitudes toward ICT are also related to teachers' technology competence and facilitate the implementation of ICT tools in the classroom.

Likewise, 80% of teachers strongly disagree with the statements I hesitate the use of ICT for fear of making, mistakes that I cannot correct, You have to be master to understand how to use ICT and I do not know how to use any ICT Resources. And 70% of teachers also strongly disagree with I feel insecure about my ability to use ICT as a resource to teach, I feel

apprehensive about using ICT, and I have avoided ICT use because they are unfamiliar. These results demonstrate that these teachers' psychological characteristics are not a problem for the teachers of the researched high school because they have enough knowledge and skills about ICT tools, for that reason they do not feel fear of using technology in their classrooms. Regarding these results, Revilla et al. (2017) states that the lack of teachers' training and confidence in the use of ICT tools cause what is known as techno-anxiety or technophobia, which is a psychological problem that teachers may face if they do not have training in technological devices; but the results of this table demonstrate that teachers do not have problem with the use of technology and do not feel apprehensive using it because they are well trained and have a positive attitude towards ICT tools for language teaching.

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

Table 2. Teachers' characteristics that influence the most on teachers to use ICT in their classroom.

Nº	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO ANSWER
		%	%	%	%	%
1	The challenge of learning about ICT use is exciting.	70	10	10	10	0
2	I am confident that I can learn technological skills.	70	10	10	10	0
3	I feel motivated to use ICT in my class.	70	10	0	20	0
4	Learning to use ICT is like learning any new skills - the more you practice, the better you become.	90	0	0	10	0
5	I am sure that with time and practice I will be as comfortable working with ICT.	70	10	0	20	0

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

17	ICT use has more advantages than disadvantages in EFL teaching.	70	20	0	10	0

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Source: Ecuadorian private high school EFL teachers

The results of this table indicate that the majority off the teachers strongly agree with the following statements as factors regarding to teachers' characteristics that influence the most on teachers ICT use, so that, 90% of teachers strongly agree with Learning to use ICT is like learning any new skills - the more you practice, the better you become; and 80% of the strongly agree with If given the opportunity, I would like to learn about ICT use and I think that ICT are necessary tools in educational setting. These results related to teachers' educational and professional characteristics reveal that teachers are interested in improving their ICT skills because they are very helpful to aid the teaching process of English a Foreign Language; in relation to these results, Amah (2016) mentions that the role of ICT in the educational setting is of big relevance for teachers to implement ICT in the teaching process of English language.

Additionally, the results of this table show that 70% of teachers also strongly agree with the following statements: The challenge of learning about ICT use is exciting, I am confident that I can learn technological skills, I feel motivated to use ICT in my class, I am sure that with time and practice I will be as comfortable working with ICT, 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, ICT help me to motivate my students to learn English, If I had any technical problem with ICT during my class, I would continue doing the planned activities, I think ICT has a positive impact on teaching process and ICT use has more advantages than disadvantages in EFL teaching. The results of these statements related to teachers' personal and professional characteristics also show that teachers are trained and feel confortable using ICT tools in the classroom; besides, they feel motivated to use technology because it also helps encourage students to learn the language and it has a positive impact on the teaching process since ICT help teachers innovate their teaching methodology. According to Tearle (2003), teachers' professional attitude and professional training is widely recognized as one of the main requirements for the successful incorporation of ICT in the classroom.

Regarding the parameter disagree the results indicate that almost all teachers consider that the statements proposed in this table are characteristics that influence positively teachers to

use ICT in their classrooms. Through the interviews, teachers mention to feel well using technology and that they are able to deal with the inconveniences their use could bring.

Similarly, analyzing the results of the parameter strongly disagree, only 30% of teachers indicate that Age is not an obstacle to learn about and use ICT in my classes and I know a lot about ICT use because I have attended some ICT training courses, which indicates that only a few teachers do not consider that these two parameters are characteristics that teachers lack when using ICT in EFL teaching; in the interviews few teachers mention that for young teachers it is much easier to use technology and it has an influence in the development of their classes; and in the same way, few teachers indicate that they have not had formal training in the use of ICT tools, so that they are not able to use technology in their classroom appropriately.

