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**How the use of technological tools help teachers to manage better their
classes at an English language Institute in Loja, Ecuador**

TRABAJO DE TITULACIÓN.

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2018

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Magíster.

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De mi consideración:

El presente trabajo de titulación: **How the use of technological tools help teachers to manage better their classes at an English language Institute in Loja, Ecuador** realizado por María Belén Correa Abendaño, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, septiembre de 2018

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“Yo, María Belén Correa Abendaño declaro ser autor (a) del presente trabajo de titulación: How the use of technological tools help teachers to manage better their classes at an English language Institute in Loja, Ecuador, de la Titulación de Inglés, siendo Gina Karina Camacho Minuche director (a) 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 vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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DEDICATION

This thesis project is wholeheartedly dedicated to God, who was my primary source of inspiration and strength.

To my parents, siblings, mentor and friends for their kindness and endless support whenever obstacles presented along the way.

María Belén

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To my thesis director for being my guide throughout the writing of this thesis project, to my colleagues who were so generous and cooperative to participate in the research project and to my classmates with whom I have had the opportunity to share great memories.

Belén Correa

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ABSTRACT

The use of technological tools inside of the classroom is still perceived as aimless to some EFL teachers. Therefore, the main purpose of this study was to analyze teachers' point of view, experience and attitude towards the integration of technology and learn more about its impact on the learning-process but beyond that to encourage them to incorporate these technological tools into their teaching routine.

A total sample of 15 teachers (8 females and 7 males) with at least 1 year of experience were chosen randomly from an English language institute. Quantitative and qualitative approaches were used to obtain information about the role of technology inside EFL classrooms. A 10-item survey and a 10-statement observation checklist were designed to collect data.

The findings confirm that technology is commonly used among EFL teachers, but misconceptions continue being perpetuated. For this reason, it is necessary to encourage and motivate educators to acknowledge the benefits that technology offers to English instruction.

Key words: technology, EFL teaching, technological tools, teacher's attitude towards technology, integration of technology.

RESUMEN

El uso de recursos tecnológicos dentro del aula de clase no es aún tan considerado para algunos profesores de inglés. Por lo tanto, el propósito de este estudio es analizar el punto de vista, experiencia y postura que educadores sostienen acerca del uso de tecnología y conocer más del impacto que el mismo tiene en el proceso de enseñanza-aprendizaje, además de incentivar la incorporación de herramientas tecnológicas en la rutina normal de enseñanza.

La muestra incluye 15 profesores (8 mujeres y 7 hombres) que laboran en un instituto de Inglés con al menos un año de experiencia que fueron elegidos de manera aleatoria. Para obtener información acerca del rol de la tecnología dentro de una clase de inglés se hizo uso de los métodos cuantitativos y cualitativos.

Los resultados confirman que la tecnología es comúnmente utilizada entre los profesores de inglés pero aún siguen existiendo ideas erróneas acerca del mismo. Por esta razón, es necesario motivar a educadores a que reconozcan los beneficios que las herramientas tecnológicas ofrecen en la instrucción del idioma inglés.

Palabras clave: tecnología, enseñanza en inglés, actitud del profesor en cuanto a tecnología, herramientas tecnológicas, incorporación de tecnología.

INTRODUCTION

Education field is constantly in innovation. Therefore, it is not old news that English teaching has changed a lot in the past decades. New technology has been incorporated into the daily classroom routines. Tools and resources such as Cds, learning platforms, projectors, cd players to mention some, are mostly used inside EFL classrooms. However, some of the teachers have a very basic knowledge on how to use technological tools; therefore, they feel uncomfortable to use them when teaching as opposed to the ones that take advantage of their knowledge to incorporate them to the teaching-learning process. In other cases, experienced teachers who had little training with the incorporation of technology tools and resources prefer to limit or avoid its use during classes (Cope & Ward, 2002). Thus, it is crucial that educators acquire some training in the use of new technology that allows them to improve their lessons and offer meaningful teaching.

The general objective of this research is to encourage educators to incorporate the use of technological resources into the teaching-learning process. The following research questions were considered as well: What should be done in order to encourage professors to incorporate the use of technological resources? How to promote the use of technological resources to teach English? What is the importance of the use of technological resources to ease the teaching-learning process? How is it possible to motivate both students and professors not to be afraid of using technology to improve their learning?

As it was previously described, more awareness and more training on how to use technology can contribute to teachers' change of attitude regarding the use of technological tools. As a matter of fact, several studies have shown that when teachers incorporate technology in EFL instruction, students demonstrate an improvement in the areas they struggle. For instance, Alsulami (2016) carried out a study to analyze the effects of technology in EFL classrooms, surprisingly enough all the participants were able to overcome language learning difficulties as well as to develop their domain in speaking, writing, reading and listening. These studies also prove that a positive attitude towards technology results in a more engaging and motivating learning environment, likewise, Kayalar (2016) conducted a research to make a cross-cultural comparison of teachers' points of view regarding technology use, English teachers from all around the world agreed that technological tools expose students to authentic contexts and gives them the opportunity to practice real speech, this authenticity brings motivation and more engagement to students. Baz (2016) also presented a study about the use of technology in EFL classrooms and the conclusions were that teachers have a positive attitude because of the motivation students have when incorporating technological tools.

The first chapter of the study contains all the research and recent studies about the topic. More specifically the history of technology in the EFL context, the technological tools typically used, the advantages and disadvantages of technology use in English classes as well as studies about teachers' point of view about technology. The second part includes the abstract of the whole study and the description of methodology and limitations. The third chapter is about data analysis which is divided into two tables that illustrate all the data collected and it ends up with conclusions and recommendations.

This study intends to directly benefit EFL educators, since its main objective is to encourage teachers not to be afraid of using technology and to demonstrate the advantages it has by examining other teachers' experience using technology. The research focuses on Ecuadorian context, which has not been widely explored before; therefore, future investigations can take place in other educational institutions to have another perspective from a different setting.

The limitations throughout the process of investigations was the lack of time to observe more classes, a more extensive sampling can provide more information to analyze. The place of observation was a private institution, which counted with technological tools, therefore the findings were mostly fruitful. Results would have not probably been the same if the observation would had taken place in a public school, considering the lack of technological resources found in these schools. It is advisable to continue further development in more language institutions, private and public in order to collect a wider variety of results, to also consider a bigger number of participants to obtain more information about the teachers' experience, perception and attitude towards the integration of technology inside of the class, as well as to stablish the execution of a workshop or a seminar to train teachers to use technology could be contemplated as a way to promote its integration and reduce its stigmatization among educators and carry out a research to analyze if teachers' mindset changed after the workshop, to include within the research more technological resources other than cd players; projectors; computers; and so on, taking into consideration the existance of resources that are even more innovative and groundbreaking such as skype, interactive smartboards and learning platforms because these kind of resources provide expose students to more realistic and unconventional contexts and maximize the benefits technology has for the teaching-learning process and finally to take into consideration students' viewpoint about technology because they were born in the generation of modern technology.

CHAPTER I: LITERATURE REVIEW

History of the integration of technology in English classes.

The next section contains information about the relation of technology and English foreign classrooms. It gives an explanation on how traditional classrooms were almost 40 years ago and aims to provide evidence of several events in the present time. For this reason, it is important to commence this section by presenting an outline about the roots of the English language and its growth and recognition as a universal language.

The elaboration of yet another summary of the process of the history of English and its process and changes throughout the years can appear meaningless or have a pretentious tone. However, it is important to provide background information on why it is considered a very important language before beginning to discuss the history of the integration of technology in English Classes. Baugh and Cable (2002) indicate in their book "A history of the English language" that the chronology of English can be traced back to The Roman Christianizing of Britain in 597 which caused England to have a direct contact with Latin civilization. After that, the Scandinavian Invasions in England culminated into the unifications of languages and cultures. The Norman Conquest turned English for nearly two hundred years into the language primarily spoken by lower classes. Around the twenty-first century the number of people learning to speak English increased dramatically. Statistics show that 350 million people speak English as a native language and it is astonishing how approximately 750 million people use it as a foreign language (Singh, 2005). The transformation and innovations in communications during the last decade has helped to the propagation of various European Languages, but particularly of English since most of the entertainment media is created in the United States and England.

Another phenomenon that contributed to the expansion of the English language is globalization. Furthermore, Waters (1995) defines the term globalization as the action that breaks any geographical barriers by increasing the communication between countries. According to Robertson and Jung (2006) several researchers point out that globalization started with Imperialism in the 15th century when England was going through the period of colonization. That "linguistic imperialism" permitted English to become generally known as "global language" and that event marked the beginning of a relationship between two important aspects: language education and globalization. Imura (2003) certainly agrees with these relationships stating that that foreign language learning and worldwide circumstances are firmly associated to one another. The spread of the English language around the world has incremented so drastically publishers of English textbooks have noticed bigger demand in their business. (Block & Cameron, 2002).

As it has been stated previously the process of globalization has contributed to English to be popularly called the most common language for communication, but also other instance concerning globalization was born which is the development of technological resources and tools were more noticeable and as consequence the incorporation of these tools in English classrooms began.

How the integration of technology can be defined as? Kinik (2014) states that the integration of technology is “Integrating the technology with what we are doing, using some technological tools, such as computer, cd players, image projectors, mobile phone, tabs in the course and using the technology in a suitable way.”

Prior to the discussion of the history of the integration of technology in English classes, it is necessary to consider that the first classroom resources were obsolete and antiquated, teachers only relied mostly on textbooks. For instance, language instruction in China back in 1949 “bilingual education” was being promoted but results were not that successful because of the amount of limited resources available at that decade (Adamson, 2004).

Nonetheless this reality has changed due to the digital era. In the same way Parris, Estrada and Honigsfeld (2017) affirm that even the old model of English teaching has reserved from not having a single method to follow to being able to choose a method to use in class. So, 21th century English students have benefits from the use of technology for learning purposes. This new generation of learners have accustomed to be surrounded by technology on a daily basis, but back in the decade of 1960 the term “Multimedia” had just rose in the context of English instruction to indicate the incorporation of media such as text, film, video, images and audio (De Sousa, Richter & Nel, 2017).

Xu (2011) expresses that embarking during the period of 1990 technology came to being substantially important in education. In addition, by 1997 schools from all around the world already had computers but poor access to Internet and also by that time teachers were still adapting themselves to the use of technology in their classrooms (De Sousa, Richter & Nel, 2017). Meanwhile, this past decade new technology has emerged such as Web 2. 0. resources such as YouTube, podcasts, Facebook and also the arrival of English learning platforms that can be used in computers; as well as tools those being slide projectors, DVD players, cd players, etc. (Xu ,2011).

Talking about Ecuadorian context the last government ruled by Rafael Correa has embraced, during his plans, a reorganization of the situation of education in the country. The former Ecuadorian president raised awareness on the key role that English has as a Foreign Language in students’ professional development, a special priority had been implanted on this

matter yet English language learning continues being neglected by public education since its admittance to the general educational curriculum (Diaz & Toledo, 2017). As a consequence, the availability of technology in English classrooms in Ecuador continues being very limited. Sanchez and Zajworsky (2016) share this opinion by stating that this fact is an actual obstacle in teaching English as a foreign language in our country due to insufficient technological tools. Therefore, there is not information available about the history of the integration of technology in English classrooms in Ecuador. Further investigation is needed for this issue.

Ultimately one of the consequences of technological advancements in these past years is the replacement of physical resources: books, as the principal resource for both teachers and students in classrooms. However, the newer digital learning age is here to stay, and it is making its own way to change the traditional methods of teaching that had stayed identical for almost centuries. (Krafka, 2017)

Technological tools and resources often used in English classes.

Essentially, Technology is a significant component of knowledge nowadays. The access to a variety of technological tools and resources brings developments and advances in different occupational fields (Navas, 2016). One of them being education, specifically English learning instruction.

This section discusses the technological tools and English classrooms; the availability of technological tools depends directly on the context and times. For this reason, the tools examined in this part are the ones most commonly found in EFL classrooms around the world during this last decade. Firstly, the chapter explores the theoretical part of visual resources and tools in language instruction.

A study conducted by Shabiralyani, Hasan, Hamad and Iqbal (2015) shows that the impact of visual aids which enhances the learning process. The research was carried out in Ghazi University, Pakistan in order to analyze the effectiveness of visual aids in English classrooms. Students from several universities were chosen randomly to answer some close ended questionnaires were used to measure the impact of visual aids in the learning process of English language students at Ghazi University. Some of the conclusions drawn were that visual aids help to improve the learning environment and even students were aware of its importance for the learning process.

Image projectors, interactive whiteboards and power point slides are considered as visual resources inside the EFL Classroom. Image Projectors are such an efficient resource that allows teachers to project content in a larger scale such as slides, pictures and videos. Then,

Power point-slides have become such an important and famous resource in these past few years because it is easier to present and display content in a larger scale. Sometimes teachers are not able to write grammatical rules or important information on a whiteboard. Therefore, image projectors are time-savers because the teacher does not have the necessity use the whiteboard.

In reference to being able to the use of text in power point slides likewise Mayer (2002) addressed that, if the instruction is given in the class using both words and visuals, learning become faster and better. By using power-point slides the teacher can lecture an exceptional class because he/she needs to prepare in advance before presenting the slides in front of the class, also the presentation can change the classroom environment into an animated lesson by creating colorful and attractive slides (Mamun, 2014). The following research conducted by AlKash and Al-Dersi (2013) proves the effectiveness of power point slides. The paper highlights the advantages of using power point presentations and its impact on EFL teachers and students from Sebha University. Participants between the ages of 12-23 were observed during English lessons and interview to understand their attitude and perception of power point slides. The authors came into the conclusion that power point I is a very effective tool that allows to convert very complex and difficult concepts into easier ideas for students to assimilate and it also contributes to attract students and maintain their attention towards the class. Another technological tool that can be of great help in the classroom an interactive blackboard. This resource is so much more dynamic than the traditional whiteboards or blackboards. Unfortunately, it is very expensive for schools and language institutes to implement this technological resource; so, not all teachers and students are very familiar with it, at least considering an Ecuadorian context (Montesdeoca, 2016) Interactive whiteboards are starting to become very popular due to the fact that it does not fail to facilitate both teachers and students with opportunities to make teaching and learning an easier process (Öz, 2014).

There are two possible ways to use an interactive whiteboard according to Warren and Milum (2014). Firstly, the teacher uses the whiteboard in front of students during the whole lesson and secondly, the teacher motivates students to use the whiteboard and he/she observes how students participate actively during the class. Among the benefits of using interactive blackboard Asiria and Bakadam (2012) affirm that interactive whiteboards have a lot of applications and capacities to enhance the process of teaching in learning in any educational context as it permits the facilitators to play video-clips and animations to improve the students' comprehension of concepts, show the students' projects for class expositions and even store observations and notes on the board for future use.