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

Table 3. Teachers' perceptions by gender in relation to the aspects that they consider as barriers to use ICT in their classroom.

Nº	STATEMENT	STRONGLY AGREE %		AGREE %		DISAGREE %		STRONGLY DISAGREE %		NO ANSWER %	
		M	F	M	F	M	F	M	F	M	F
1	I feel insecure about my ability to use ICT as a resource to teach.	20	0	0	0	0	40	80	60	0	0
2	I do not think I would be able to learn how to use ICT in my classroom.	0	0	20	0	0	0	80	100	0	0
3	I am afraid that if I begin to use ICT I will become dependent upon them.	0	0	20	0	20	60	60	40	0	0
4	I dislike working with machines that are smarter that I am.	0	0	0	0	20	0	80	100	0	0
5	I feel apprehensive about using ICT.	0	0	20	0	20	20	60	80	0	0

#	Statement										
6	I have difficulty in understanding the technical aspects of ICT.	0	0	0	0	20	80	80	20	0	0
7	It scares me to think that could cause the computer to destroy a large amount of data by hitting the wrong key.	0	0	0	20	20	60	80	20	0	0
8	I hesitate the use of ICT for fear of making mistakes that I cannot correct.	0	0	0	20	20	0	80	80	0	0
9	You have to be master to understand how to use ICT.	0	0	0	20	20	0	80	80	0	0
10	I have avoided ICT use because they are unfamiliar.	0	20	40	0	0	0	60	80	0	0
11	I have not attended some ICT training courses.	40	0	0	40	0	60	60	0	0	0
12	I have not attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate me.	0	0	0	20	40	40	60	40	0	0
13	I am not interested in attending any ICT courses.	0	0	0	20	0	0	100	80	0	0
14	I do not how to use any ICT resources.	20	0	0	0	20	0	60	100	0	0
15	I do not use any ICT resource in class because I think that	0	0	20	0	0	0	80	100	0	0

#	Statement										
	ICT is not necessary to teach English.										
16	I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process.	0	0	20	0	0	60	80	40	0	0
17	I think that age is factor that determines the ICT use in class.	0	20	0	40	20	20	80	20	0	0
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.	20	20	20	60	0	0	60	20	0	0

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Source: Ecuadorian private high school EFL teachers

Regarding the aspects considered as barriers to use ICT in the classroom in relation to gender, the results indicate that 40% of male teachers strongly agree with the statement I have not attended some ICT training courses; these result demonstrates that some teachers do not have training in the use of ICT; however, in the interviews most of teachers indicated that they use technological devices in the classroom without big problems because technology helps them carry out the teaching process of English as a Foreign Language. These results also make evident that some teachers need more training of ICT because according to Tour (2015), the lack of teachers' professionalism because of poor technology knowledge and skills causes problems using ICT tools in the classrooms.

Likewise, 40% of female teachers agree with the statements I have not attended some ICT training courses and I think that age is factor that determines the ICT use in class; 60% of them also agree with In my opinion, younger teachers are more skillful to use ICT than the older ones. These results contrast with the male teachers' ones and reveal that female teachers are worried about age as a barrier for ICT use and that younger teachers have better ICT skills; in the interviews a few of female teachers indicate that men like to use more technological devices than women for that reason they are more skillful in the use of ICT; regarding this results Mahdi and Al-Dera (2013) hold that gender is a critical factor that affects the use of ICT in language teaching; they state that female teachers feel more anxiety and use less the ICT tools in the development of the teaching-learning process of English language.