The second part of this section is the discussion of audio aids as important resources used in English classes. The only audio resource applicable in this second part is cd players/tape recorders. Tape recorders/cd players are technological resources that play a key role in developing listening skills. They are very accessible and affordable. Tape recorders are nowadays considered outdated, so its use has declined over the years and cd players have replaced tape recorders likewise Alemi (2016) agrees that audio devices and cd players are more convenient.

There are two more existent tools inside an EFL classroom, which are computers and learning platforms. The first one is computer, depending on the educational institution, might have or not access to Internet, sometimes these rooms are called computer labs. Inside these learning spaces, the first step is to take into account is to familiarize students with the computer and the computer programs that will be used by them. It is important to mention that these learning programs have already been designed to know how to react to students' performance based on predetermined rubrics or criteria (Osin, 1998). Students have the opportunity to connect their knowledge with technology and apply it in a more interactive way. Usun (2003) mentions that "the computer's capacity to allow learners choices over content as well as provide immediate feedback on the learner's responses makes it particularly well suited to maintaining the motivation of a student as he or she progresses"

Actually, most students seem to enjoy the experience of learning English with a computer and they can have access to educational content at any time in any place. This experience is called computer assisted language learning also known as CALL. So, CALL is described as the action of using computers for any type of learning activities. (Wang & Liao, 2017)

Learning platforms are tools that have rapidly turned into the latest trend within the world of foreign language instruction. Montesdeoca (2016) states that educational platforms are very accessible thanks to the Internet. Therefore, English teachers need to look for the best learning platform for students to apply all their knowledge and skills learned in the target foreign language. In other scenarios, various textbooks that students use during English classes have access to their own language platform by checking the code located usually at the cover of the book.

The positive impact of incorporating technology for the language learning-teaching process.

The principal purpose of educational technology in pedagogical contexts is to make the English teaching/learning an easier process. Similarly, there is an ongoing research to prove the effectiveness of the combination of technology and education (Rabah, 2015).

It is important to remember that the effectivity and effectiveness of technology and its use depends mostly on teachers (Kayalar, 2016). Sheingold and Frederiksen (2000) addressed that the integration of technology in classrooms is not only not allowing students to use a computer because its potentiality goes beyond that, teachers must think of it as a complementary tool for learning. Using technological devices, specifically audio-visual aids such as PowerPoint slides or videos replaces a dull and repetitive learning environment. Learners increase their overall understanding by feeling motivated and delighted inside the EFL classroom (Nalliveettil & Alidmat, 2013)

The advantages of incorporating technology into English classrooms is undeniable. For this reason, this third part's purpose is to cover and present all the possible positive aspects and reasons why technology is so important in English learning environments. Following the previous statement Warschauer and Healey (1998) as cited in Celik & Aytin (2014) support the idea by stating that "integrating digital technologies in the English language classroom allows for individualization in large classes; facilitates multimodal practice; encourages collaboration; and increases the "fun" factor for learners."

This is just a small part of all of the advantages that technology offers to both teachers and students. In addition, Craig and Patten (2007) claim that any technological resources help students to increase their verbal, reading and vocabulary skills as well as a development in their cultural awareness because there is access to a lot of information about the world in general. Francis (2017) mentions a similar idea which is that most teachers agree that technological devices allow to have access to a variety of sources and information useful for teaching, it is not a difficult task for some teachers to find this information.

As a matter of common sense learners' motivation is vital due to the fact that without it the language process does not have the opportunity to progress. Learners who do not feel motivated may not accomplish their goals in comparison to the students who do feel motivation. (Noreen, Ahmed & Esmail, 2015). In fact, Krashen (2002) suggests that students that present high levels of motivation, self-confidence, and positive attitude and almost not anxiety seem to be more capable of acquiring a second/foreign language as cited in Noreen, Ahmed & Esmail (2015).

Supporting this statement, there are multiple recent studies that demonstrate how important is the use of technology to improve students' interest and engagement and motivation in English language learning. For instance, a review about the effectiveness and efficiency in the incorporation of technology in foreign language instruction carried out by Golonka, Bowles, Frank, Richardson and Freynik (2012) compiled more than 350 studies concerning technological use in EFL classrooms were compared to each other. The evidence compiled that EFL students prefer to use technology resources rather than textbooks or typical resources because they are more dynamic. Therefore, EFL learners feel more engaged and their positive attitude increases with the enjoyable activities technology brings. Although the next study is not exactly related to EFL instruction, it supplies with more insight about the relationship of technology with engagement and motivation. Sawang, O'Connor and Ali (2017) created a paper to give a possible solution to every teacher's challenge: How to develop engagement in a large class? The people who were considered to participate in the study were first year undergraduate students from an Australian university. The main purpose was to observe KeyPads and students' reaction towards it. Students were asked to complete a weekly lecture in the KeyPad. After that, they had to complete a survey without specifying any personal information. Finally, the conclusions are that KeyPads definitely improve students' engagement in large classrooms. Learners changed their attitude and there is even the possibility of increased learning outcomes. These similar conclusions were obtained in a study performed by Izadpanah and Alavi (2016). The main purpose was to find out the perception of EFL high school students in using of computer technology in the process of learning, a qualitative and quantitative approach was used to know more about students' attitude. All the data was collected through questionnaires and open-ended questions. The participants were from two different high schools in Zanjam, a total of 340 students were considered as the sample. The findings revealed that students showed an increasing motivation and more attraction towards learning, this was possible thanks to the use of computers. Although, many authors agree on the fact that there is an improvement in motivation and engagement Haswani (2014) states that the successfulness of both of these aspects depend on how technology is implemented in the actual classroom.

According to Al Azri and Al-Rashdi (2014) the intention of learning a foreign/second language is to have the ability to use it in a real-life situation. Therefore, some language facilitators tend to believe that by simply giving tasks to students from the textbooks is enough practice. If teachers are worried about assisting their students to increase their language skills, then other tools or resources need to be implemented.

Studies carried out by Cunningham, Fagersten, & Holmsten, (2010); Cziko, (2004); Greenfield, (2003); Kilimci, (2010); Lee, (2007); Richards, (2010); Smith, (2000); Wu & Marek, (2010); Wu, Yen, & Marek (2013) (as cited in Chen & Yang, 2014) have shown that by incorporating technology into lesson planning, teachers help students to have a better notion of more cultures and increase their language skills by exposing them to a range of events that require the use of the communicative approach. Cheng and Yang (2014) conducted an study on fostering foreign language learning through technology-enhanced intercultural projects also known as TEILI with the purpose of proving tasks related to technology and culture and also giving students a chance of practicing language in more realistic and authentic contexts. The investigation took place in Taiwan. Questionnaires and Interviews were used to collect all the data and the participants invited were 7th grade students from an EFL class. At the end of the study the authors came into conclusion that TEILI reinforced students' vocabulary, writing and technological skills and knowledge about culture awareness. This evidence enhances and embraces the belief that technology makes EFL students citizens of the world and prepares them to produce English in several contexts they might encounter. In the same way, Francis (2017) indicates that technology gives students the chance of experiencing culture in a new way. For example, students can learn geography by watching pictures of a city in Google Earth. Learners have the exposure of more realistic and authentic content rather than just taking a look of pictures in their textbooks. Zhang (2016) shares the same opinion by saying that textbooks only provides isolated contexts and students must be ready to speak the language in different real occasions. In short, technology has the intention of producing real life scenes inside the learning environment and satisfy students' curiosity to learn.

There is also research on teacher's perception of technology inside the classroom. As it is shown in this paper written by Mollaei and Riasati (2013) conducted in Iran with the aim of researching the perceptions of EFL teachers about the integration of technology in class, the study took into consideration 40 undergraduate and graduate teachers from English language institutes. An interview and questionnaires were applied to 20 females and 20 males. The conclusions were that teachers are aware of the benefits of technology, how they consider computers to be an authentic learning tool and that technological resources have a positive impact in their students. Although collaboration in a classroom can be created without the integration of technology Groff (2013) states that there are more possibilities of building a more interactive and collaborative environment by using current technological tools.

As a result, the benefits of a collaborative classroom are that students learn more about responsibility because there is a development in critical and memory skills, also learners are

stimulated to participate actively and freely if they want to communicate with their classmates (Pateşan,2016). Fulton (1998) said that by promoting the incorporation of technology in classrooms students show an increase of collaborative and cooperative skills while performing the activities directed by the teacher. Similarly, Domalewska (2014) discusses that technology-assisted instruction encourages more collaborative work because students can share and exchange ideas with each other in tasks that require communication. For example, after a power point presentation done by a group of students, the rest of the class is able to give feedback and their opinion about the presentation.

Furthermore, technology has the potentiality of easing the arduous responsibility of directing students' attention to what the teacher is saying. Bester and Brad (2013) performed a study about the effect of technology on learners' attention and achievement in the classroom that took place in a high school of South Africa. The participants were 45 students from the ages of 12 and 13. The study had two phases. The first one was administering a questionnaire to measure students' concentration and the second phrase consisted in lecturing classes to the experimental group by using technology. Next, achievement and attention tests were marked by the teacher. As a conclusion, students are more likely to pay more attention and concentrate if technology is used, even academic results are expected to become better. The study also points out there is sufficient evidence to claim that less disciplinary problems could appear during a lesson.

Learners' autonomy and self-regulation play a very important role in order to accomplish long-lasting language motivation. EFL students do not have all the contact to the foreign language as they need to and so their opportunities to practice it are limited. Therefore, the learner must develop autonomy to continue acquiring more knowledge (Nakata, 2014). Moreover, Wilson (2013) organized an investigation to obtain more information about how technology supports vocabulary development of English Language Learners. The research was conducted at a large school district in Western New York with a sampling of 8 students around the ages of 6 and seven years old. All of the students considered for the investigation were given an Ipad during a class session with a built application that made it easier for them to learn and remember new words. The sessions were recorded and later observed to obtain more information. The findings suggested that technology generates a student-centered learning atmosphere and it improves autonomy. Therefore, technology provides learners with opportunities to be more responsible and understand that a successful learning process also depends on their effort. Talking about responsibility. Golonka; Bowles; Frank; Richardson and Freynik (2012) believe that modern technology attracts students and they are somehow "forced"

to search for material useful for them, learners are more independent and can decide to learn at their own pace. As such, responsibility is improved because of more independent practice

As a brief summary provided by Francis (2017) that technology is extremely helpful because: "Teachers will have more approaches to engage students in learning activities through a technology-based learning environment. Student perspectives on school-based learning will change and students may be motivated in the classroom and achieve at higher level". Kinik (2014) also gives very punctual information by mentioning that the use of technology is a very important factor for EFL instruction. The learning process needs the use of visual and auditory tools and if used correctly students will feel motivated and will have more opportunities of being surrounded with more authentic material.

How to end the misconceptions teachers have about technology?

It is a thing of common knowledge that many teachers have a lot of doubts and face many difficulties surrounding the use of technology in classrooms. Thus, this section will analyze these challenges and attempt to give a possible solution to them. First of all, it is important to keep in mind that no technology can take the role of a teacher in the classroom, but it is possible to use it to maximize students' learning process because as it has been discussed in previous section students from this era have a lot of exposure to technology and it should not be denied that teenagers are very attracted to it. (Bester & Brand, 2015).

The problems may vary depending on the context but some of the challenges a language facilitator could encounter are technical difficulties, limitation of tools available in the language environment and the lack of the teachers' familiarization with technology. (Erben, 2009 as cited in Andrade, 2016, p. 17). Kinik (2014) mentions as well similar barriers that take place in a Turkish EFL classroom, those being: schools with a low-budget, the lack of not resources available, teachers that are not competent enough to control technology tools and their perception of these tool as useless.

Regarding teachers' lack of familiarization with technology can sometimes occur because of their negative attitude. This negative attitude conducts to lack of confidence. According to Abunowara (2014) these type of comments are made by teachers who do not have control in their classes when using technology or feel untrained when using it. So, some English facilitators give the impression that their opinion on technology and language learning instruction is that it is just a waste of time. As a matter of fact, Romano (2003) states that the use of technology is pointless unless teachers changed their attitude and learn more of its advantages. On the other hand, Sabzian and Gilakjani (2013) claim that teachers' general attitudes about technology can

change if they completely understand the benefits of technology and how it helps with teaching and learning. Chamorro and Rey (2013) point out that there is a possible adjustment in teachers' beliefs and attitude towards technology by observing and witnessing excellent experiences from their peers. Therefore, if teachers discuss with peers who are more open to new technologies their position is very likely to change for the best. These positive teachers or peers are called reformists due to the fact that despite the existence of barriers they do not complain about them all the time. Instead, reformist teachers find always new ways to make their classes more enjoyable and do not limit to the textbook all the time. They are very open-minded when it comes to the incorporation of new technologies for learning purposes (Kinik, 2014)

Burke (2013) agrees by saying that training teachers to manage technological tools of extremely importance with the aim of encouraging and supporting them in using them for learning purposes likewise Fisser and Voogt (2016) claim that "a professional development program that can enable teachers to develop knowledge and skills of integrating technology in teaching without access to technological tools obviously did not lead to the integration of technology in teaching."

In summary Shafeeq and Mohsen (2014) address that some other teachers do not show any motivations to learn about more innovative pedagogies. It is a little understandable but still they need to convince themselves that they are in a digital age and classrooms that require the use of technology devices.

Knill (2003) presents the idea that technology needs a lot of preparation beforehand, preparing a class using technology needs lots of time and often eats time for didactical preparations or being physically available to students. Using technology needs serious preparation such as "Authoring the tool or learning to use a given tool, testing equipment and program before class, having alternative in case of failure, embed the module with didactic merit, try out many things and throw away what does not work". Knill does have a valid point but it is important to remember that all teachers need to plan their time in order to prepare material or resources that can help students for their learning process and take fully advantage of them.

As to the limited tools in educational institutions, it is an unfortunate reality the fact that not all schools or language institutes can have access to the several technological tools they should have to help students in their learning progress. Not having technological resources available in language institutions or schools is a major disadvantage for students and teachers, they are not able to afford computers not even cd players. (Coghlan, 2004) This lack of technological resources takes place specially in developing countries (Du Plessis & Webb, 2012 as cited in Celik & Aytin, 2014) However, there might be a solution for this as Fisser and Voogt

(2016) suggest that school management and parents are necessary in the integration of technology, meaning that these groups could gather and ask for technology tools to their government and to an organization or organism in charge of all the aspects concerning education in their country or region. It is very important to mention that all technical problems are an issue not easy to debunk because they can occur at any moment. Moreover, they are almost inevitable.