On the other hand, female teachers disagree with I am afraid that if I begin to use ICT I will become dependent upon them, It scares me to think that could cause the computer to destroy a large amount of data by hitting the wrong key, I have not attended some ICT training courses and I prefer not to use ICT because my teaching experience is the most crucial factor in teaching process. These statements related to teachers' psychological characteristics show that female teachers do not feel fear of using technological devices in the classroom despite not have had formal training on their use; for this reason, it is important to mention Muslem et al. (2018) again, who hold that there are not significant differences between male and female teachers' characteristics and attitudes when using ICT in EFL teaching.

Close to the previous results, it can be seen that 80% of male teachers and 60% of female teachers strongly disagree with I feel insecure about my ability to use ICT as a resource to teach, 80% of male teachers and 100% of female teachers also strongly disagree with I do not think I would be able to learn how to use ICT in my classroom, I dislike working with machines that are smarter that I am, and I do not use any ICT resource in class because I think that ICT is not necessary to teach English. These results reveal that both men and female teachers do not think that these statements could be considered as barriers for language teaching because they are confident enough with their ICT skills and are aware of the importance of ICT tools for in the development of the teaching process. Regarding the importance of ICT in the teaching of English language, Siswandi (2017) indicates that ICT has a vital role in the process of any language teaching because its contributions to the educational field, particularly in the teaching process of English language.

In addition, other results also show a high percentage of teachers strongly disagreement with the statements proposed in the table, so that, 80% of male and female teachers strongly disagree with I hesitate the use of ICT for fear of making mistakes that I cannot correct and You have to be master to understand how to use ICT, likewise, 100% of male teachers and 80% of female strongly disagree with I am not interested in attending any ICT courses. These results also demonstrate that teachers do not feel anxiety when using ICT in the classroom and that they are motivated to continue getting training on ICT tools to ease the teaching of English language.

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

Table 4. Teachers' characteristics that influence the most on teachers to use ICT in their classroom.

Nº	STATEMENT	STRONGLY AGREE %		AGREE %		DISAGREE %		STRONGLY DISAGREE %		NO ANSWER %	
		M	F	M	F	M	F	M	F	M	F
1	The challenge of learning about ICT use is exciting.	60	80	0	20	20	0	20	0	0	0
2	I am confident that I can learn technological skills.	60	80	0	20	20	0	20	0	0	0
3	I feel motivated to use ICT in my class.	60	80	0	20	0	0	40	0	0	0
4	Learning to use ICT is like learning any new skills - the more you practice, the better you become.	80	100	0	0	0	0	20	0	0	0
5	I am sure that with time and practice I will be as comfortable working with ICT.	60	80	0	20	0	0	40	0	0	0
6	I feel that I will be able to keep up with the advances happening in the ICT field.	60	80	0	20	0	0	40	0	0	0
7	If given the opportunity, I would like to learn about use ICT.	60	100	0	0	20	0	20	0	0	0
8	I think that ICT are necessary tools in educational setting.	60	100	0	0	20	0	20	0	0	0

#	Statement										
9	I like to use ICT because they help me to innovate my teaching methodology.	60	100	0	0	20	0	20	0	0	0
10	ICT help me to motivate my students to learn English.	60	80	0	20	20	0	20	0	0	0
11	If I had any technical problem with ICT during my class, I would continue doing the planned activities.	40	100	40	0	0	0	20	0	0	0
12	When I have technical problem with ICT, I do not feel frustrated.	20	60	40	40	0	0	40	0	0	0
13	Age is not an obstacle to learn about and use ICT in my classes.	40	40	10	40	0	0	40	20	0	0
14	I know a lot about ICT use because I have attended some ICT training courses.	20	60	0	40	20	0	60	0	0	0
15	I have learned to use ICT resources by myself.	40	80	20	20	20	0	20	0	0	0
16	I think ICT has a positive impact on teaching process.	60	80	20	20	0	0	20	0	0	0
17	ICT use has more advantages than disadvantages in EFL teaching.	60	80	20	20	0	0	20	0	0	0

N=10

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Source: Ecuadorian private high school EFL teachers