Teachers' perspective on the matter of technology and EFL instruction has not been examined yet in this paper. For this reason, this section pretends to highlight several studies from different parts of the world about teachers' attitude towards the issue. Most of the studies included in this part lead to very positive deductions as for instance a study carried out by Alsulami (2016) show the effects of technology in EFL classrooms. The participants were all female students from Effat College. For the data collection two questionnaires were applied. The first part contained questions about age and educational level. The second part had four questions about technology tools to improve the process of learning a foreign language. Among the most relevant conclusions the use of technology helps students with difficulties overcome them and become better at speaking, reading, listening and writing. Therefore, these tools do have a positive impact in students general and also the ones who are dealing with learning problems

Baz (2016) conducted a study about the use of technology in EFL classrooms in order to see what the attitude of the teachers at a public state university in Turkey is when using technology. A total of 98 teachers were invited to participate. The results show that students and teachers have a huge attitude towards technology use because of the engagement and convenience it provides but there are some drawbacks mentioned: technical problems and abuse of technology by learners.

Burkšaitienė and Selevičienė (2017) presented a small-scale study regarding teachers' attitude in relation to Web 2.0. technologies and their use for educational purposes. A total of 39 students of English from different universities in Lithuania were asked to join as participants. The data collection was made through questionnaires and it was later analyzed using descriptive statistics. The authors came into the conclusions that teachers think of themselves as well trained in technology use and that they take advantage of all the positive aspects technology has.

Seraji, Ziabari and Rokni (2016) succeeded in demonstrating the attitude of teachers respecting technology from several language institutes in Mazandran. A sample of 100 teachers were taken into account, 38 males and 62 females. A survey containing 61 were included. The

results show that teachers still hesitate to incorporate technology into the classroom and that their attitude plays a key role in the prosperity of technology use.

Kayalar (2016) whose main purpose was to make a cross-cultural comparison about teachers' points of view on the incorporation of the use of technology in English classrooms. Nine teachers' views from a primary school in Turkey were compared to opinions from teachers from all around the world. A qualitative method was used, and the findings say that the success of technology tools are up to the teachers' attitude. Also, the integration of technology inside classrooms are a good opportunity to engage and motivate students to learn and create a more interactive environment.

As a final thought, fortunately there are a lot of recent studies that support the idea of the incorporation of technology and EFL instruction and it is unbelievable to think about all the tools that will be created in the upcoming years. Therefore, Education is definitely a field that thanks to technology is in a continuous state of innovation.

CHAPTER II: METHOD

Setting and participants

The place considered for this investigation was a private English language institute located in the city of Loja, Ecuador. The setting counted with some technological tools such as cd players, computers, speakers and projectors. The participants were 15 English teachers ranging from age 22 to 45 (8 females and 7 males). All teachers had at least one year of teaching experience.

Procedure

This research started with the review of some literature which consisted of analyzing relevant information as well as recent studies about the topic.

In order to obtain all the necessary information for this research project a mixed method approach was used which involves qualitative and quantitative procedures. The first instrument used to collect data was an observation checklist that contained 10 statements. These statements provided information about the technological tools teachers used in English classes as well as the impact they caused regarding classroom management, motivation and engagement. The second instrument was a questionnaire form which contained 10 closed and open questions which were related to teachers' experience using technology in their classes, such as their capacity to manage it, their attitude towards its incorporation, the students' attitude when the teacher integrates technology, what are the tools educators use the most and how technology facilitates the teaching-learning process. The use of these two instruments had the purpose to analyze teachers' perspective and to gather observational data in the classroom, the results obtained throughout these instruments, were used to later compare them with previous research done in this topic.

The next step was the data tabulation, which was done by using Excel. All the data was obtained through the use of instruments carefully designing for this research project. After that, the results were methodically analyzed and included in two charts, one per each instrument. In addition, aspects such as important events observed, results of the questionnaire form and opinions of other authors about the topic were considered when interpreting the results.

CHAPTER III: RESULTS AND DISCUSSION

Description, Analysis and Interpretation of the Results

The information below summarizes the main results obtained through the use of two valuable instruments an observation checklist and a questionnaire form through quantitative and qualitative analysis. The first one includes three aspects to know the frequency yes, no and no applicable. The second one includes the following aspects: not agree, somewhat agree, agree and completely agree. All the information obtained was used to know whether the technological tools teachers used in their classes were useful to increase motivation and if they were engaging students in the teaching-learning process.

Table 1. Observation checklist

STATEMENTS	YES		NO		NO APPLICABLE		TOTAL	
	f	%	f	%	f	%	15	100%
1.Are there technological resources available in the classrooms	15	100%	0	0%	0	0%	15	100%
2.Does the teacher use a cd player?	7	46,70%	8	53,30%	0	0%	15	100%
3.Does the teacher use the projector?	8	53,30%	7	46,70%	0	0%	15	100%
4.Does the teacher use computer and displays media such as powerpoint presentations, videos or pictures?	8	53,30%	7	46,70%	0	0%	15	100%
5.Do students seem motivated or engaged when the teacher uses technology?	10	66,70%	2	13,30%	3	20%	15	100%
6.Is the teacher trained to use technology?	12	80%	0	0%	3	20%	15	100%
7.Does the teacher face any technical problems when starting to incorporate technology tools?	4	26,70%	8	53,30%	3	20%	15	100%
8.Does the teacher appear to have a positive attitude	12	80%		0%	3	20%	15	100%

towards technology use?								
9.Does technology facilitate the achievement of the lesson's objective?	10	66,70%	2	13,30%	3	20%	15	100%
10.Is the teacher using technology to support learning process?	13	86,70%	0	0%	2	13,30%	15	100%

Source: Ecuadorian EFL teachers
 Author: María Belén Correa Abendaño

Table 1 shows all the specific results obtained during the classes observed. The options of the observation checklist were three. The option of No Applicable was added due to the fact that in some of the classes observed the use of technology was null. In the first statement the option "YES" has a total of 100%. This serves to prove that all classrooms counted with technological tools at the moment of the observation. These technological resources are the ones commonly found inside EFL classrooms such as: cd players and data projectors. Xu (2011) expresses how technological tools have changed throughout the years. For example, back in 1990 computers had poor access to internet and tape recorders were considered as the best devices to practice listening. However, as the time passed by cd players, projectors, interactive smartboards and computers have transformed the way in which 21st century students learn. Another aspect that is important to mention is that as the observation was done in a private institute, it counted with these technological tools and that all teachers have access to them. Opposite to this reality, it is necessary to highlight that in Ecuador not all public institutions have access to technological resources. In fact, Sanchez and Zajworsky (2016) assert that one of the main obstacles of EFL instruction in Ecuador is the lack of technological tools available.

Regarding the second statement that concerns the use of a cd player in the classroom. The 53,30% of teachers did not use a cd player meanwhile the other 46,70% did make use of this technological resource. CD players are very popular because they are affordable and easy to be used. Alemi (2016) agrees by stating that CD players are very convenient because most teachers are familiarized with them. In fact, none of the teachers had any technical problems using CD players. On the other hand, it was perceived that during classes CD players were used in lessons whose objectives focused on the practice of listening skills and vocabulary drill as result students did not show any signs of excitement when teachers used this tool. Therefore, one of the drawbacks of the use of this technological resource is that it is not a groundbreaking tool for EFL instruction.

The third statement asks about the use of a projector during lessons. The results show almost a tie with the 53,30% of teachers that incorporated a projector for their classes to display visual aids and the other 46,70% of teachers who preferred not to make use of this tool. The integration of a projector showed that students are more engaged and motivated to learn. Actually, students showed more interest when something visual is presented to them. To support this idea Shabiralyani, Hasan, Hamad and Iqbal (2015) conducted a study in which the results agree that the use of visual aids enhances the teaching-learning process as well as an increase in students' motivation is shown. Additionally, projectors were incorporated when the lessons involved the practice of speaking. In most of the classes observed, teachers displayed pictures and students had to describe them using the target grammar, also when lots of information needed to be covered, the teacher created PowerPoint slides that included charts and pictures to simplify it. In this regard, AlKash and Al-Dersi (2013) address that PowerPoint slides allow students to convert complex into easier ideas for students to assimilate.

The fourth statement refers to the use of media such as pictures, videos and PowerPoint slides. To show students visual media, the use of a projector is needed. Therefore, the results are similar to the previous statement because 53,30% of teachers displayed visual media and the other 46,70% preferred not to do so. During the classes the teacher presented visual media related to the content of the lesson with the aim to practice speaking skills, according to Nalliveettil and Alidmat (2013) the incorporation of visual aids creates a better learning environment due to the fact that it replaces dull and repetitive routines students are used to. For instance, teachers searched for interesting videos and show them to students as a consequence they were eager to participate, students unconsciously practiced speaking, students did not seem engage when the teacher preferred to use speaking activities proposed by the textbook.

The fifth statement deals with the aspects of engagement and motivation when teachers incorporate technological tools in their classes. In most of the cases students showed more interest in learning when technology was used (66,70%) meanwhile 13,30% of the students did not seem engaged into the lesson, the other 20% is not applicable because technology was not integrated for those specific classes. The classes in which students felt motivated involved the use of a projector and a computer to present visual aids. Learners were very participative and responded to the teachers' instruction effectively. In fact, Golonka; Bowles; Frank; Richardson and Freynik (2012) admit that students prefer to be taught with the use of technology rather than when using textbooks. Thus, technological tools help the teacher to bring more enjoyable and interactive activities to the class and this results in more engaged and motivated students willing to learn. Besides that, the only tool that is not very appealing to students are CD players, its use

does not represent a significant change in aspects such as motivation, engagement and class management. For this reason, the classes in which CD players were used to play audio tracks from the textbook did not drop positive results as students did not look interested. Kayalar (2016) mentions that effectiveness of technology integration depends on the teacher meaning that teachers could every once in a while, present a different listening content in order to break the routine and attract students to the lesson.

The sixth statement aims to respond to teachers' capacity and training in using technology for educational purposes. As it can be seen in the table, the 80% of the teachers were able to manage technological tools and the other 20% is not applicable. During classes all teachers who incorporated technology could easily use it. This situation shows that all of them are familiar with technology because they incorporate it into their teaching routine most of the time. Actually, some of the reasons why some teachers do not like to use technology is because they are not familiarized with its use or do not feel secure about how to use it, and sometimes they are reluctant to learn. This issue will be discussed later on.

The seventh statement focuses on the technological problems teachers might have faced during classes. Erben (2009) indicates (as cited in Andrade,2016) that the most common challenges a teacher might encounter are technical difficulties, limitation of tools available in the language environment and the lack of the familiarization with technology, some of these challenges were present in some of the classes observed. The results show that the 26,70% of teachers faced some technical problems. For example, some cd players did work at that specific moment or the projector did not turn on; these kinds of problems take a lot of time to be solved and they affect the lesson planning; that is why it is important to check the material that is going to be used in advance, so teachers avoid these inconveniences. Additionally, Bingimlas (2009) agrees that preparing technology requires time and preparation beforehand and if technological problems are added up, teachers are less likely to incorporate technology in future classes. However, it is necessary to keep in mind that all complications can happen to any teacher at any moment. On the other hand, the 53,30% of teachers did not have difficulties to incorporate technology and could successfully achieve the goal of using technology in class which is to engage and motivate learners.

The eighth statement was proposed to determine teachers' attitude towards technology. The results are that 80% of teachers presented a positive attitude that was evidenced through their predisposition at the moment of using technology. Indeed, this positive attitude is the factor that reduces the stigma against technology use. For this reason, it is essential for teachers to understand the benefits of technological tools. Baz (2016) mentions that EFL educators who

understand the convenience and motivation that technology brings usually incorporate it into their classrooms, in the same way Burkšaitienė and Selevičienė (2017) state that teachers show a positive attitude when they have been trained to use it in their lessons. This means that there are several conditions that need to be met in order to change the negative reputation that some teachers perceive about technology. The other 20% was not applicable in this statement.

The ninth statement concerns how the use of technology helps to accomplish the lesson objective. In most of the classes (66,70%) technological tools served as a support to achieve a meaningful learning process likewise Craig and Patten (2007) say that the use of technological tools helps learners to improve their verbal, reading and vocabulary skills. Therefore, the incorporation of technology aims to support the improvement of the learning-teaching process. The 13,30% of teachers did not accomplish the lesson objective because technical problems appeared, and time was lost; in this sense, teachers could not follow the activities contemplated in their planning. The other 20% was not applicable.

The last statement bears upon the use of technology with the purpose of supporting the learning process. The 86,70% of teachers definitely incorporated technology to reinforce the target content. These teachers agree that technology is a complementary tool. However, this does not mean it replaces the role of a teacher because it could never be taken over by technology as it is usually believed. In the same way Sheingold and Frederiksen (2000) claim that misconception is wrong due to the fact that a teacher uses technology to integrate it as a complementary tool in order to support students' learning process. This indicates that teachers should not be afraid of technology taking over their role. The other 13,30% is not applicable. Nevertheless, just because the teacher did not decide to use technology for a specific class it does not mean that the lesson is poor; thus, the incorporation of technology depends on the content of the lesson.

Table 2. teachers' questionnaire form (statements 1-6)

STATEMENT	NOT AGREE		SOMEWHAT AGREE		AGREE		COMPLETELY AGREE		TOTAL	
	f	%	f	%	f	%	f	%	15	100%
1. During all of my teaching years I have had a good experience incorporating technological tools in my classroom.	0	0 %	3	20%	8	53,33%	4	26,67%	15	100%
2. There are appropriate technological resources at my worksite	3	20 %	4	26,67%	5	33,33%	3	20%	15	100%
3. I notice more motivation and engagement in students every time I use technology. For example, when I show students videos related to the lesson content in my computer or decide to play songs that I consider interesting for them.	0	0 %	3	20%	4	26,67%	8	53,33%	15	100%
4. I feel encouraged and enthusiastic to use technology during my lessons	0	0 %	0	0%	5	33,33%	10	66,67%	15	100%
5. I feel like I am capable of using the technology tools available at my worksite	0	0 %	1	6,67 %	5	33%	9	60%	15	100%
6. I feel like I have a positive attitude towards the use of any kind of technology in class	0	0 %	1	6,67 %	5	33,33%	9	60%	15	100%

Source: Ecuadorian EFL teachers
 Author: María Belén Correa Abendaño

Table 2 shows the results of the questionnaire form. Teachers had to select one the alternatives according to their experience with technology. The first statement is about teacher's experience incorporating technological tools. The highest percentage is the option Agree with a 53,33% which means that most teachers can tell from personal experience that technology has benefited them. Next, the 26,67% of teachers completely agree with the statement, meanwhile the 20% of educators have not had such a good experience with technology. However, the findings indicate that for most of the teachers agree that the integration of technology contributes to EFL learning.

The second statement says, "There are appropriate technological resources at my worksite". The percentages are different to one another. For instance, the 33,33% of teachers agree that there are technological resources available at their worksite but only the 20% agree completely. Although these results are very positive, not all teachers agree with the statement because only the 26,67% of them somewhat agree with the it and the other 20% indicates that teachers do not agree. The language institute in which the investigation took place counted with technological tools but perhaps for some teachers more technology is needed for their classes. On the other hand, referring to EFL instruction in a larger scale, Ecuadorian institutions do not count with these facilities and as a matter of fact not even English teaching has the attention it deserves, consequently Diaz and Toledo (2017) share the idea that English continues being ignored by public education in Ecuador.