Regarding the factors that influence teachers to use ICT in the classroom in relation to their gender, the results reveal that 60% of male teachers and 80% of female teachers strongly agree with the challenge of learning about ICT use is exciting, I am confident that I can learn technological skills, I feel motivated to use ICT in my class, I am sure that with time and practice I will be as comfortable working with ICT, I feel that I will be able to keep up with the advances happening in the ICT field, ICT help me to motivate my students to learn English, I think ICT has a positive impact on teaching process and ICT use has more advantages than disadvantages in EFL teaching. These statements related to teachers' personal, professional and psychological characteristics also show that teachers are highly motivated to use ICT in the classroom and feel comfortable using them; besides, teachers think that ICT tools have a positive impact of EFL teaching despite a few disadvantages that might affect their use; in the interviews, a couple of teachers manifest that two disadvantages of using of ICT is the lack of technological equipment in the classroom and the waste of time that the use of technological devices causes, since teachers have to prepare material in advance and its installation in the classroom.

Similarly, 80% of male teachers and 100% of female teachers strongly agree with Learning to use ICT is like learning any new skills - the more you practice, the better you become; and, 60% of male teachers and 100% of female teachers also strongly agree with If given the opportunity, I would like to learn about use ICT, I think that ICT are necessary tools in educational setting and I like to use ICT because they help me to innovate my teaching methodology. Once more these results reveal that both male and female teachers consider these statements as positive factors that influence the use of ICT in the classroom because they want to continue getting training in ICT, besides, they recognize the importance technology in the educational environment and for the innovation of their teaching methodology.

Regarding the parameter agree it can be seen that only 40% male teachers agree with the parameters If I had any technical problem with ICT during my class, I would continue doing the planned activities and When I have technical problem with ICT, I do not feel frustrated. While with the same percentage of 40% female teachers agree with When I have technical problem with ICT, I do not feel frustrated, Age is not an obstacle to learn about and use ICT in my classes and I know a lot about ICT use because I have attended some ICT training courses, which indicates that some male and female teachers are ready to continue their classes despite any technical problem when using technology in their classroom and teachers' age is not a problem for them.

On the other hand, the parameter disagree has very low percentages for that reason it is not important to analyze these results but it demonstrate than both male and female teachers consider that the teachers' characteristics presented in this table are factors that influence ICT use in the language classroom.

In the parameter strongly disagree, only male teachers' results have a percentage that can be taken into account because 60% of them strongly disagree with the statement I know a lot about ICT use because I have attended some ICT training courses, in the interviews some male teachers mentioned that they know about ICT tools thanks to self-training not because of formal training courses. In addition, 40% of male teachers indicated to be strongly disagree with the statements I feel motivated to use ICT in my class, I am sure that with time and practice I will be as comfortable working with ICT, I feel that I will be able to keep up with the advances happening in the ICT field, When I have technical problem with ICT, I do not feel frustrated and Age is not an obstacle to learn about and use ICT in my classes. These results show that a few male teachers do not feel comfortable enough using ICT tools and that age may be a teacher's characteristic which could be a factor that impedes the implementation of ICT in EFL teaching. On the contrary, female teachers' results are 0%, only one statement has 20%, which indicates that female teachers definitely do not agree with the statements proposed in this table as teachers' characteristics that influence the use of ICT in the classroom.

CONCLUSIONS

Both male and female teachers do not feel anxious using ICT tools in the classroom because they feel confident using technological devices thanks to the training or interest they have regarding ICT.

Both male and female teachers recognize the benefits of ICT in the development of the teaching process of English as a foreign language because they motivate teachers and students and help teachers to implement different kind of tasks and assignments.

A few teachers consider that age is a teachers' characteristic that can be a barrier for the use of ICT in the classroom. For that reason, young teachers have better ICT skills and can use technology in the classroom than elder teachers.

Female teachers agree that gender is not a barrier for ICT use in EFL teaching because they consider that men and women have the same abilities and they can use technological tools equally, it depends on teachers' attitude and experience. However, there are few male teachers who considerer that teachers' gender may affect the use of ICT in the classroom.

Some teachers have trained themselves in the use of ICT tools to improve process of teaching-learning of English as a foreign language; however, they would like to have more formal training in the use of technological devices in order make a better use of them in the classroom.

Teachers think that the use of ICT in the classroom helps them to develop more skills for the use of technology; furthermore, they are sure that ICT skills help them to improve and innovate their teaching methodology.

RECOMMENDATIONS

Teachers should continue using ICT tools in their classrooms because it will help them to develop more ICT skills and will allow them to feel more confidence in the development of their classes.

Young teachers should share their knowledge with elder teachers in order to help them develop ICT skills, and on the other hand, younger teachers can learn of the experience of elder teachers in order to everybody uses ICT tools in the classroom successfully.

Both men and female teachers should implement and carry out activities that involve both gender during the training to develop the skills in the use of ICT in the classroom, because as the results show, men and women have the same capabilities for using technology in the development of the teaching process.

Teachers should continue their training about ICT tools because technology is always changing, so that, teachers new to be updating their ICT knowledge and skills continuously.

Educational institutions should equip the classrooms with technological devices because as some teachers say, that is disadvantage for the adequate iggmplementation of ICT in the teaching of English as a foreign language.

Authorities should provide teachers ICT training courses in their high schools because some teachers have not had the opportunity of getting training in this area and they have learned to use ICT by themselves.

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ANNEXES

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y DISTANCIA

TITULACIÓN DE INGLÉS

TEACHERS' SURVEY

Gender: **M ( )**   **F ( )**

Years of EFL teaching experience: ( )

Age: **( )**

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

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

6	I have difficulty in understanding the technical aspects of ICT.		42			
7	It scares me to think that could cause the computer to destroy a large amount of data by hitting the wrong key.					
8	I hesitate the use of ICT for fear of making, mistakes that I cannot correct.					
9	You have to be master to understand how to use ICT.					
10	I have avoided ICT use because they are unfamiliar.					
11	I have not attended some ICT training courses.					
12	I have not attended some ICT training courses; however, I prefer not to use ICT because they somewhat intimidate me.					
13	I am not interested in attending any ICT courses.					
14	I do not how to use any ICT Resources.					
15	I do not use any ICT resource in class because I think that ICT is not necessary to teach English.					
16	I prefer not to use ICT because my teaching experience is the most					

Nº						
	crucial factor in teaching process.		43			
17	I think that age is factor that determines the ICT use in class.					
18	In my opinion, younger teachers are more skillful to use ICT than the older ones.					

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

Nº	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO ANSWER
1	The challenge of learning about ICT use is exciting.					
2	I am confident that I can learn technological skills.					
3	I feel motivated to use ICT in my class.					
4	Learning to use ICT is like learning any new skills - the more you practice, the better you become.					
5	I am sure that with time and practice I will be as confortable working with ICT.					
6	I feel that I will be able to keep up with the advances happening in the ICT field.					
7	If given the opportunity, I would like to learn about use ICT.					

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

Thanks for your collaboration

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y DISTANCIA

TITULACIÓN DE INGLÉS

TEACHERS' INTERVIEW

Gender: M ( )   F ( )

Years of EFL teaching experience: (   )

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

YES ( ) NO ( )

Why?

_____
_____
_____

2. Do you use ICT in your English classes?

YES ( ) NO ( )

Why?

_____
_____
_____

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

_____

_____

_____

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

YES ( ) NO ( )
Why?

_____

_____

_____

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

YES ( ) NO ( )
Why?

_____

_____

_____

6. Is there any advantage to use ICT in EFL teaching?

YES ( ) NO ( )
Why?

_____

_____

_____

7. Is there any disadvantage to use ICT in EFL teaching?

YES ( ) NO ( )
Why?

_____ 47 _____
_____
_____

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

Male ( ) Female ( )
Why?

_____
_____