The third statement is "I notice more motivation and engagement in students every time I use technology. For example, when I show students videos related to the lesson content in my computer or decide to play songs that I consider interesting for them". A percentage of 53,33% of teachers completely agree with the fact that students show more interest in learning when something new is presented to them. Motivation is key in regards to the teaching-learning process. Nonetheless, Krashen (2002) suggests (as cited in Noreen, Ahmed & Esmail,2015) that students whose levels of motivation, self-confidence and positive attitude are high, are more likely to succeed in learning a foreign language. The 26,67% of teachers also agree with this statement and the other 20% somewhat agree showing that students are motivated to learn when technology is incorporated inside the classroom.

The fourth statement is "I feel encouraged and enthusiastic to use technology during my lessons". The 66,67% of teachers completely agree with this statement, this reveals that educators have a positive attitude towards technology. Consequently, Seraji, Ziabari and Rokni

(2016) suggest that teachers who present a positive attitude are expected to conduct to the prosperity of the incorporation of technology inside of the classroom. The 33,33% of educators feel encouraged and enthusiastic to use technology. The promotion of technology is not needed in this case because educators from this language institute are aware of the benefits technology brings, it is safe to say that they use technological tools to manage their classes better.

The fifth statement is "I feel like I am capable of using the technology tools available at my worksite", it refers directly to the teachers' capacity of using technology. The 60% of teachers completely agree with the item, while the 26,67% of teachers agree and the other 20% somewhat agree. One of the main reasons why some teachers prefer not to incorporate technology is due to lack of training which results in anxiety and fear of using technology, the solution to this issue is basically to train teachers how to make use of it, in this regard Fisser and Voogt (2013) mention that a professional development program can support teachers to encourage them to learn how to use technological tools and that way change their mindset about their use in class.

The sixth statement is "I feel like I have a positive attitude towards the use of any kind of technology in class" and it is closely related to the previous one because it concerns teachers' attitude towards the use of technology. The 60% of teachers completely agree and the other 33,3% of teachers agree showing that they are trained and know about the advantages of using technology. Therefore, these educators are confident, and the consequence is a positive perception of technology. Only 6% of the teachers somewhat agree with the statement. Although the percentage is small it is demonstrated that a few teachers still do not show a positive attitude towards technology. Erben at al. (2009) mentions (as cited in Andrade, 2016) that the reasons why some teachers are reluctant to use technology as part of their classes are technical difficulties, classroom management situations, quality of the technological resources and low internet connection. These aspects become barriers for teachers and discourage them to plan the use of cd players, projectors, computers and so on, whereas Bester and Bran (2013) concluded in their study that when technology is incorporated in the classroom students concentrate more and there is a significative increase in motivation and engagement, as a result the possibilities of accomplishing the class objective become higher. Technology also allows to maintain students' attention for longer periods of time meaning that discipline becomes easier to control.

Table 3. teachers' questionnaire form (statements 7)

STATEMENT	Motivation and Engagement		The classes become more dynamic and interactive		Collaborative Learning		More autonomy	More opportunities of being exposed to authentic material	Other			
	F	%	f	%	f	%	f	%	f	%	f	%
7. I believe that the use of technological tools contributes in the teaching-learning process. For instance,	12	80%	10	66,67%	6	40%	2	13,33%	1	6,67%	0	0%

Source: Ecuadorian EFL teachers

Author: María Belén Correa Abendaño

The seventh statement is “I believe that the use of technological tools contributes in the teaching-learning process. For instance,...”. In this case teachers were choosing different alternatives unlike the previous statements and had the opportunity to select one or more options. The highest percentage is 80% in which 12 teachers believe that the incorporation of technology improves motivation and engagement. Then, the 66,7% of teachers think that with the use of technological tools classes are more interactive and dynamic. The next percentage is the 40% in which 6 teachers agree that technology improves collaborative learning. In fact, Groff (2013) states that although a collaborative classroom can be accomplished without technology, the possibilities of successfully creating one, increases with the integration of technological tools. Another benefit technology brings is more autonomy in students, this information is corroborated by the 13,33% of teachers who trust that with the use of it, students become more independent and responsible with their learning. In the same token, Golonka; Bowles; Frank; Richardson and Freynik (2012) express that modern technology attracts students and generates an inner motivation to search for useful material creating a sense of responsibility in their own learning process. Lastly, only one teacher considers that technology helps students to be exposed to more real events. Kinik (2014) says that technology such as visual aids and auditory tools provide students the chance to practice real English because students involved in more authentic contexts as the opposite to textbooks that only provide a limited range of scenarios.

Table 4. teachers' questionnaire form (statement 8)

STATEMENT	There are not enough tools available at the classroom		It takes too much preparation		Teachers do not know how to use technological tools		Teachers are not aware of the benefits that the incorporation of technology brings to EFL instruction		Other	
	f	%	f	%	f	%	f	%	f	%
8. Why do you think that sometimes teachers prefer to limit their use of technology in class?	9	60%	6	40%	5	33,33%	3	20%	0	0

Source: Ecuadorian EFL teachers
 Author: María Belén Correa Abendaño

The eight statement is “Why do you think that sometimes teachers prefer to limit their use of technology in class?”. The highest percentage is 60% in which 9 teachers think that one of the limitations of the incorporation of technology is because of the limited resources available inside the classrooms, unfortunately this problem is present in most learning institutions in Ecuador. For this reason, Du Plessis and Webb (2012) suggest (as cited in Celik & Aydin, 2014) that school management and teachers could ask for the donation of technological resources to an organization or the government. The next alternative concerns the time that takes to plan the incorporation of technology inside of the classroom, the 40% of teachers selected this item. Knill (2003) considers that before using a tool it needs to be tested beforehand and in case of failure some alternative needs to be contemplated. Hence, this issue is inevitable, but teachers must be aware that one of the boundaries of EFL instruction is to be willing to take a lot of time planning lessons in advance. The 33% of teachers have the perception other educators might not integrate technology because they are not trained probably because of fear and anxiety. Walker and White (2013) mention (as cited in Sert & Boynuegri, 2017) a term called “digital immigrant” which refers to teachers who were not born during the digital word and have problems using technology. On the other hand, students are considered “digital natives” because they were born during the technological era. This distinction causes teachers to see themselves as less competent than their students likewise Ghavifekr and Rosdy (2015) discuss that teachers are afraid of using technology because of equipment failure and get even more discouraged due to the fact that no one can assist them at that specific. Thus, institutions should focus more on involving teachers in seminars or workshops that train them to use technology. The other 20% of

teachers recognize that not everyone realizes about all the advantages that technology has, that produces a negative attitude towards technology.

Table 5. Teachers' questionnaire form (statement 9)

STATEMENT	They have not been trained to use technology	They do not feel confident using technology		Because of previous negative experiences with technology use inside the classroom			Other	
		f	%	f	%	f	%	f
Some teachers refuse to use technology inside the classrooms. What do you think are the reasons for this negative attitude?	6	40%	7	46,67%	6	40%	0	0%

Source: Ecuadorian EFL teachers
 Author: María Belén Correa Abendaño

The ninth statement is “Some teachers refuse to use technology inside the classrooms. What do you think are the reasons for this negative attitude?” This statement was required to continuing analyzing teachers’ negative attitude since positive attitude has been analyzed in depth in previous statements. The 46,67% of teachers consider that some educators do not like to use technology due to their lack of confidence using technology. Another important result is that the 40% of teachers believe that a negative attitude can be the consequence of poor training to use technology and the other 40% of teachers believe that not all educators use technology because of previous negative experiences with technology. The solution to these behaviors is to make teachers aware about the benefits of technology and if necessary train them to learn how to incorporate it in their classes. It is important to point out that Shafeeq and Mohsen (2014) suggest that changing teachers’ points of view is not such an easy task because some of them are not interested in learning more innovative ways of teaching.

Table 6. teachers' questionnaire form (statement 10)

STATEMENT	Cd player		Projector		Computer		Other	
	f	%	f	%	f	%	f	%
10. The technological tools that I use during my classes are	6	40%	14	93,33%	12	80%	1	6,67

Author: María Belén Correa Abendaño

Source: Ecuadorian EFL teachers

The last statement of the questionnaire form is “The technological tools that I use during my classes are...”. The highest percentage is 93,33% which represents that most teachers use projectors for their classes, projectors are highly popular in EFL instruction because they allow to display any kind of visual content. the 80% of teachers use computers, usually teachers that use computer make use of projectors as well that is why both results are similar. According to Genç and Aydın (2010) computer-assisted language (CALL) became popular during 1970 and since its creation they have become a technological tool designed exclusively with the purpose of contributing to foreign language instruction, only the 40% of the teachers incorporate CD players, the use of this tool is mostly focused to improve listening skills whereas projectors and computers can be integrated to support a wider range of skills. The other 6,67% represents the alternative “Other” that was selected by one teacher, but he/she did not specify the exact tool.

CONCLUSIONS

After having done this research, some conclusions were drawn:

Some of the reasons why teachers do not incorporate technological resources in their classes is because they do not feel competent to manage technology and this situation increases the fear and the negative attitude they feel towards technology.

The integration of technology during classes depends on the content and objective of the lesson. For instance, the lessons in which grammar or reading were involved did not need the use of technology as opposite to the classes in which listening and speaking were practiced, in that case there was the need to integrate resources such as projector, computer, cd players.

One of the main reasons why teachers restrict the use of technology in their classes is the limitation of resources available at language institutions or schools, unfortunately this issue is difficult to be solved and it ultimately forces teachers to rely mostly on not other material than the textbook.

The current study demonstrates that whenever teachers incorporate technological tools, students' participation and concentration grow dramatically resulting in an increase of motivation and engagement. The use of technology also provides students with the opportunity to be exposed to more realistic contexts; consequently, they practiced English in a more authentic way.

The goal of motivating both students and teachers not to be afraid of using technology is not that simple because they are two different generations. Teachers were introduced to technology later in their lives meanwhile students were born right into the digital era. This situation causes teachers to be the real focus on this matter resulting in a lack of comfort using technology.

The findings showed that most teachers were comfortable using technology and their attitude towards it was positive, the acceptance of technology was high among the participants considered for this research project.

RECOMMENDATIONS

In order to reduce teachers' fear and negative attitude towards technology, seminars, training programmes and accompaniment models need to be conducted to change teachers' perspective and attitude as well as their predisposition towards technology with the aim of promoting its integration inside the class. However, the action of assisting and coaching teachers must become an on going process of responsibility for language institutions, mentoring teachers on a daily basis on how to fix or overcome technological problems can lessen fear and anxiety of dealing with the unknown.

Although the use of technology was present in most of the classes there were still some teachers who refused to make use of it. Therefore, it is important that colleagues or school managers raise awareness among educators about the benefits of technology by acknowledging the fact that technology offers more opportunities of providing more successful learning experience.

It would be ideal that with the aim of having more access to technological resources the current situation of English education in Ecuador must be changed, its importance has been neglected by public education. This means that English needs more recognition by the Ministry of Education and once this situation is fixed, more improvements can be implemented such as the integration of technological tools within EFL classrooms.

It is advisable that teachers create and plan activities that are attractive for students. For example, the use of online games or social networks for purely educational purposes surround students in contexts in which they must use real language. It is important to take advantage of the fact that they already know how to use these tools because they were born in the era of modern technology, this motivates them and awake their interest to learn English.

It is necessary that teachers learn to take risks and be more open minded to innovative learning and new pedagogies that contribute to the teaching-learning process, and leave aside old traditional methodology which is known as teacher-center learning; therefore, it is necessary to change it into a student-center approach to meet all the specific needs students have depending on characteristics such as learning style, learning pace, English level and so on.

Fortunately the results compiled were positive because in most of the cases teachers accomplished an effective integration of technological tools, but it is necessary to highlight the fact that inside of the language institution more innovative tools are needed because projectors, cd players and computers are considered as a normal part within the learning environment. It should also be mentioned that for some students, these tools could not longer be considered as

engaging and attracting. For this reason, innovation is the key, meaning that other tools such as learning platforms or smartboards could be introduced in the future.

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ANNEXES

Annex 1. Observation Checklist

Observation Checklist

Time:

Grade:

Lesson's topic:

Lesson's objective:

Statement	Yes	No
Are there technological resources available in the classrooms?		
Does the teacher use a cd player?		
Does the teacher use the projector?		
Does the teacher use computer and displays media such as powerpoint presentations, videos or pictures?		
Do students seem motivated or engaged when the teacher uses technology?		
Is the teacher trained to use technology?		
Does the teacher face any technical problems when starting to incorporate technology tools?		
Does the teacher appear to have a positive attitude towards technology use?		
Does technology facilitates the achievement of the lesson's objective?		
Is the teacher using technology to support learning process?		

Annex 2. Questionnaire Form

Teachers' Questionnaire

This form is intended to find out how the use of technological tools help English teachers to manage better their classes. To complete the questionnaire please take your time to read everything carefully. Your answers will be confidential.

Thank you for your time.

1. During all of my teaching years I have had a good experience incorporating technological tools in my classroom.

1. Not agree 2. Somewhat agree 3. Agree 4. Completely agree

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2. There are appropriate technological resources at my worksite

1. Not agree 2. Somewhat agree 3. Agree 4. Completely agree

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3. I notice more motivation and engagement in students every time I use technology. For example, when I show students videos related to the lesson content in my computer or decide to play songs that I consider interesting for them.

4. I feel encouraged and enthusiastic to use technology during my lessons

1. Not agree 2. Somewhat agree 3. Agree 4. Completely agree

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5. I feel like I am capable of using the technology tools available at my worksite

1. Not agree 2. Somewhat agree 3. Agree 4. Completely agree

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6. I feel like I have a positive attitude towards the use of any kind of technology in class

1. Not agree 2. Somewhat agree 3. Agree 4. Completely agree

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7. I believe that the use of technological tools contributes in the teaching-learning process. For instance,

- () Motivation and Engagement
- () Collaborative Learning
- () More autonomy
- () More opportunities of being exposed to authentic material.
- () The classes become more dynamic and interactive

Other _____

8. Why do you think that sometimes teachers prefer to limit their use of technology in class?

- There are not enough tools available at the classroom
- It takes too much preparation
- Teachers do not know how to use technological tools
- Teachers are not aware of the benefits that the incorporation of technology brings to EFL instruction

Other _____

9. Some teachers refuse to use technology inside the classrooms. What do you think are the reasons for this negative attitude?

- They have not been trained to use technology
- They do not feel confident using technology
- Because of previous negative experiences with technology use inside the classroom

Other _____

10. The technological tools that I use during my classes are

- Cd player
- Projector
- Computer
- Other _____